School Year: **2023-24**

# 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 | School Site Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Williamson Elementary School | 34673306033286 | May 24, 2023 | September 21, 2023 |

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# 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

Comprehensive Support and Improvement

Targeted Support and Improvement

X Additional Targeted Support and Improvement

Title I Schoolwide
Additional Targeted Support and Improvement (ATSI) for students who are African American, Homeless, Students with Disabilities, Two or More Races.

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.

We will follow all components of the Every Student Succeeds Act (ESSA) requirements and be aligned with the Folsom Cordova Unified School District (FCUSD) Local Control and Accountability Plan (LCAP).

# School Vision and Mission

Vision: Valuing our families while utilizing community partners, Williamson staff will foster high expectations for students to achieve their full potential. Our whole child approach encompasses academic, social emotional, health development, and technological skills. We will provide the rigorous educational opportunities necessary to mold all students into lifelong learners.

Mission: Williamson Elementary guarantees every student will have access to and learn the essential standards for each grade level in language arts and math.

# 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).

Parent surveys include the School Effectiveness Survey, the California Healthy Kids Survey, and the Title I Parent Survey. These surveys characterize the current educational practices at the school and in our school district. The conclusions reached are used to determine the improvements needed. Our fifth-grade students participate in the California Healthy Kids Survey each year as well. This survey helps inform our staff about the types of choices our student population is making and their level of risk as well as parent and staff perceptions about school programs, supports, and effectiveness. Teachers evaluated students using the Panorama Social-Emotional survey indicators,

and students in 3rd-5th grade took the Panorama Social-Emotional Survey which provides us with information that we can connect to each student's academics, attendance, and behavior data.

## Classroom Observations

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

The principal and assistant principal conduct formal and informal observations of all classrooms on a yearly basis. Permanent teachers receive observations every other year and probationary teachers receive observations every year for the first 3 years. Tenured teachers are on a 5-year cycle at the principal's discretion. We find that our teachers are highly qualified, energetic, and hard working.

## 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)

Third through fifth-grade students, take the California Smarter Balanced Assessment of Student Performance and Progress (CAASPP) state assessment each year. In the Spring of 2023, all students in grades 3-5 completed the CAASPP which allows us to identify areas of successful academic instruction and academic growth diagnoses in the 2023-2024 school year.

All grades administer an Oral Reading Passage (ORP) the Renaissance STAR Assessments in Literacy (ELA) and Math. Students in kindergarten, first, and second grade are also given the Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) placement test. Our school district is moving toward a systematized approach to assessing student progress toward fluent reading using the science of reading framework so that all teachers can analyze the data, create highly impactful and engaging lessons that directly impact student needs, and create forward progress in reading fluency.

Williamson Elementary School has embraced a Community Schools model for how we approach student learning and emotional wellness. Pillar 2 focuses on culturally responsive instructional practices during the school day and in extended learning opportunities. We are committed to productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that supports conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks.

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

Essential standard data as tested by common formative assessments are to be reviewed at Professional Learning Team (PLT) meetings. The teacher's focus in these meetings is to plan common assessments and leveled instruction for our students in Language Arts and Math. Teachers use this data to create leveled groups that address District Essential Standard learning targets and scaffolds to meet learning targets for every grade level. Specific instruction or extension is selected to meet student's needs, as shown in the data. Students are shared between classroom teachers and intervention teachers during leveled learning time in a Response to Intervention (RtI) model. During the time of leveled re-teaching, all teachers are working on the same standard, and no new material is taught to the students. This ensures that no student misses core instruction in any area and that all students are making progress toward District Essential Standards.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are highly qualified.

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

All teachers participate in school and district professional development.

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

District Lead teachers work with our staff to make sure content is aligned with standards. At the site level, professional development is aligned with site goals.

Williamson Elementary School provides professional development focused on creating the conditions for learning for all students. FCUSD has committed to the California Community Schools Framework and has developed four equity questions that focus our actions to accelerate learning outcomes for our low socio-economically disadvantaged, English Learner/Emergent Bilingual, and especially ATSI subgroups; students with learning disabilities, Black youth/African American, Homeless Youth and two or more races to ensure that they are benefitting from culturally responsive tier 1 instruction and interventions. Our staff has received Professional Development in Whole Child Design through Turnaround for Children and understanding the brain science of accelerated learning. Our district has also committed to ongoing PD in Behavior RtI to create a restorative and instructional response to student behavior. FCUSD has a longstanding commitment to Social Emotional Learning and embraces the CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, and we teach all students these specific skills through tier 1 instruction using the Second Step/Base Education curriculum.

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

Williamson has a Guiding Coalition that consists of the principal, the assistant principal, a primary and intermediate teacher, the technology coach, our site PLC Facilitators, our site Climate Facilitator, a Special Education teacher, the Instructional Coach, and the Intervention teachers. The Guiding Coalition delivers professional development at the site level during monthly staff meetings. Our site also has funds allotted for trainings and conferences that support instructional practices within the classroom and are aligned with our site goals.

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

Williamson is a Professional Learning Community (PLC). Teachers meet in their Professional Learning Teams (PLT) on the second and fourth school Thursdays of the month when the students are released early to allow for professional collaboration meetings.

Beginning in 2023/2024, teachers will be released from their classrooms up to two times a week for thirty minutes during each time block to work in their PLTs during the school day.

## Teaching and Learning

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

Williamson utilizes our monthly meetings to assure that our curriculum is aligned and being delivered with fidelity and integrity.

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

Teachers turn in their class schedules which are reviewed by the principal to ensure instructional minutes are observed. PE minutes are recorded daily in our PowerTeacher tracker.

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

Teachers pace together in English Language Arts (ELA) and Math so they can share students needing re-teaching and/or extension on essential standards during SIPPS and RTI time.

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

We have sufficient instructional materials available to all student groups as verified by our William's Audit in August of 2022.

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

We use all adopted and standards-aligned instructional materials available to us. Preschool uses the Houghton Mifflin curriculum for English Language Arts (ELA) and Math. Transitional Kindergarten (TK) uses Handwriting Without Tears and Teacher Created Materials (TCM) for ELA, Numbers Without Tears for Math, and 2nd Step for Social Emotional Learning. Grades K - 5 use Savvas Realize enVision Math, Benchmark, SIPPS, LETRS, Teachers' Curriculum Institute (TCI) curriculum for Social Studies and Amplify curriculum for science. All curriculum is Board adopted and supplemental supports are district vetted and approved.

## Opportunity and Equal Educational Access

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

Students participate in Response to Intervention (RtI), small group instruction during class time, pull-out and push-in intervention supports within ELA and Math instruction, as well as IA and BIA support within the school day for students.

Evidence-based educational practices to raise student achievement

We are using programs that are research-based, common core aligned, and Board approved to help raise student achievement. Overall, students in grades 3-5 score below their 2018-2019 scores in both ELA and Math in the California Assessment of Student Performance and Progress (CAASPP) when compared to their 2021-2022 scores. In both Math and English Language Arts (ELA) our student groups of English Language Learners, socioeconomically disadvantaged, students with disabilities, Hispanic, and White students are identified as working below grade level as reported on the California dashboard.

We know we still have a lot of hard work ahead of us. The gap that still exists for many of our students is wide. More than 2/3 of our teachers have been trained in Literacy Education for Teachers of Reading and Spelling (LETRS) over the past two years (2021-2022 and 2022-2023). We will aim to have 85% of our students reading at grade level by the end of the 2023-2024 school year.

Our school district is putting significant time into correctly teaching the 15-Day Challenge model of PLC implementation and plans to have every classroom teacher trained and coached in the 15-Day Challenge during the 2023-2024 school year.
That model includes the identification of essential standards, planning learning targets, and common formative assessments as a grade-level team.
Using this model, we will:
As a team, identify the essential standard for the 15-day challenge.
Create the learning targets (“I can” statements) and Common Formative Assessments (CFA)
Plan intentional student engagement around the learning targets.
Agree, as a team, on the delivery date of the CFA
Deliver intentional Tier 1 instruction.
Analyze and discuss CFA data as a team.
Plan intentional Response to Intervention (RTI) groups for students who have mastered the material and for those who need extra time and practice.
Share students among grade level peers or across grade spans in order to teach students at their level of understanding.
Reassess students both formally and informally multiple times to move them smoothly across groups.

In the 2023-2024 school year, we will also learn more about Tier I practices at a PLC school and Tier 2 practices in the general education classroom. We will spend time reflecting on our work and what our students need to truly master in each grade level in order to move forward and be successful in their education.

## Parental Engagement

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

Parent Engagement and Community Partnerships

Parent Engagement:  Williamson Elementary (WME) will identify, plan and implement three MAJOR parent engagement opportunities for the 2022-2023 school year.

Our school has begun to use a Community Schools framework and the four Pillars of Community Schools. We are committed to working in partnership with our youth, their families, and community service agencies to bring resources onto our campus that remove barriers to students learning, retaining, and applying knowledge. This is done by understanding the Science of Learning Development and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe on our campuses. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home.

Williamson will continue to strengthen communication between school and home. We will continue to use our Facebook page, "Williamson Elementary Wildcats", we are looking to explore other possible social media posts such as Instagram. Parents can also expect a weekly email on Wednesday with updates from our school through our mass notification system and the S'more newsletter program. We aim to keep our website www.fcusd.org/we up and running with current and important information.

We revisit our Parent & Student Handbook, our School & Family Engagement Policy, and our School & Parent Compact each school year with our School Site Council, English Learner Advisory Committee, and through surveys and communication with educational partners each school year, in order to identify any old information and remove or update it and ensure that the documents that we uphold as our standards are appropriate for both the school and the community that we serve.

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)

We provide opportunities for parents, staff and community members to take part in the planning, implementation, and evaluation of programs through feedback loops built into our community meetings, survey opportunities, and open forums such as Coffee with the Principal and PTA events.

Funding

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

Some of the programs provided by categorical funds are Intervention programs, Instructional coaching, enrichment experiences such as Science, Art, and Spanish classes and also assemblies, classroom presentations, and field trips, teacher professional development and planning, and class size reduction in 4th and 5th grades.

Fiscal support (EPC)

We receive funding through Title I that helps support programs for our school. We also receive funding through our Local Control Funding Formula supplemental dollars.

# 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**

Williamson Elementary works to involve all educational partner input. Meetings and activities where educational partner information is taken and reviewed by staff will occur at the following opportunities:
Staff feedback loops
Back to School Night- Annually
Open House- Annually
Principals and Parents Coffee- Monthly Drop-In Meetings
Academic Leadership Team - Meets Weekly
Guiding Coalition - Meets Bi-Monthly
Site Council Meetings- at least six meetings a year
Parent Teacher Association (PTA)- monthly PTA Board meetings, a minimum of 2 annual public meetings, at least three school-wide activities a year, and fundraisers in our school community on a regular basis
English Language Learner Committee (ELAC) - at least six meetings a year
Regular Consultations with the FCUSD Director of Categorical Programs, Elena Cabrera
Title I Budget Development surveys and survey response reviews held at various staff, parent, and community meetings.
Title I Parent Meeting- annually
Positive Behavior Intervention Systems (PBIS)- Tier I Team meets monthly, Tier 2 team meets bi-monthly data is reviewed at a monthly staff meeting, and professional development for staff is given several times a year.
All Hands-on Deck - a weekly meeting where department heads meet with administration to review the calendar for the upcoming week.
Parent and student surveys

We recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campuses safe and relationship-based places for youth to be. Our current community partners are Blessings in a Backpack (provide food for students over weekends and holiday breaks), immunization clinics once a month, and the ASES program to provide after-school classes for students in chess, building, art, and coding. The Sacramento County Office of Education provides a full-time, campus Mental Health Clinician and the Northern California School of the Arts provided ten Social Emotional Learning lessons for every class as well as an after-school theatre program, culminating in a production of Lion King Jr. The Story Pirates, who have partnered with our third-grade classes over 12 weeks to produce both a group story and individual stories about heroes, program paired Williamson with a school in Southern California and they swap their group stories each week to build on their ideas, plot, and dialogue. The Rancho Cordova Kiwanis Club, and UPS Store of Gold River both provided books for our book vending machine, Rancho Cordova Rotary Club provides dictionaries for every third grader each school year and partners with B Street Theatre in Sacramento, CA to bring writing workshops to all fourth-grade classes. The Sacramento Assistance League provides books to our

primary classes, clothing for all grade levels, and potty kits for kinder classes. The Rancho Cordova Safeway has provided us with attendance rewards, and the Rancho Cordova Community Enhancement & Investment Fund has supported many projects and activities that have benefited our school site. The Sacramento Public Library, Rancho Cordova Branch, has partnered with First-grade to bring the Book First program to every first-grade student.

Through our Community Schools design process, we have noted gaps in student overall wellness including social-emotional, mental, and physical health services, and family education and support that we are working as a regional network of schools to address.

Next year we will be adding Adult English as a Second Language (ESL) classes to our campus during our school day.

# Resource Inequities

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

Williamson Elementary School is located east of Sacramento along the Highway 50 corridor in the city of Rancho Cordova. Williamson Elementary has a rich heritage of community pride, family involvement, and neighborhood charm. The campus presents an inviting landscape with beautiful large trees and colorful murals. Williamson is the largest elementary school in Rancho Cordova and is one of twenty-one elementary schools in the Folsom-Cordova Unified School District. The district serves approximately 21,000 students.

Williamson Elementary School has a diverse student enrollment as of September 2023 with 506 students in preschool through 5th grade. We have a large English Learners (EL) population at our site with 34% of our students being considered EL. Our school has many spoken languages including, but not limited to, Spanish, Russian, Armenian, and Ukrainian. We translate all school communication into Spanish. Our robust English Learner Advisory Committee (ELAC) group serves our diverse population. We currently have Spanish, Russian, and Ukrainian translators on campus daily. We support our EL students during small group instruction within the classroom with bilingual aides. The teacher with the support of the bilingual aides will use English Language Development (ELD) materials that are found in our Benchmark curriculum to support vocabulary and comprehension needs.

We also have the advantage of being a Title I school with 86.6% of our families being considered socioeconomically disadvantaged. This gives us the opportunity to have the support of a full-time Instructional Coach on campus to help with professional development, assist in the implementation of the PLC process, support the ongoing implementation of district and site initiatives, and increase the overall effectiveness of first instruction. Two intervention teachers will help deliver specialized academic instruction to small groups of students selected by grade level CFAs in essential standards and in ELA and Math. The Professional Learning Facilitators work with the Instructional Coach and Intervention teachers to support students with essential standards during our RtI time. These three also serve as academic leaders on our campus as part of the Academic Team alongside our Principal and Assistant Principal.

Learning extends beyond the core curriculum in a general education classroom. Our fourth and fifth-grade students receive twice-weekly music instruction with a musically trained instructor. Starting in 2023-2024, every student TK will also receive enrichment instruction in Art, Science, and Spanish.

Our District provides 1:1 Chromebooks for students. Our teachers also use state-of-the-art Promethean Boards in each classroom. Consequently, our school staff has capitalized on technology within the curriculum and in the classroom accessing online resources through our adopted curriculum and vetted supplemental supports. Many of our teachers on campus have expanded their curriculum and opportunities to learn the essential standards by using programs like google classroom.

The strong parent and community support we receive helps reinforce the goal of providing an excellent educational program in a warm, caring, and safe environment. SEL support and instruction this year includes classroom instruction in Second Step, and Social Emotional Learning Curriculum, Morning Meetings as outlined in the Responsive Classroom model, and more robust opportunities for students to work with caring adults. The district has added Mental Health Specialist (MHS) support two days a week, which also supports the SEL needs of students. In 2022-2023 the Sacramento County Office of Education partnered with FCUSD to offer five days a week of mental health support by posting a Clinician on our campus. In 2023-2024 we will also be assigned time with a Family Navigator through this same program. Through our Community Schools grant, we will be funding a 0.5 Behavior Specialist to further support student success in the classroom, on our campus, and in our community. Also, our school site has created "Behavior Academies" in line with the Response to Behavior Training that we have received at the district level, they are taught by qualified adults on campus to students who have repeated behaviors that traditional consequences and restorative consequences have not resolved or prevented, such as Hands Off Academy, Friendship Academy, and Civility Academy. Students meet one to two times a week for six sessions during a small part of their morning recess, they review behaviors, their intended and actual impacts, choices to make in the future, and role-play scenarios to practice appropriate responses. Our goal is to continue building these Behavior Academies in the future and be prepared to provide Tier 2 support for students moving forward.

The Assistant Principal (AP) has been an asset to the team here at Williamson and is able to support our families and student needs. They are able to take time in their schedule to manage and support behaviors as well as Tier 2 and Tier 3 behavior interventions, connect our special education and our general education teams, run our Response to Intervention meetings with teachers, support our PBIS Tier I and Tier 2 teams, manage several Tier 2 interventions, for example, Check In & Check Out (CICO), and connect with families to build and strengthen home and school relationships and increase overall school-wide implementation of all things PBIS and PLC.

Resource inequities are persistent in communities throughout our nation based on family income level and access to health and mental health supports, stable housing, and employment. These systemic challenges disproportionately impact many of our English Learners, low-income and especially ATSI subgroups; students with learning disabilities, Black youth/African American, Homeless Youth, and two or more races. The Community Schools effort will bring community partnerships to our schools to remove barriers in access to physical and mental health services, tutoring, mentoring, access to basic services like food, clothing, and housing is focused on reducing these challenges to create stability in our attendance, enrollment and allow students minds to be focused on learning and growing as part of our school community.

# School and Student Performance Data

## Student Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 0% | % | % | 0 | | |
| African American | 9.09% | 7.4% | 8.67% | 48 | 35 | 41 |
| Asian | 2.46% | 2.1% | 4.02% | 13 | 10 | 19 |
| Filipino | 0.57% | 1.3% | 1.06% | 3 | 6 | 5 |
| Hispanic/Latino | 41.67% | 41.8% | 41.44% | 220 | 198 | 196 |
| Pacific Islander | 1.89% | 1.9% | 1.06% | 10 | 9 | 5 |
| White | 31.25% | 31.7% | 32.14% | 165 | 150 | 152 |
| Multiple/No Response | 12.12% | 12.7% | 10.57% | 64 | 60 | 50 |
| | | | Total Enrollment | 528 | 474 | 473 |

## Student Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| Kindergarten | 108 | 68 | 68 |
| Grade 1 | 78 | 94 | 69 |
| Grade 2 | 76 | 72 | 101 |
| Grade3 | 98 | 69 | 70 |
| Grade 4 | 78 | 93 | 73 |
| Grade 5 | 90 | 78 | 92 |
| Total Enrollment | 528 | 474 | 473 |

**Conclusions based on this data:**

1. Williamson Elementary is the largest elementary school in Rancho Cordova; however, we have experienced a decline in enrollment for the last three years. Our enrollment has been stagnant this school year, as of September 2022 K through 5th-grade enrollment is approximately 473 students.
2. Our percentage of African American students increased 1.27% between 2021-2022 and 2022-2023.
3. Hispanic/Latino students continue to be our largest student enrollment group at 41.44%.

# 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** | 164 | 146 | 148 | 31.1% | 30.80% | 31.3% |
| **Fluent English Proficient (FEP)** | 43 | 39 | 40 | 8.1% | 8.20% | 8.5% |
| **Reclassified Fluent English Proficient (RFEP)** | 5 | 11 | 5 | 3.1% | 7.5% | |

**Conclusions based on this data:**

1. The percentage of students Reclassified as Fluent English Proficient (RFEP) was at 7.5% in the 2020-2021 school year, a 4.4% increase over the previous year.
2. The number of RFEP students has decreased from 2020-2021 to 2021-2022.
3. English Learners continue to be approximately 30% of our school population.

# 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 3 | 81 | 74 | 71 | 80 | 0 | 67 | 80 | 0 | 67 | 98.8 | 0.0 | 94.4 |
| Grade 4 | 89 | 88 | 80 | 86 | 0 | 73 | 86 | 0 | 73 | 96.6 | 0.0 | 91.3 |
| Grade 5 | 91 | 77 | 92 | 89 | 0 | 90 | 89 | 0 | 90 | 97.8 | 0.0 | 97.8 |
| All Grades | 261 | 239 | 243 | 255 | 0 | 230 | 255 | 0 | 230 | 97.7 | 0.0 | 94.7 |

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 3 | 2392. | | 2348. | 17.50 | | 5.97 | 18.75 | | 7.46 | 20.00 | | 29.85 | 43.75 | | 56.72 |
| Grade 4 | 2448. | | 2426. | 18.60 | | 10.96 | 19.77 | | 23.29 | 27.91 | | 17.81 | 33.72 | | 47.95 |
| Grade 5 | 2480. | | 2447. | 13.48 | | 5.56 | 29.21 | | 22.22 | 25.84 | | 24.44 | 31.46 | | 47.78 |
| All Grades | N/A | N/A | N/A | 16.47 | | 7.39 | 22.75 | | 18.26 | 24.71 | | 23.91 | 36.08 | | 50.43 |

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<br>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 3 | 17.72 | | 4.48 | 44.30 | | 53.73 | 37.97 | | 41.79 |
| Grade 4 | 16.67 | | 8.22 | 51.19 | | 68.49 | 32.14 | | 23.29 |
| Grade 5 | 17.98 | | 11.11 | 53.93 | | 61.11 | 28.09 | | 27.78 |
| All Grades | 17.46 | | 8.26 | 50.00 | | 61.30 | 32.54 | | 30.43 |

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<br>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 3** | 5.13 | | 6.15 | 57.69 | | 30.77 | 37.18 | | 63.08 |
| **Grade 4** | 11.90 | | 6.85 | 54.76 | | 58.90 | 33.33 | | 34.25 |
| **Grade 5** | 20.22 | | 2.22 | 48.31 | | 51.11 | 31.46 | | 46.67 |
| **All Grades** | 12.75 | | 4.82 | 53.39 | | 47.81 | 33.86 | | 47.37 |

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<br>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 3** | 12.66 | | 1.49 | 63.29 | | 76.12 | 24.05 | | 22.39 |
| **Grade 4** | 12.79 | | 6.85 | 69.77 | | 71.23 | 17.44 | | 21.92 |
| **Grade 5** | 7.87 | | 6.67 | 77.53 | | 72.22 | 14.61 | | 21.11 |
| **All Grades** | 11.02 | | 5.22 | 70.47 | | 73.04 | 18.50 | | 21.74 |

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<br>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 3** | 15.19 | | 2.99 | 39.24 | | 56.72 | 45.57 | | 40.30 |
| **Grade 4** | 16.67 | | 10.96 | 46.43 | | 68.49 | 36.90 | | 20.55 |
| **Grade 5** | 21.35 | | 6.67 | 38.20 | | 67.78 | 40.45 | | 25.56 |
| **All Grades** | 17.86 | | 6.96 | 41.27 | | 64.78 | 40.87 | | 28.26 |

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

**Conclusions based on this data:**

1. Almost two thirds of students in grades 3-5 did not meet overall ELA grade-level standards in 2021-2022.
2. Students in the third grade showed the largest discrepancy between those meeting or exceeding overall ELA grade-level standards at 13.43% and those not meeting or nearly meeting overall grade-level standards at 86.57% as reflected in the 2021-2022 Overall ELA data.
3. Our 2021-2022 score in Listening is the strongest of students above, at, or nearly meeting the standard at 78.26% of all students grades 3-5.

# 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 3** | 81 | 74 | 71 | 81 | 0 | 69 | 81 | 0 | 69 | 100 | 0.0 | 97.2 |
| **Grade 4** | 89 | 88 | 80 | 89 | 0 | 80 | 89 | 0 | 80 | 100 | 0.0 | 100.0 |
| **Grade 5** | 91 | 77 | 92 | 90 | 0 | 91 | 90 | 0 | 91 | 98.9 | 0.0 | 98.9 |
| **All Grades** | 261 | 239 | 243 | 260 | 0 | 240 | 260 | 0 | 240 | 99.6 | 0.0 | 98.8 |

* 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 3** | 2396. | | 2367. | 13.58 | | 2.90 | 14.81 | | 11.59 | 30.86 | | 26.09 | 40.74 | | 59.42 |
| **Grade 4** | 2446. | | 2411. | 5.62 | | 7.50 | 22.47 | | 15.00 | 37.08 | | 25.00 | 34.83 | | 52.50 |
| **Grade 5** | 2472. | | 2448. | 10.00 | | 5.49 | 18.89 | | 8.79 | 27.78 | | 30.77 | 43.33 | | 54.95 |
| **All Grades** | N/A | N/A | N/A | 9.62 | | 5.42 | 18.85 | | 11.67 | 31.92 | | 27.50 | 39.62 | | 55.42 |

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<br>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 3** | 16.05 | | 5.80 | 34.57 | | 43.48 | 49.38 | | 50.72 |
| **Grade 4** | 12.36 | | 11.25 | 37.08 | | 32.50 | 50.56 | | 56.25 |
| **Grade 5** | 13.33 | | 6.59 | 40.00 | | 45.05 | 46.67 | | 48.35 |
| **All Grades** | 13.85 | | 7.92 | 37.31 | | 40.42 | 48.85 | | 51.67 |

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<br>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 3** | 11.11 | | 4.35 | 41.98 | | 33.33 | 46.91 | | 62.32 |
| **Grade 4** | 7.87 | | 8.75 | 49.44 | | 40.00 | 42.70 | | 51.25 |
| **Grade 5** | 15.56 | | 2.20 | 44.44 | | 51.65 | 40.00 | | 46.15 |
| **All Grades** | 11.54 | | 5.00 | 45.38 | | 42.50 | 43.08 | | 52.50 |

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<br>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 3** | 17.28 | | 7.25 | 49.38 | | 55.07 | 33.33 | | 37.68 |
| **Grade 4** | 8.99 | | 13.75 | 56.18 | | 42.50 | 34.83 | | 43.75 |
| **Grade 5** | 10.00 | | 4.40 | 43.33 | | 49.45 | 46.67 | | 46.15 |
| **All Grades** | 11.92 | | 8.33 | 49.62 | | 48.75 | 38.46 | | 42.92 |

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. 82.92%, or over three-quarters of our students, in grades 3-5 performed below overall math standards in 2021-2022.
2. Communicating Reasoning was our strongest area with 57.08% of students in grades 3-5 nearly at, at, or exceeding the grade-level standard in 2021-2022.
3. In 2021-2022, fifth grade had the largest percentage of students, 85.72%, who were nearly at or below meeting the overall math grade-level standards.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 |
| K | 1409.4 | 1400.0 | 1403.4 | 1422.2 | 1413.7 | 1415.5 | 1379.2 | 1368.1 | 1374.6 | 32 | 22 | 28 |
| 1 | 1449.9 | 1441.6 | 1434.7 | 1459.3 | 1448.5 | 1438.0 | 1440.2 | 1434.2 | 1430.8 | 29 | 17 | 26 |
| 2 | 1473.5 | 1462.5 | 1462.2 | 1480.5 | 1464.7 | 1449.0 | 1466.1 | 1459.8 | 1475.0 | 27 | 24 | 22 |
| 3 | 1475.9 | 1485.1 | 1466.8 | 1474.0 | 1492.4 | 1468.6 | 1477.1 | 1477.0 | 1464.4 | 27 | 21 | 28 |
| 4 | 1510.3 | 1486.3 | 1481.1 | 1506.2 | 1484.0 | 1470.2 | 1513.8 | 1488.0 | 1491.4 | 28 | 24 | 25 |
| 5 | 1532.4 | 1518.2 | 1521.7 | 1532.3 | 1516.4 | 1519.8 | 1531.9 | 1519.5 | 1522.9 | 19 | 25 | 28 |
| All Grades | | | | | | | | | | 162 | 133 | 157 |

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

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 |
| K | 6.25 | 0.00 | 3.57 | 34.38 | 31.82 | 28.57 | 37.50 | 40.91 | 50.00 | 21.88 | 27.27 | 17.86 | 32 | 22 | 28 |
| 1 | 6.90 | 5.88 | 0.00 | 41.38 | 29.41 | 30.77 | 34.48 | 41.18 | 50.00 | 17.24 | 23.53 | 19.23 | 29 | 17 | 26 |
| 2 | 18.52 | 12.50 | 9.09 | 37.04 | 37.50 | 36.36 | 37.04 | 37.50 | 31.82 | 7.41 | 12.50 | 22.73 | 27 | 24 | 22 |
| 3 | 3.70 | 4.76 | 3.57 | 44.44 | 47.62 | 25.00 | 29.63 | 33.33 | 39.29 | 22.22 | 14.29 | 32.14 | 27 | 21 | 28 |
| 4 | 21.43 | 4.17 | 16.00 | 50.00 | 37.50 | 36.00 | 7.14 | 33.33 | 16.00 | 21.43 | 25.00 | 32.00 | 28 | 24 | 25 |
| 5 | 21.05 | 16.00 | 25.00 | 52.63 | 44.00 | 28.57 | 21.05 | 20.00 | 21.43 | 5.26 | 20.00 | 25.00 | 19 | 25 | 28 |
| All Grades | 12.35 | 7.52 | 9.55 | 42.59 | 38.35 | 30.57 | 28.40 | 33.83 | 35.03 | 16.67 | 20.30 | 24.84 | 162 | 133 | 157 |

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

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 |
| K | 18.75 | 4.55 | 3.57 | 37.50 | 27.27 | 42.86 | 28.13 | 50.00 | 35.71 | 15.63 | 18.18 | 17.86 | 32 | 22 | 28 |
| 1 | 34.48 | 17.65 | 11.54 | 27.59 | 23.53 | 19.23 | 24.14 | 41.18 | 50.00 | 13.79 | 17.65 | 19.23 | 29 | 17 | 26 |
| 2 | 22.22 | 16.67 | 18.18 | 51.85 | 45.83 | 31.82 | 14.81 | 25.00 | 27.27 | 11.11 | 12.50 | 22.73 | 27 | 24 | 22 |
| 3 | 14.81 | 38.10 | 17.86 | 51.85 | 42.86 | 35.71 | 14.81 | 9.52 | 28.57 | 18.52 | 9.52 | 17.86 | 27 | 21 | 28 |
| 4 | 50.00 | 20.83 | 28.00 | 17.86 | 45.83 | 36.00 | 14.29 | 16.67 | 8.00 | 17.86 | 16.67 | 28.00 | 28 | 24 | 25 |
| 5 | 52.63 | 48.00 | 35.71 | 26.32 | 36.00 | 42.86 | 10.53 | 8.00 | 10.71 | 10.53 | 8.00 | 10.71 | 19 | 25 | 28 |
| All Grades | 30.86 | 24.81 | 19.11 | 35.80 | 37.59 | 35.03 | 18.52 | 24.06 | 26.75 | 14.81 | 13.53 | 19.11 | 162 | 133 | 157 |

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

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 |
| K | 6.25 | 4.55 | 3.57 | 18.75 | 9.09 | 14.29 | 43.75 | 50.00 | 46.43 | 31.25 | 36.36 | 35.71 | 32 | 22 | 28 |
| 1 | 0.00 | 0.00 | 7.69 | 27.59 | 35.29 | 11.54 | 51.72 | 29.41 | 42.31 | 20.69 | 35.29 | 38.46 | 29 | 17 | 26 |
| 2 | 3.70 | 8.33 | 4.55 | 40.74 | 29.17 | 40.91 | 37.04 | 37.50 | 31.82 | 18.52 | 25.00 | 22.73 | 27 | 24 | 22 |
| 3 | 3.70 | 0.00 | 3.57 | 18.52 | 19.05 | 14.29 | 48.15 | 42.86 | 32.14 | 29.63 | 38.10 | 50.00 | 27 | 21 | 28 |
| 4 | 10.71 | 4.17 | 8.00 | 32.14 | 12.50 | 28.00 | 35.71 | 41.67 | 24.00 | 21.43 | 41.67 | 40.00 | 28 | 24 | 25 |
| 5 | 0.00 | 4.00 | 7.14 | 42.11 | 20.00 | 28.57 | 42.11 | 48.00 | 35.71 | 15.79 | 28.00 | 28.57 | 19 | 25 | 28 |
| All Grades | 4.32 | 3.76 | 5.73 | 29.01 | 20.30 | 22.29 | 43.21 | 42.11 | 35.67 | 23.46 | 33.83 | 36.31 | 162 | 133 | 157 |

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<br>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 |
| K | 12.50 | 13.64 | 7.14 | 68.75 | 72.73 | 85.71 | 18.75 | 13.64 | 7.14 | 32 | 22 | 28 |
| 1 | 58.62 | 17.65 | 11.54 | 27.59 | 82.35 | 76.92 | 13.79 | 0.00 | 11.54 | 29 | 17 | 26 |
| 2 | 25.93 | 12.50 | 18.18 | 66.67 | 70.83 | 63.64 | 7.41 | 16.67 | 18.18 | 27 | 24 | 22 |
| 3 | 11.11 | 28.57 | 28.57 | 62.96 | 57.14 | 42.86 | 25.93 | 14.29 | 28.57 | 27 | 21 | 28 |
| 4 | 50.00 | 29.17 | 36.00 | 35.71 | 50.00 | 32.00 | 14.29 | 20.83 | 32.00 | 28 | 24 | 25 |
| 5 | 21.05 | 28.00 | 21.43 | 57.89 | 64.00 | 67.86 | 21.05 | 8.00 | 10.71 | 19 | 25 | 28 |
| All Grades | 30.25 | 21.80 | 20.38 | 53.09 | 65.41 | 61.78 | 16.67 | 12.78 | 17.83 | 162 | 133 | 157 |

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<br>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 |
| K | 18.75 | 4.55 | 10.71 | 59.38 | 54.55 | 60.71 | 21.88 | 40.91 | 28.57 | 32 | 22 | 28 |
| 1 | 6.90 | 23.53 | 7.69 | 68.97 | 47.06 | 53.85 | 24.14 | 29.41 | 38.46 | 29 | 17 | 26 |
| 2 | 22.22 | 16.67 | 9.09 | 62.96 | 66.67 | 59.09 | 14.81 | 16.67 | 31.82 | 27 | 24 | 22 |
| 3 | 37.04 | 57.14 | 35.71 | 44.44 | 33.33 | 35.71 | 18.52 | 9.52 | 28.57 | 27 | 21 | 28 |
| 4 | 53.57 | 34.78 | 24.00 | 28.57 | 47.83 | 44.00 | 17.86 | 17.39 | 32.00 | 28 | 23 | 25 |
| 5 | 68.42 | 56.00 | 64.29 | 21.05 | 32.00 | 17.86 | 10.53 | 12.00 | 17.86 | 19 | 25 | 28 |
| All Grades | 32.10 | 32.58 | 26.11 | 49.38 | 46.97 | 44.59 | 18.52 | 20.45 | 29.30 | 162 | 132 | 157 |

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

| Reading Domain<br>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 |
| K | 3.13 | 0.00 | 3.57 | 81.25 | 63.64 | 67.86 | 15.63 | 36.36 | 28.57 | 32 | 22 | 28 |
| 1 | 20.69 | 5.88 | 15.38 | 55.17 | 58.82 | 50.00 | 24.14 | 35.29 | 34.62 | 29 | 17 | 26 |
| 2 | 3.70 | 21.74 | 9.09 | 70.37 | 43.48 | 72.73 | 25.93 | 34.78 | 18.18 | 27 | 23 | 22 |
| 3 | 0.00 | 9.52 | 3.57 | 55.56 | 47.62 | 35.71 | 44.44 | 42.86 | 60.71 | 27 | 21 | 28 |
| 4 | 14.29 | 4.17 | 8.00 | 57.14 | 41.67 | 48.00 | 28.57 | 54.17 | 44.00 | 28 | 24 | 25 |
| 5 | 15.79 | 12.00 | 17.86 | 68.42 | 52.00 | 46.43 | 15.79 | 36.00 | 35.71 | 19 | 25 | 28 |
| All Grades | 9.26 | 9.09 | 9.55 | 64.81 | 50.76 | 52.87 | 25.93 | 40.15 | 37.58 | 162 | 132 | 157 |

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

| Writing Domain<br>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 |
| K | 31.25 | 31.82 | 7.14 | 34.38 | 27.27 | 60.71 | 34.38 | 40.91 | 32.14 | 32 | 22 | 28 |
| 1 | 6.90 | 0.00 | 3.85 | 75.86 | 76.47 | 65.38 | 17.24 | 23.53 | 30.77 | 29 | 17 | 26 |
| 2 | 11.11 | 4.17 | 18.18 | 74.07 | 75.00 | 59.09 | 14.81 | 20.83 | 22.73 | 27 | 24 | 22 |
| 3 | 14.81 | 9.52 | 3.57 | 62.96 | 66.67 | 67.86 | 22.22 | 23.81 | 28.57 | 27 | 21 | 28 |
| 4 | 10.71 | 0.00 | 16.00 | 78.57 | 70.83 | 52.00 | 10.71 | 29.17 | 32.00 | 28 | 24 | 25 |
| 5 | 0.00 | 8.00 | 7.14 | 89.47 | 68.00 | 67.86 | 10.53 | 24.00 | 25.00 | 19 | 25 | 28 |
| All Grades | 13.58 | 9.02 | 8.92 | 67.28 | 63.91 | 62.42 | 19.14 | 27.07 | 28.66 | 162 | 133 | 157 |

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. In 2021-2022 our students' strongest area was in listening with 82.16% of students in grades K-5 having somewhat/moderately or well developed this area.
2. 37.58% of students in grades K-5 were assessed as beginning in the reading subcategory in 2021-2022.
3. 26.11% of students in grades K-5 were assessed as well developed in the speaking subcategory in 2021-2022.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **473** | **82.9** | **31.3** | Students whose well being is the responsibility of a court. |
| Total Number of Students enrolled in Williamson Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 148 | 31.3 |
| **Foster Youth** | | |
| **Homeless** | 34 | 7.2 |
| **Socioeconomically Disadvantaged** | 392 | 82.9 |
| **Students with Disabilities** | 49 | 10.4 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 41 | 8.7 |
| **American Indian** | | |
| **Asian** | 19 | 4.0 |
| **Filipino** | 5 | 1.1 |
| **Hispanic** | 196 | 41.4 |
| **Two or More Races** | 50 | 10.6 |
| **Pacific Islander** | 5 | 1.1 |
| **White** | 152 | 32.1 |

**Conclusions based on this data:**

1. CDE Enrollment by Ethnicity:

   2019-2020:  42.5% Hispanic, 28.3% White, 11.4% 2 or more races, 11.2% African American, 3.5% unknown, 2.2% Asian, and 0.9% Filipino

   2020-2021:  41.8% Hispanic/Latino, 31.7% White, 12.7% Two or More Races, 7.4% African American, 2.1% Asian, 1.9% Pacific Islander, and 1.3% Filipino

   2021-2022:  41.44% Hispanic/Latino, 32.14% White, 10.57% Two or More Races, 8.67% African American, 4.02% Asian, 1.06% Pacific Islander, and 1.06% Filipino

2. Hispanic/Latino continues to be our largest enrollment. All communications will continue to be translated into Spanish.

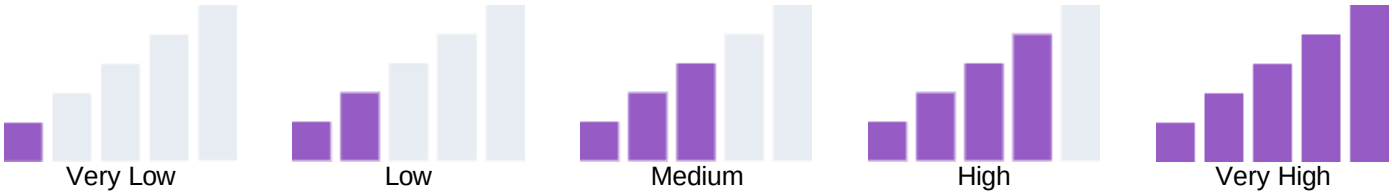
3. Our white student population includes students from Russia, Ukraine, Moldova, and other European countries.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).




**2022 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts: Low | Chronic Absenteeism: Very High | Suspension Rate: Medium |
| Mathematics: Low | | |
| English Learner Progress: Low | | |

**Conclusions based on this data:**

1. Chronic Absenteeism continues to be an issue in the 2021-2022 school year, even as Covid health restrictions were lifted.
2. Our math, ELA, and English learner progress are all low.

# School and Student Performance Data

## Academic Performance
## English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

| 2022 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Very Low | Low | Medium | High | Very High |
| 0 | 4 | 0 | 0 | 0 |

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

**2022 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Low | Low | |
| 59.7 points below standard | 59.7 points below standard | |
| 212 Students | 87 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Low | No Performance Level |
| 81.6 points below standard | 66.6 points below standard | 127.2 points below standard |
| 13 Students | 178 Students | 28 Students |

| 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Level<br>90.1 points below standard<br>25 Students | | No Performance Level<br>4 Students | No Performance Level<br>3 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Low<br>54.4 points below standard<br>90 Students | No Performance Level<br>73.2 points below standard<br>26 Students | No Performance Level<br>2 Students | Low<br>57.0 points below standard<br>59 Students |

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

| 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 83.3 points below standard<br>67 Students | 19.3 points above standard<br>20 Students | 61.9 points below standard<br>123 Students |

**Conclusions based on this data:**

1. Students with disabilities, students who are socioeconomically disadvantaged, students who are homeless, and students who are two or more races, all performed more than 50 points below standard in CAASPP math in 2021-2022.
2. Students who are current English Learners performed 83.3 points below standard.
3. Students who were Reclassified as English Fluent Proficient performed 81.2 points above students who are English only.

# School and Student Performance Data

## Academic Performance
## Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

| 2022 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Very Low | Low | Medium | High | Very High |
| 0 | 4 | 0 | 0 | 0 |

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

**2022 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Low | Low | |
| 68.2 points below standard | 69.6 points below standard | |
| 211 Students | 87 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Low | No Performance Level |
| 84.4 points below standard | 72.5 points below standard | 121.6 points below standard |
| 13 Students | 178 Students | 27 Students |

| 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  No Performance Level<br>104.4 points below standard<br>25 Students | |  No Performance Level<br>4 Students |  No Performance Level<br>3 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Low<br>68.9 points below standard<br>89 Students |  No Performance Level<br>83.1 points below standard<br>26 Students |  No Performance Level<br>2 Students | Low<br>52.4 points below standard<br>59 Students |

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

| 2022 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 87.5 points below standard<br>67 Students | 9.4 points below standard<br>20 Students | 68.6 points below standard<br>122 Students |

**Conclusions based on this data:**

1. Students who are African American, Hispanic, two or more races, homeless, socioeconomically disadvantaged, English Learners, and those with disabilities performed on average than 86.35 points below standard.
2. Students who were Reclassified as Fluent English Proficient performed on average 78.1 points better than students who are current English Learners.
3. Students with disabilities performed on average 121.6 points below standard.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

**2022 Fall Dashboard English Learner Progress Indicator**

**English Learner Progress**

Low

42.4 making progress towards English language proficiency

Number of EL Students: 99 Students

Performance Level: 2

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.

**2022 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 |
|---|---|---|---|
| 14.1% | 43.4% | 0.0% | 42.4% |

**Conclusions based on this data:**

1. 14.1% of English Learners decreased by at least one level in 2021-2022 as compared to 2020-2021.
2. 42.4% of students assessed by the ELPAC progressed at least one level in 2021-2022.
3. 43.4% of students assessed by ELPAC maintained their overall ELPAC level in 2021-2022.

# School and Student Performance Data

## Academic Performance
## College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

**2022 Fall Dashboard Chronic Absenteeism Equity Report**

| Very High | High | Medium | Low | Very Low |
|---|---|---|---|---|
| 8 | 0 | 0 | 0 | 0 |

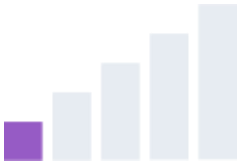
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

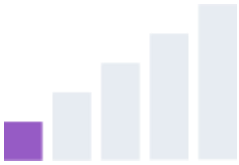
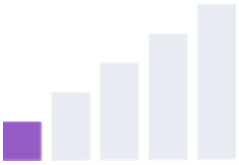
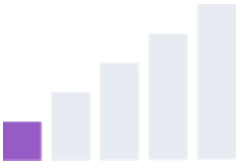
**2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Very High | Very High | |
| 45.9% Chronically Absent | 31.7% Chronically Absent | |
| 514 Students | 164 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Very High | Very High | Very High |
| 61% Chronically Absent | 47.6% Chronically Absent | 53.7% Chronically Absent |
| 41 Students | 431 Students | 67 Students |

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
|  | |  |  |
| Very High | | No Performance Level | No Performance Level |
| 56.3% Chronically Absent | | 22.7% Chronically Absent | Less than 11 Students |
| 48 Students | | 22 Students | 5 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
|  |  |  |  |
| Very High | Very High | No Performance Level | Very High |
| 45.5% Chronically Absent | 54.1% Chronically Absent | 63.6% Chronically Absent | 41.1% Chronically Absent |
| 209 Students | 61 Students | 11 Students | 158 Students |

**Conclusions based on this data:**

1. The groups that have the greatest percentages of chronic absenteeism are students who are African American, Hispanic, Two or More Races, Pacific Islander, Students with Disabilities, Homeless, and Socio Economically Disadvantaged in 2021-2022.
2. Our largest group of students is our Socioeconomically Disadvantaged students with 431 students and 47.6% of them were chronically absent in 2021-2022.
3. Hispanic students are our second largest group of students with 209 students and 45.5% of them were chronically absent in 2021-2022.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.



Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

| 2022 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Very Low | Low | Medium | High | Very High |

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

| 2022 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2022 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

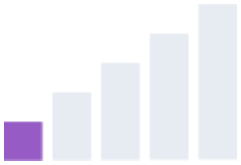
This section provides number of student groups in each level.

| 2022 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Very High | High | Medium | Low | Very Low |
| 1 | 0 | 3 | 1 | 3 |

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.

| 2022 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Medium | Very Low | |
| 1.5% suspended at least one day | 0% suspended at least one day | |
| 535 Students | 172 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Medium | Medium | Medium |
| 2.1% suspended at least one day | 1.3% suspended at least one day | 1.4% suspended at least one day |
| 47 Students | 450 Students | 69 Students |

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
|  Very High | |  No Performance Level |  No Performance Level |
| 11.8% suspended at least one day | | 0% suspended at least one day | Less than 11 Students |
| 51 Students | | 24 Students | 5 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Very Low | Very Low |  No Performance Level | Low |
| 0.5% suspended at least one day | 0% suspended at least one day | 0% suspended at least one day | 0.6% suspended at least one day |
| 216 Students | 63 Students | 13 Students | 163 Students |

**Conclusions based on this data:**

1. Our largest subgroup of suspensions was 11.8% of students who are African American in 2021-2022.
2. On average 1.5% of all students were suspended in 2021-2022.
3. 2.1% of homeless students were suspended in 2021-2022.

# 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

At Williamson Elementary all students will receive instruction from a highly qualified teacher and have access to District adopted, standards-aligned curriculum.

## LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly qualified teachers and have access to curriculum which promotes college and career readiness (State Priority 1)
1.1 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 - Maintain schools in good repair
1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

# Goal 1

1.1
Folsom-Cordova Unified School District ensures that all teachers have a valid California credentials. The district provides its own new teacher induction program for beginning teachers. Mentors from our own District will be provided for those new teachers. We will reduce class sizes in 4th and 5th grade, limiting the maximum number of students to 26, to support deeper learning and more opportunities for in-class supports and interventions. In order to strengthen high-quality first instruction Williamson will also provide time for every grade level and each teacher to meet with an Instructional Coach on-staff, as well as an Assistant Principal to support the Instructional Leadership at Williamson and increase staff, student, and community access to Administration.
1.2
Williamson's head custodian and Principal will conduct monthly facility inspections and report to the FCUSD School District.
1.3
At Williamson, we use District approved curriculums: LETRS, Benchmark ELA, Benchmark ELD, SIPPS, Savvas Realize, TCI, and Amplify. These curriculums and supporting programs are aligned with Common Core State Standards and identify ways to deepen academic discussions through real-world enrichment experiences that support this adopted curriculum and the Common Core State Standards. Williamson also provides increased staff contacts for students through Bilingual Aides, and Paraeducators to support learning in the classroom. This year Williamson is also offering enrichment for all students through three 0.5 FTE Specialists in Science, Spanish, and Art.
Provide supplemental and enrichment materials, supplies, and books to implement and enrich the adopted curriculum.

## Identified Need

1.1
Support high-quality first instruction for all teachers, especially new teachers, provide mentorships on campus, an Instructional Coach, and an Assistant Principal, as well as decrease the maximum class size in 4th and 5th grade to 26 students/1 teacher.
1.2
Conduct monthly facilities inspections and report any needed repairs to the school district.
1.3
Provide Real-World Enrichment through grade-level field trips, class presentations, and school-wide assemblies and events.

Provide student support in their home language and increased staff-student contacts through Bilingual Aides and Paraeducators.
Provide specialist instruction with certificated teachers in Science, Spanish, and Art.
Provide supplemental and enrichment materials, supplies, and books to implement and enrich the adopted curriculum.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 1.1<br>Mentor 3 new teachers on staff as evidenced by teacher & new teacher mentorship assignments and monthly check-ins by Administration.<br>Provide Instructional Coaching for all six grade levels and for 10 or more individual staff members as evidenced by weekly grade-level meeting reports and classroom observations.<br>Provide an Assistant Principal to support instruction as evidenced by classroom observations.<br>Decrease class size to 26 students in 4th and 5th grade as evidenced by enrollment reports for August 2023 through May 2024. | 0/3 Mentors Assigned to New Teachers<br>0/10 Monthly check-ins with New Teachers by Administration<br>0/10 Months of Grade-Level meetings with the Instructional Coach<br>0/10 Classroom observations conducted by the Instructional Coach<br>0/10 Classroom observations conducted by the principal<br>0/10 Classroom observations conducted by the Assistant Principal<br>0/10 Months of decreased class sizes in 4th and 5th grade | 3/3 Mentors Assigned to New Teachers<br>10/10 Monthly check-ins with New Teachers by Administration<br>10/10 Months of Grade-Level meetings with the Instructional Coach<br>10/10 Classroom observations conducted by the Instructional Coach<br>10/10 Classroom observations conducted by the principal<br>10/10 Classroom observations conducted by the Assistant Principal<br>10/10 Months of decreased class sizes in 4th and 5th grade |
| 1.2<br>Conduct monthly walkthroughs of campus and report findings to district as evidenced by Walkthrough Reports being sent to District Office. | 0/10 Monthly Walkthrough Reports to District Office | 10/10 Monthly Walkthrough Reports to District Office |
| 1.3<br>Provide Grade level field trips or class presentations as evidenced by field trip applications and student reports of events.<br>Provide at least six school-wide assemblies and events as evidenced by contracts and reports of assemblies and events. | 0/6 Grade-Level Field Trip Reports or Classroom Presentation student reports.<br>0/6 School-wide Assemblies or Event contracts and reports<br>0/10 Classroom Walkthroughs evidencing Bilingual Aides and Paraeducators working with students in the classroom.<br>0/9 Trimester reports for each specialist in Science, Spanish, | 6/6 Grade-Level Field Trip Reports or Classroom Presentation student reports.<br>6/6 School-wide Assemblies or Event contracts and reports<br>10/10 Classroom Walkthroughs evidencing Bilingual Aides and Paraeducators working with students in the classroom.<br>9/9 Trimester reports for each specialist in Science, Spanish, |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Provide Bilingual Aides and Paraeducators to support increased student-staff contacts as evidenced by classroom walkthroughs.<br>Provide Specialist instruction in Science, Spanish, and Art as evidenced by trimester reports from classroom teachers.<br>Provide supplemental and enrichment materials, supplies, and books to implement and enrich the adopted curriculum.<br>Provide technology to support in class instruction and increase overall teacher effectiveness in the classroom. | and Art from classroom teachers. | and Art from classroom teachers. |

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, especially students who qualify under Title Low SES, ELL, Foster Youth, Hispanic Students and/or have been identified as ATSI: African American, Homeless, Students with Disabilities, and Students of Two or More Races.

Strategy/Activity

Mentor three new teachers on staff as evidenced by teacher & new teacher mentorship assignments and monthly check-ins by Administration.
Provide Instructional Coaching for all six grade levels and for 10 or more individual staff members as evidenced by weekly grade-level meeting reports and classroom observations.
Provide an Assistant Principal to support instruction as evidenced by classroom observations.
Provide two intervention teachers to support grade level interventions and remediation grades K-5.
Decrease class size to 26 students in 4th and 5th grade as evidenced by enrollment reports for August 2023 through May 2024.
Provide Bilingual Aides and Paraeducators to support increased student-staff contacts as evidenced by classroom walkthroughs.
Provide Specialist instruction in Science, Spanish, and Art as evidenced by trimester reports from classroom teachers.

**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) |
| --- | --- |
| 22,191 | Title I<br>1000-1999: Certificated Personnel Salaries<br>1/4 of 77.69% of a 1.0 FTE Instructional Coach's Salary |
| 7,992.75 | Title I<br>3000-3999: Employee Benefits<br>1/4 of 77.69% of a 1.0 FTE Instructional Coach's Benefits |
| 6,372.25 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>1/4 of 22.31% of a 1.0 FTE Instructional Coach's Salary |
| 2,295.25 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>1/4 of 22.31% of a 1.0 FTE Instructional Coach's Benefits |
| 33,674.25 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>25% of a 1.0 FTE Assistant Principal's Salary |
| 11,977.74 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>25% of a 1.0 FTE Assistant Principal's Benefits |
| 74,374 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>1.0 FTE Classroom Teacher salary to reduce 4th & 5th grade class sizes to 26:1 |
| 25,652 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>1.0 FTE Classroom Teacher benefits to reduce 4th & 5th grade class sizes to 26:1 |
| 56,810 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>1.0 FTE Intervention Teacher salary |
| 28,293 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>1.0 FTE Intervention Teacher salary |
| 75,371 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>2.0125 FTE Bilingual Instructional Aides Salaries |
| 23,992 | LCFF - Supplemental<br>3000-3999: Employee Benefits |

| | |
|---|---|
| | 2.0125 FTE Bilingual Instructional Aides Benefits |
| 40,176 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>0.4875 K-5 Paraeducators Salaries |
| 14,403 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>0.4875 K-5 Paraeducators |
| 21,848 | Title I<br>1000-1999: Certificated Personnel Salaries<br>1/3 of 68.1% of three 0.5 FTE Specialists in Science, Spanish, and Art salaries |
| 9,463 | Title I<br>3000-3999: Employee Benefits<br>1/3 of 68.1% of three 0.5 FTE Specialists in Science, Spanish, and Art benefits |
| 15,672 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>1/3 of 31.9% of three 0.5 FTE Specialists in Science, Spanish, and Art salaries |
| 6786.67 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>1/3 of 31.9% of three 0.5 FTE Specialists in Science, Spanish, and Art benefits |
| 98,700 | Learning Recovery<br>1000-1999: Certificated Personnel Salaries<br>1.0 FTE Intervention Teacher salary |
| 22,920 | Learning Recovery<br>3000-3999: Employee Benefits<br>1.0 FTE Intervention Teacher benefits |

## 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

Conduct monthly walkthroughs of campus and report findings to district as evidenced by Walkthrough Reports being sent to District Office.

### 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) |
|---|---|

| | |
|---|---|
| 0 | None Specified<br>None Specified<br>Activities, materials and supplies related to the maintenance and repair of the school campus. |

## 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 Grade level field trips or class presentations as evidenced by field trip applications and student reports of events.
Provide school-wide assemblies and events as evidenced by contracts and reports of assemblies and events.

**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) |
|---|---|
| 4,000 | LCFF - Supplemental<br>5700-5799: Transfers Of Direct Costs<br>Busing for field trips |
| 12,603 | LCFF - Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures<br>Field Trip programs, classroom presentations, and Assembly costs |

## Strategy/Activity 4

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

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

All students, especially students who qualify under Title  Low SES, ELL, Foster Youth,  Hispanic Students and/or have been identified as ATSI: African American, Homeless, Students with Disabilities, and Students of Two or More Races.

Strategy/Activity

Provide supplemental and enrichment materials, supplies, and books to implement and enrich the adopted curriculum.
Provide technology to support in class instruction and increase overall teacher effectiveness in the classroom.

**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) |
| --- | --- |
| 40,000 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Supplemental and Enrichment materials, supplies, and books |
| 0 | None Specified<br>4000-4999: Books And Supplies<br>Purchase technology to increase overall teacher effectiveness in the classroom |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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.

In 2022-2023 we fully implemented two of the goal areas including connecting mentor teachers (1.1), the Principal and Custodian completed all monthly walks (1.2).
We did not fully implement grade-level enrichment activities (1.3) with our 2nd grade not holding any field trips or classroom presentations. We provided six school-wide assemblies in partnership with outside vendors.

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

Our second-grade team elected to not go on any field trips because they did not have enough volunteers to support a field trip, we instead used these funds for on-site presentations.

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.

In the 2023/2024 school year, our Title I Academic Coach position is sunsetting and we are instead moving toward an Instructional Coaching model. The Instructional Coach will be focused on helping teachers to create, align, and implement high-quality first instruction in classrooms. The Instructional Coach will also provide mentoring and support to all teachers, especially new teachers. Because the Title I Academic Coach is no longer going to support pull out and push in remediation services, we elected to pay for an additional intervention teacher to fill behind the Title I Academic Coach's duties from previous school years.
In 2023/2024 Williamson will also be a Community School, some of our goals and actions are changing to meet the four pillars of Community Schools. We have also planned to support all grade

levels with field trips by releasing some staff members to attend field trips so that a lack of chaperones will not prevent any grade level from participating in field trips.

# 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

Students at Williamson Elementary will learn in a safe, healthy, and positive environment.

## LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5, and 6).
2.1 - Increase student attendance rates and reduce chronic absences for all students.
2.2 - Increase the high school graduation rate and decrease the dropout rate.
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

# Goal 2

2.1
Decrease Chronic Absenteeism by 10% and increase positive student attendance rate to 93% focusing on increasing positive attendance for students who are identified as African American, Two or More Races, Special Education, and/or from Low SES households. Utilize increased time with an Attendance Clerk and a Health Clerk, as well as partnerships gained through Community Schools to support families and school staff in understanding and increasing positive attendance.
2.3
Decrease suspensions especially for students who are identified as African American, Two or More Races, or Special Education through increased access to behavioral supports and other means as alternatives to suspensions including Behaviorist support on campus, Mental Health support on campus, partnership with UC Davis PC Care program for home-based mental health support, supplemental instruction in Social Emotional Learning (SEL), robust Positive Behavior Interventions and Supports (PBIS) Tier 1 and Tier 2 teams and school-wide initiatives and practices, weekly recess supports, Behavior Academies, and enriching instruction through Science, Spanish, and Art Specialist classes for every student.
2.4
Utilize a Parent Coordinator and a Community Schools Facilitator I to provide innovative ways to bring families to campus including with a Community Schools mindset; facilitate family input on surveys; provide effective communication with the school community. Provide space for families to engage in classes and events on campus. Increase communication between the greater school community.
2.5
Our Parent Coordinator and our Community Schools Facilitator I will continue to work alongside our established community partners and add at least one new partnership each year at Williamson Elementary. We will host at least one Community Resource Fair to connect families with resources and information.

## Identified Need

2.1
Support positive attendance and information about attendance through an Attendance Clerk, a Health Clerk, and a Community Schools Facilitator I.
2.3
Support positive behaviors on campus and decrease suspensions through a 1.0 Assistant Principal, 0.5 Behaviorist, a 0.4 Mental Health Specialist, a 1.0 Clinician through Sacramento County Office of Education (SCOE), referrals for some families to UC Davis PC Care for home-based mental health support, SEL instruction and implementation of SEL and PBIS practices, 2 hours a day, 3 days a week for 30 school weeks of recess supports through Superior Sports, weekly Behavior Academies, three 0.5 Specialists in Science, Spanish, and Art.
Increase safety measures on campus.
Provide Summer Enrichment opportunities.
2.4
0.2 Parent Coordinator and 1.0 Community Schools Facilitator I will support communication and engagement between home and school in order to bring families to our school campus and increase their voices in partnership with school staff in activities, events, classes, meetings such as English Learner Advisory Committee (ELAC) and School Site Council (SSC), and their students' education.
2.5
0.2 Parent Coordinator and 1.0 Community Schools Facilitator I will continue working with our established community partners as well as work to develop new community partners and host at least one Community Resource Fair to connect families and providers.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 2.1<br>Decrease in chronic absenteeism for students who are identified as African American, Two or More Races, Pacific Islander, Students with Disabilities, Homeless, and Low SES as measured on the CA Dashboard<br>An overall increase in overall positive attendance as measured by local reporting. | 56.3% of African American students are chronically absent as measured by the CA Dashboard.<br>47.6% of Low SES Students are chronically absent as measured by the CA Dashboard.<br>88.4% Positive Attendance as measured by A2A | <46.3% of African American students are chronically absent as measured by the CA Dashboard.<br><37.6% of Low SES Students are chronically absent as measured by the CA Dashboard.<br>90.4% Positive Attendance as measured by A2A |
| 2.3<br>Support positive behaviors on campus, especially for students who are identified as African American, Two or More Races, Special Education, and Low SES as evidenced by access to programs on campus as measured by referrals, completion logs, meeting agendas and sign-in sheets, student, staff, and community | 11.9% Suspensions of African American students<br>0/1 or more families referred to UC Davis PC Care home-based Mental Health program.<br>0/6 grade levels participating in Second Step SEL in-class instruction.<br>0/10 PBIS Tier 1 team meetings<br>0/20 PBIS Tier 2 team meetings | <8% Suspensions of African American students<br>1/1 or more families referred to UC Davis PC Care home-based Mental Health program.<br>6/6 grade levels participating in Second Step SEL in-class instruction.<br>10/10 PBIS Tier 1 team meetings<br>20/20 PBIS Tier 2 team meetings |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| reflection sheets, and a decrease in overall suspensions as reported on the CA Dashboard.<br>Increase safety measures on campus as evidenced by increasing the number of available and placed walkie talkies to include every classroom. | 0/30 weeks of recess supports<br>0/30 weeks of Behavior Academies<br>0/9 Trimester reports for each specialist in Science, Spanish, and Art from classroom teachers.<br>0/21 classroom walkie talkies | 30/30 weeks of recess supports.<br>30/30 weeks of Behavior Academies<br>9/9 Trimester reports for each specialist in Science, Spanish, and Art from classroom teachers.<br>21/21 classroom walkie talkies |
| 2.4<br>Support communication and engagement between home and school as evidenced by our school website, weekly newsletter, parent participation in meetings, classes, and events, and phone call logs. | 0/10 Months of updated website information<br>0/35 Weeks of newsletters sent<br>0/6 SSC meetings held with parents in attendance.<br>0/6 ELAC meetings held with parents in attendance.<br>0/1 Parent classes held on campus.<br>0/1 Family events held on campus.<br>0/10 Months of Phone Call Logs from Community Schools Facilitator I and Parent Coordinator | 10/10 Months of updated website information<br>35/35 Weeks of newsletters sent.<br>6/6 SSC meetings held with parents in attendance.<br>6/6 ELAC meetings held with parents in attendance.<br>0/1 Parent classes held on campus.<br>0/1 Family events held on campus.<br>0/10 Months of Phone Call Logs from Community Schools Facilitator I and Parent Coordinator |
| 2.5<br>Quantify our established community partnerships and add at least one more partner this school year as evidenced by one partner intake sheet and partnership plan to connect with the greater school community.<br>Host at least one Community Resource Fair as evidenced by invitations and sign-in sheets. | 0/1 New Community Partnership<br>0/1 Community Resource Fair | 1/1 New Community Partnership<br>1/1 Community Resource Fair |

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, especially students who qualify under Title Low SES, ELL, Foster Youth, Hispanic Students and/or have been identified as ATSI: African American, Homeless, Students with Disabilities, and Students of Two or More Races.

Strategy/Activity

Increase student and family contacts to school staff to increase family engagement and attendance and decreasing behaviors and suspensions by increasing available staff and student: staff contacts including 0.25 FTE School Clerk, 0.125 FTE Health Assistant, 0.25 FTE Parent Coordinator and 1.0 FTE Community Schools Facilitator I, 1.0 FTE Assistant Principal, 0.5 FTE Behaviorist, a 0.4 FTE Mental Health Specialist, a 1.0 FTE Clinician through Sacramento County Office of Education (SCOE), and three 0.5 FTE Specialists in Science, Spanish, and Art

**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) |
|---|---|
| 22,191 | Title I<br>1000-1999: Certificated Personnel Salaries<br>1/4 of 77.69% of a 1.0 FTE Instructional Coach's Salary |
| 7,992.75 | Title I<br>3000-3999: Employee Benefits<br>1/4 of 77.69% of a 1.0 FTE Instructional Coach's Benefits |
| 6,372.25 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>1/4 of 22.31% of a 1.0 FTE Instructional Coach's Salary |
| 2,295.25 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>1/4 of 22.31% of a 1.0 FTE Instructional Coach's Benefits |
| 33,674.25 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>25% of a 1.0 FTE Assistant Principal's Salary |
| 11,977.75 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>25% of a 1.0 FTE Assistant Principal's Benefits |
| 21,848 | Title I<br>1000-1999: Certificated Personnel Salaries<br>1/3 of 68.1% of three 0.5 FTE Specialists in Science, Spanish, and Art salaries |
| 9,463 | Title I<br>3000-3999: Employee Benefits |

| | |
|---|---|
| | 1/3 of 68.1% of three 0.5 FTE Specialists in Science, Spanish, and Art benefits |
| 15,672 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>1/3 of 31.9% of three 0.5 FTE Specialists in Science, Spanish, and Art salaries |
| 6786.67 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>1/3 of 31.9% of three 0.5 FTE Specialists in Science, Spanish, and Art benefits |
| 64028 | California Community Schools<br>2000-2999: Classified Personnel Salaries<br>9/10 of a 1.0 FTE Community Schools Facilitator I salary |
| 25099 | California Community Schools<br>3000-3999: Employee Benefits<br>9/10 of a 1.0 FTE Community Schools Facilitator I benefits |
| 45,608 | California Community Schools<br>1000-1999: Certificated Personnel Salaries<br>0.5 FTE Behavior Specialist salary |
| 17,878 | California Community Schools<br>3000-3999: Employee Benefits<br>0.5 FTE Behavior Specialist benefits |
| 0 | District Funded<br>None Specified<br>0.4 FTE Mental Health Specialist |
| 0 | None Specified<br>None Specified<br>1.0 FTE Mental Health Clinician from SCOE |
| 10,085 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>0.25 FTE School Clerk salary |
| 3,739 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>0.25 FTE School Clerk benefits |
| 4,671 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>0.125 FTE Health Assistant Salary |
| 1,742 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>0.125 FTE Health Assistant Benefits |
| 9,125 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>0.25 FTE Parent Coordinator Salary |

| | |
|---|---|
| 3,383 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>0.25 FTE Parent Coordinator Benefits |

## Strategy/Activity 2

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

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

All students, especially students who qualify under Title Low SES, ELL, Foster Youth, Hispanic Students and/or have been identified as ATSI: African American, Homeless, Students with Disabilities, and Students of Two or More Races.

Strategy/Activity

Support positive behaviors on campus, especially for students who are identified as African American, Two or More Races, Special Education, and Low SES as evidenced by access to programs on campus through SEL instruction and implementation of SEL and PBIS practices, 2 hours a day, 3 days a week for 30 school weeks of recess supports through Superior Sports, and weekly Behavior Academies. Increase safety measures on campus as evidenced by increasing the number of available and placed walkie talkies to include every classroom. Purchase supplemental books, materials, enrichment materials, and supplies to implement positive behavior supports and positive attendance supports.

**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) |
|---|---|
| 33,000 | California Community Schools<br>5000-5999: Services And Other Operating Expenditures<br>Superior Sports recess support contract 3 days a week for 2 hours a day for 30 school weeks |
| 20,000 | California Community Schools<br>5000-5999: Services And Other Operating Expenditures<br>UC Davis PC Care |
| 4,000 | California Community Schools<br>4000-4999: Books And Supplies<br>Technology for the Community Schools Facilitator I |
| 900 | California Community Schools<br>5000-5999: Services And Other Operating Expenditures<br>Mileage for the Community Schools Facilitator I and the Behavior Specialist |
| 15,169 | California Community Schools<br>4000-4999: Books And Supplies |

| | |
|---|---|
| | Supplemental books, materials, and supplies for Community Schools Programming |
| 2,000 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Supplemental books, materials, and supplies to implement school-wide initiatives in attendance and behavior supports |
| 1,300 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Increased safety measures around campus |
| 0 | None Specified<br>None Specified<br>Support Student Leadership programs on campus including Paw Patrol and Student Council. |

## Strategy/Activity 3

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

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

All students, especially students who qualify under Title Low SES, ELL, Foster Youth, Hispanic Students and/or have been identified as ATSI: African American, Homeless, Students with Disabilities, and Students of Two or More Races.

Strategy/Activity

Host at least one Community Resource Fair and support communication and engagement between home and school in order to bring families to our school campus and increase their voices in partnership with school staff in activities, events, classes, and meetings.

**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) |
|---|---|
| 215 | LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>Translation for families at school meetings and events, classified salaries |
| 70 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>Translation for families at school meetings and events, classified benefits |
| 164 | LCFF - Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures<br>S'More Newsletter online subscription to communicate with families |

| | |
|---|---|
| 100 | LCFF - Supplemental<br>5900: Communications<br>Postage to mail communications to families |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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.

In the 2022/2023 school year, we implemented all of our plans in Goal 2. We increased attendance initiatives including phone calls and conferences, we implemented PBIS Character Education assemblies as well as PBIS Tier 1 and Tier 2 supports, and we worked with students to provide some recess supports through our 4th and 5th grade Paw Patrol program.

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

There were no major differences between our planned actions and our implementation.

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.

In the 2023/2024 school year, our Title I Academic Coach position is sunsetting and we are instead moving toward an Instructional Coaching model. The Instructional Coach will be focused on helping teachers to create, align, and implement high-quality first instruction in classrooms. The Instructional Coach will also provide mentoring and support to all teachers, especially new teachers.
In 2023/2024 Williamson will also be a Community School, some of our goals and actions are changing to meet the four pillars of Community Schools. As a Community School, we will be supporting students with a variety of programs and personnel including a Community Schools Facilitator I, a half-time behaviorist, and access to programs such as Superior Sports at recess and UC Davis PC Care for home-based mental health supports.

# 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

Teachers and support staff at Williamson Elementary will provide students with high quality classroom instruction.

## LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

# Goal 3

3.1
Provide staff with professional development opportunities for staff that will lead to increased collaboration among grade-level teaching partners and between classroom teachers and supporting teachers, more effective classroom instruction and instructional practices, use of common data-gathering tools, and data conversations to identify areas of need for students at all academic levels.
Provide team time for data discussions and instructional planning with an Instructional Coach.
Provide professional development in SEL areas and support programs such as Second Step, PBIS, and Responsive Classroom.
3.2
Use identified District-level K-12 Guaranteed and Viable Curriculum with set Essential Standards to implement and supplement the adopted curriculum with necessary materials, supplies, and books.
3.3
Provide professional development support for Designated and Integrated English Learner Development (DELD and IELD) instruction and Newcomer instruction as well as supplemental materials and supplies.
3.4
Provide professional development and supplemental materials in order to implement PD and deepen instruction in Science, Spanish, and Art, as well as other STEM and IB-related fields.
We will continue to expand opportunities in STEM education using our adopted math and science curriculums, and enrichment opportunities.

## Identified Need

3.1
Provide professional development for staff both on campus through our Instructional Coach, Principal, and Assistant Principal as well as off-campus through outside vendors for programs such as but not limited to PLC, PBIS, and Responsive Classroom as well as supplemental books, materials, and supplies to implement programs.
3.2
Use site-specific grade-level team times and district-directed grade-level, vertical, and whole-school collaboration times to work in site PLTs.
3.3

Support high-quality Designated English Language Development (DELD) and Integrated English Language Development (IELD) instruction by providing professional development for staff both on campus through our Instructional Coach, Principal, and Assistant Principal as well as off-campus through outside vendors and programs and purchasing supplemental materials, supplies, and books to implement professional development.
3.4
Support STEM and IB initiatives through instruction by certificated Science, Spanish, and Art Specialists as well as providing professional development for staff both on campus through our Instructional Coach, Principal, and Assistant Principal as well as off-campus through outside vendors and programs and purchase supplemental materials, supplies, and books to implement professional development.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 3.1<br>Provide professional development to the whole staff, teaching staff, and by grade level, and off campus to some staff to increase knowledge of programs and implementation of programs. The effectiveness of PD time will be measured by classroom walkthroughs conducted by the Instructional Coach, Principal, and Assistant Principal. | 0/3 Staff Professional Development meetings<br>0/10 On-Site Professional Development meetings for teaching staff<br>0/4 Staff Meeting presentations by staff of learnings from PD<br>0/10 Classroom walkthroughs conducted by the Instructional Coach<br>0/10 Classroom walkthroughs conducted by the principal<br>0/10 Classroom walkthroughs conducted by the Assistant Principal | 3/3 Staff Professional Development meetings<br>10/10 On-Site Professional Development meetings for teaching staff<br>4/4 Staff Meeting presentations by staff of learnings from PD<br>10/10 Classroom walkthroughs conducted by the Instructional Coach<br>10/10 Classroom walkthroughs conducted by the principal<br>10/10 Classroom walkthroughs conducted by the Assistant Principal |
| 3.2<br>Grade levels will meet weekly during site-specific team time with the Instructional Coach. Vertical and whole school PLT times will occur on district-directed early Thursdays. The effectiveness of PLT time will be measured by classroom walkthroughs conducted by the Instructional Coach, Principal, and Assistant Principal. | 0/10 Months of Grade-Level meetings with the Instructional Coach<br>0/10 Vertical PLT times on Thursdays<br>0/10 Grade Level PLT times on Thursdays<br>0/10 Classroom walkthroughs conducted by the Instructional Coach<br>0/10 Classroom walkthroughs conducted by the principal<br>0/10 Classroom walkthroughs conducted by the Assistant Principal | 10/10 Months of Grade-Level meetings with the Instructional Coach<br>10/10 Vertical PLT times on Thursdays<br>10/10 Grade Level PLT times on Thursdays<br>10/10 Classroom walkthroughs conducted by the Instructional Coach<br>10/10 Classroom walkthroughs conducted by the principal<br>10/10 Classroom walkthroughs conducted by the Assistant Principal |
| 3.3<br>Support DELD and IELD instruction through professional | 0/3 On-Site Professional Development meetings in | 3/3 On-Site Professional Development meetings in |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| development for staff as measured by walkthrough forms and staff meeting presentation agendas and sign-in sheets. The effectiveness of PD will be measured by classroom walkthroughs conducted by the Instructional Coach, Principal, and Assistant Principal. | DELD and IELD for teaching staff<br>0/1 Staff Meeting presentations by staff of learnings from PD<br>0/10 Classroom walkthroughs conducted by the Instructional Coach<br>0/10 Classroom walkthroughs conducted by the principal<br>0/10 Classroom walkthroughs conducted by the Assistant Principal | DELD and IELD for teaching staff<br>1/1 Staff Meeting presentations by staff of learnings from PD<br>10/10 Classroom walkthroughs conducted by the Instructional Coach<br>10/10 Classroom walkthroughs conducted by the principal<br>10/10 Classroom walkthroughs conducted by the Assistant Principal |
| 3.4<br>Support STEM and IB initiatives through certificated specialists in Science, Spanish, and Art. Provide professional development for staff as measured by grade level meeting attendance, walkthrough forms, and staff meeting presentation agendas and sign-in sheets. The effectiveness of PD will be measured by classroom walkthroughs conducted by the Instructional Coach, Principal, and Assistant Principal. | 0/9 Trimester reports for each specialist in Science, Spanish, and Art from classroom teachers<br>0/10 Months of Grade-Level meetings with the Instructional Coach<br>0/4 Staff Meeting presentations by staff of learnings from PD<br>0/10 Classroom walkthroughs conducted by the Instructional Coach<br>0/10 Classroom walkthroughs conducted by the principal<br>0/10 Classroom walkthroughs conducted by the Assistant Principal | 9/9 Trimester reports for each specialist in Science, Spanish, and Art from classroom teachers<br>10/10 Months of Grade-Level meetings with the Instructional Coach<br>4/4 Staff Meeting presentations by staff of learnings from PD<br>10/10 Classroom walkthroughs conducted by the Instructional Coach<br>10/10 Classroom walkthroughs conducted by the principal<br>10/10 Classroom walkthroughs conducted by the Assistant Principal |

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, especially students who qualify under Title Low SES, ELL, Foster Youth, Hispanic Students and/or have been identified as ATSI: African American, Homeless, Students with Disabilities, and Students of Two or More Races.

Strategy/Activity

Provide professional development for staff both on campus through our Instructional Coach, Principal, and Assistant Principal and support STEM and IB initiatives through instruction by certificated Science, Spanish, and Art Specialists.

### 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) |
|---|---|
| 22,191 | Title I<br>1000-1999: Certificated Personnel Salaries<br>1/4 of 77.69% of a 1.0 FTE Instructional Coach's Salary |
| 7,992.75 | Title I<br>3000-3999: Employee Benefits<br>1/4 of 77.69% of a 1.0 FTE Instructional Coach's Benefits |
| 6,372.25 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>1/4 of 22.31% of a 1.0 FTE Instructional Coach's Salary |
| 2,295.25 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>1/4 of 22.31% of a 1.0 FTE Instructional Coach's Benefits |
| 33,674.25 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>25% of a 1.0 FTE Assistant Principal's Salary |
| 11,977.75 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>25% of a 1.0 FTE Assistant Principal's Benefits |
| 21,848 | Title I<br>1000-1999: Certificated Personnel Salaries<br>1/3 of 68.1% of three 0.5 FTE Specialists in Science, Spanish, and Art salaries |
| 9,463 | Title I<br>3000-3999: Employee Benefits<br>1/3 of 68.1% of three 0.5 FTE Specialists in Science, Spanish, and Art benefits |
| 15,672 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>1/3 of 31.9% of three 0.5 FTE Specialists in Science, Spanish, and Art salaries |
| 6786.67 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>1/3 of 31.9% of three 0.5 FTE Specialists in Science, Spanish, and Art benefits |

## Strategy/Activity 2

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

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

All students, especially students who qualify under Title  Low SES, ELL, Foster Youth,  Hispanic Students and/or have been identified as ATSI: African American, Homeless, Students with Disabilities, and Students of Two or More Races.

Strategy/Activity

Provide professional development on-site through school staff, district staff, and outside vendors, and off-site through outside vendors in programs such as but not limited to DELD, GLAD, PLC, PBIS, and Responsive Classroom as well as supplemental books, materials, and supplies to implement programs and purchase supplemental materials, supplies, and books to implement programs.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 4300 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Substitute services to release certificated staff to attend professional development during their contracted time. |
| 1,911 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>Salaried staff time outside of contract to attend Professional development and implement professional development, including preparing to and reporting out to school staff |
| 1,375 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>Benefits for salaried staff time outside of contract to attend Professional development and implement professional development, including preparing to and reporting out to school staff |
| 20,000 | LCFF - Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Professional development programs and conferences, including travel conferences, to enrich the adopted curriculum. |
| 4,127 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Supplemental books, materials, and supplies to enrich the adopted curriculum and implement professional development. |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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.

In the 2022/2023 school year, we fully implemented our planned activities with certificated staff attending professional development, holding Every Student by Name meetings, and purchasing supplemental books, materials, and supplies in order to implement professional development.

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

There were no major differences between our planned actions and our implementation.

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.

In the 2023/2024 school year, our Title I Academic Coach position is sunsetting and we are instead moving toward an Instructional Coaching model. The Instructional Coach will be focused on helping teachers to create, align, and implement high-quality first instruction in classrooms. The Instructional Coach will also provide mentoring and support to all teachers, especially new teachers.
In 2023/2024 Williamson will also be a Community School, some of our goals and actions are changing to meet the four pillars of Community Schools.

# 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

Common formative, benchmark, and summative assessments will be used to ensure all students at Williamson Elementary will make yearly progress toward grade level mastery of reading, mathematics, writing, social science and

## LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)
4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).
4.2 - Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.
4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.
4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.
4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

# Goal 4

4.1-4.5
Implementation of engaging high-quality first instruction, progress monitoring of essential standard mastery, and access to a guaranteed and viable curriculum for all students in all areas of the curriculum, especially in support of students who are identified as African American, Two or More Races, English Language Learners, students with disabilities, and students from Low SES households.
4.6
Through the support of our Community Schools Facilitator I, help parents at the Elementary School level to understand the American School System and connect them to resources in the school district and our community that will help their student continue on to become a high school graduate.

## Identified Need

4.1-4.5
An Instructional Coach will support classroom teachers in order to help them increase their effectiveness and overall high-quality first instruction in ELA, Math, DELD, and IELD. The Principal and Assistant Principal will work closely with the Academic team and Guiding Coalition to identify and support high-quality first instruction practices and programs on campus. Intervention teachers will support math and reading foundational skills through 1st & 2nd-grade SIPPS instruction, 3rd-5th grade RTI in Math Essential Standards, and remediation in Math and Reading foundational skills for grades K-5. The school will purchase supplemental materials, books, and supplies in order to support high-quality first instruction.
4.6
Community Schools Facilitator I will support families with a deeper understanding of the American School System and the importance of students attaining a High School Diploma through education and connecting families to district and community information, programs, resources, and classes.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| 4.1<br>Provide ELA grade-level instruction, interventions in class and across grade levels, and remediation below grade level for students as needed to bring students up to grade-level reading by the end of the school year in 1st, 3rd, and 5th grades as measured by classroom walkthroughs to identify strategies, practices, and evidence of implementation of high-quality first instruction and implementation of adopted curriculum as well as additional professional development around reading instruction, 1st-grade SIPPS assessments, and 3rd and 5th-grade CAASPP reading scores. | 95.52% of 3rd Grade students not meeting grade level Reading standards on CAASPP in 2022<br>88.89% of 5th Grade students not meeting grade level Reading standards on CAASPP in 2022<br>0/10 months of SIPPS groups implemented.<br>0/10 months of interventions across grade levels<br>0/10 classroom walkthroughs by Instructional Coach<br>0/10 classroom walkthroughs by Principal<br>0/10 classroom walkthroughs by Assistant Principal | <90.52% of 3rd Grade students not meeting grade level Reading standards on CAASPP in 2023<br><83.89% of 5th Grade students not meeting grade level Reading standards on CAASPP in 2023<br>10/10 months of SIPPS groups implemented.<br>10/10 months of interventions across grade levels<br>10/10 classroom walkthroughs by Instructional Coach<br>10/10 classroom walkthroughs by Principal<br>10/10 classroom walkthroughs by Assistant Principal |
| 4.2<br>Provide Math grade-level instruction, interventions in class and across grade levels, and remediation below grade level for students as needed to bring students up to grade-level math standards by the end of the school year in 1st, 3rd, and 5th grades as measured by classroom walkthroughs to identify strategies, practices, and evidence of implementation of high-quality first instruction and implementation of adopted curriculum as well as additional professional development around math instruction, measured by 1st grade Renaissance Math assessments, and 3rd and 5th-grade CAASPP math scores. | 85.51% of 3rd Grade students not meeting grade level math standards on CAASPP in 2022<br>85.72% of 5th Grade students not meeting grade level math standards on CAASPP in 2022<br>0/10 months of interventions across grade levels<br>0/10 classroom walkthroughs by Instructional Coach<br>0/10 classroom walkthroughs by Principal<br>0/10 classroom walkthroughs by Assistant Principal | <80.51% of 3rd Grade students not meeting grade level math standards on CAASPP in 2023<br><80.72% of 5th Grade students not meeting grade level math standards on CAASPP in 2023<br>10/10 months of interventions across grade levels.<br>10/10 classroom walkthroughs by Instructional Coach<br>10/10 classroom walkthroughs by Principal<br>10/10 classroom walkthroughs by Assistant Principal |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| 4.3<br>Provide DELD and IELD instruction as well as Newcomer instruction, interventions in class and across grade levels, and remediation below grade level for students as needed to bring students up to grade-level ELA standards by the end of the school year in 1st, 3rd, and 5th grades as measured by classroom walkthroughs to identify strategies, practices, and evidence of implementation of high-quality first instruction and implementation of adopted curriculum as well as additional professional development around math instruction, and overall ELPAC scores. | 40.12% of students taking the ELPAC scoring a 3 or 4 overall in 2022<br>0/10 months of interventions across grade levels<br>0/10 classroom walkthroughs by Instructional Coach<br>0/10 classroom walkthroughs by Principal<br>0/10 classroom walkthroughs by Assistant Principal | <45.12% of students taking the ELPAC scoring a 3 or 4 overall in 2023.<br>10/10 months of interventions across grade levels<br>10/10 classroom walkthroughs by Instructional Coach<br>10/10 classroom walkthroughs by Principal<br>10/10 classroom walkthroughs by Assistant Principal |
| 4.4<br>Provide grade-level instruction, interventions in class and across grade levels, and remediation below grade level in addition to help provided to them in their Special Education IEP to help Special Education students move closer to grade-level math and ELA standards by the end of the school year as measured by CAASPP test scores. | Special Education students scored 121.6 points below standard grade level in ELA on CAASPP in 2022<br>Special Education students scored 127.2 points below standard grade level in ELA on CAASPP in 2022 | Special Education students score <101.6 points below standard grade level in ELA on CAASPP in 2023<br>Special Education students score <107.2 points below standard grade level in ELA on CAASPP in 2023 |
| 4.5<br>Provide additional staff support in the Transitional Kindergarten and Kindergarten classrooms through Paraeducators in order to help students meet Kindergarten standards as measured by classroom walkthroughs to identify strategies, practices, and evidence of implementation of high-quality first instruction and | 0/10 classroom walkthroughs by Instructional Coach<br>0/10 classroom walkthroughs by Principal<br>0/10 classroom walkthroughs by Assistant Principal | 10/10 classroom walkthroughs by Instructional Coach<br>10/10 classroom walkthroughs by Principal<br>10/10 classroom walkthroughs by Assistant Principal |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| implementation of adopted curriculum as well as additional professional development, by grade level assessments, and by SIPPS assessment for Kindergarteners moving to first grade. | | |
| 4.6<br>Support families in understanding the importance of High School Graduation through education and in connection with our Community Schools Facilitator I as measured by meeting invitations, agendas, presentations, and sign in sheets. | 0/1 or more School System & High School Graduation informational family meetings | 1/1 or more School System & High School Graduation informational family meetings |

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, especially students who qualify under Title Low SES, ELL, Foster Youth, Hispanic Students and/or have been identified as ATSI: African American, Homeless, Students with Disabilities, and Students of Two or More Races.

Strategy/Activity

An Instructional Coach will support classroom teachers in order to help them increase their effectiveness and overall high-quality first instruction in ELA, Math, DELD, and IELD. The Principal and Assistant Principal will work closely with the Academic team and Guiding Coalition to identify and support high-quality first instruction practices and programs on campus. Intervention teachers will support math and reading foundational skills through 1st & 2nd-grade SIPPS instruction, 3rd-5th grade RTI in Math Essential Standards, and remediation in Math and Reading foundational skills for grades K-5. The school will purchase supplemental materials, books, and supplies in order to support high-quality first instruction.

### 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)

| | |
|---|---|
| 22,191 | Title I<br>1000-1999: Certificated Personnel Salaries<br>1/4 of 77.69% of a 1.0 FTE Instructional Coach's Salary |
| 7,992.75 | Title I<br>3000-3999: Employee Benefits<br>1/4 of 77.69% of a 1.0 FTE Instructional Coach's Benefits |
| 6,372.25 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>1/4 of 22.31% of a 1.0 FTE Instructional Coach's Salary |
| 2,295.25 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>1/4 of 22.31% of a 1.0 FTE Instructional Coach's Benefits |
| 33,674.25 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>25% of a 1.0 FTE Assistant Principal's Salary |
| 11,977.75 | LCFF - Supplemental<br>3000-3999: Employee Benefits<br>25% of a 1.0 FTE Assistant Principal's Benefits |
| 7,114 | California Community Schools<br>2000-2999: Classified Personnel Salaries<br>1/10 of 1.0 FTE Community Schools Facilitator I salary |
| 2,789 | California Community Schools<br>3000-3999: Employee Benefits<br>1/10 of 1.0 FTE Community Schools Facilitator I benefits |
| 2,109 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Purchase supplemental books, materials, and supplies to enrich the adopted curriculum |
| 4,668 | LCFF - Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures<br>Purchase supplemental programming and supplies to enrich the adopted curriculum |

# Annual Review

**SPSA Year Reviewed: 2022-23**

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.

In the 2022-2023 school year we fully implemented all areas we addressed in Goal 4. Our school staff was able to participate in PLT twice a month on early release Thursdays. Our Title I Academic Coach and Intervention teachers were able to push into or pull out of every grade level for remediation in foundational reading skills. We purchased supplemental books, supplies, and materials to enrich the implementation of the adopted curriculum.

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

There were not any major differences between the plan and implementation.

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.

In the 2023/2024 school year, our Title I Academic Coach position is sunsetting and we are instead moving toward an Instructional Coaching model. The Instructional Coach will be focused on helping teachers to create, align, and implement high-quality first instruction in classrooms. The Instructional Coach will also provide mentoring and support to all teachers, especially new teachers.
In 2023/2024 Williamson will also be a Community School, some of our goals and actions are changing to meet the four pillars of Community Schools.

# Budget Summary

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

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $ |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $1,327,285.00 |

## 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 | $214,668.00 |

Subtotal of additional federal funds included for this school: $214,668.00

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 ($) |
|---|---|
| California Community Schools | $235,585.00 |
| District Funded | $0.00 |
| LCFF - Supplemental | $755,412.00 |
| Learning Recovery | $121,620.00 |
| None Specified | $0.00 |

Subtotal of state or local funds included for this school: $1,112,617.00

Total of federal, state, and/or local funds for this school: $1,327,285.00

# 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 |
|---|---|---|
| Title I | 214,668 | 0.00 |
| LCFF - Supplemental | 755,412 | 0.00 |
| Learning Recovery | 121,620 | 0.00 |
| California Community Schools | 235,585 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| California Community Schools | 235,585.00 |
| District Funded | 0.00 |
| LCFF - Supplemental | 755,412.00 |
| Learning Recovery | 121,620.00 |
| None Specified | 0.00 |
| Title I | 214,668.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 641,716.42 |
| 2000-2999: Classified Personnel Salaries | 214,168.00 |
| 3000-3999: Employee Benefits | 307,260.58 |
| 4000-4999: Books And Supplies | 68,705.00 |
| 5000-5999: Services And Other Operating Expenditures | 73,900.00 |
| 5700-5799: Transfers Of Direct Costs | 4,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 17,435.00 |
| 5900: Communications | 100.00 |
| None Specified | 0.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | California Community Schools | 45,608.00 |
| 2000-2999: Classified Personnel Salaries | California Community Schools | 71,142.00 |
| 3000-3999: Employee Benefits | California Community Schools | 45,766.00 |
| 4000-4999: Books And Supplies | California Community Schools | 19,169.00 |
| 5000-5999: Services And Other Operating Expenditures | California Community Schools | 53,900.00 |
| None Specified | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 343,100.42 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 143,026.00 |
| 3000-3999: Employee Benefits | LCFF - Supplemental | 178,214.58 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 49,536.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 20,000.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF - Supplemental | 4,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 17,435.00 |
| 5900: Communications | LCFF - Supplemental | 100.00 |
| 1000-1999: Certificated Personnel Salaries | Learning Recovery | 98,700.00 |
| 3000-3999: Employee Benefits | Learning Recovery | 22,920.00 |
| 4000-4999: Books And Supplies | None Specified | 0.00 |
| None Specified | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 154,308.00 |
| 3000-3999: Employee Benefits | Title I | 60,360.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 655,566.91 |

| | |
|---|---|
| Goal 2 | 400,548.92 |
| Goal 3 | 169,985.92 |
| Goal 4 | 101,183.25 |

# 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

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Leslee Cottrell, Principal | Principal |
| Lynn Blodgett, Assistant Principal (Alternate) | Principal |
| Deanna LaGreca, Classroom Teacher | Classroom Teacher |
| Celine Escobedo, Classroom Teacher | Classroom Teacher |
| Susan Hansen, Classroom Teacher | Classroom Teacher |
| Robin Van de Carr, Classroom Teacher (Alternate) | Classroom Teacher |
| Marni Krpata, Clerk | Other School Staff |
| Wendy Dear, Parent | Parent or Community Member |
| Brooke Herevia, Community Member | Parent or Community Member |
| Eira Morales, Parent | Parent or Community Member |
| Nare Minasyan, Parent | Parent or Community Member |
| Tacarra Proctor, Parent | Parent or Community Member |

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.

# English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

| Name of ELAC Members | Role |
|---|---|
| Leslee Cottrell, Principal | Principal |
| Lynn Blodgett, Assistant Principal | Other School Staff |
| Darsie Dupree, Program Monitor & Instructional Coach | Other School Staff |
| Olena Bryk, Parent | Parent or Community Member |
| Nare Minasyan, Parent | Parent or Community Member |
| Adriana Chetrari, Parent | Parent or Community Member |
| Rimma Dividian, Parent | Parent or Community Member |
| Candy Martinez, Parent & Instructional Aide | Other School Staff<br>Parent or Community Member |
| Guadalupe Marin, Parent & Bilingual Instructional Aide | Other School Staff<br>Parent or Community Member |
| Tetiana McFarland, Instructional Aide | Other School Staff |
| Svetlana Gerasenkova, Instructional Aide | Other School Staff |
| Larisa Mayevski, Bilingual Instructional Aide | Other School Staff |
| Angi Villanueva, Bilingual Instructional Aide | Other School Staff |

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
   a. The school's needs assessment.
   b. The school's annual language census.

c. Ways to make parents aware of the importance of regular school attendance.

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|

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

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

This SPSA was adopted by the SSC at a public meeting on May 24, 2023.

Attested:

Principal, Leslee Cottrell on 5/24/2023

SSC Chairperson, Deanna LaGreca on 5/24/2023

# Instructions

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

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

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

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

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

# Instructions: Linked Table of Contents

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


Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs


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

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

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

# Purpose and Description

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

## Purpose

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

## Description

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

# Educational Partner Involvement

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

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

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

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

# Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such 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

# Site Council 2022-23
# ~ Meeting Minutes ~
# May 24, 2023 via Teams

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**Call to Order**: 3:06pm via Teams

**Members in attendance**:
Leslee Cottrell, Susan Hansen, Marni Krpata, Wendy Dear, Robin Van deCarr, Deanna LaGreca

**ITEMS:**

- **Review data from 2022/2023 School Year Proposed SPSA for 2023/2024**
    - **Discussed "highest concerns"**
        - **Drop in attendance meetings with families**
            - **Steps we are taking to improve**
        - **Ms. Austin to run School Council next school year**
        - **CAASPP testing results**
        - **Renaissance test results**
        - **ESL**
        - **CAST testing**
        - **Suspension Data**
        - **SPSA**
    - **Evaluation of Effectiveness of spending for 2022/2023 School Year**
        - **Reviewed Evaluation of Effectiveness document for the 2022/2023 School Year**
            - **Wendy asked about the SEL Lessons and why they weren't fully implemented. Leslee discussed the need for supporting the SEL curriculum in classrooms and talked about our partnership with Nor Cal School of the Arts and their work in our classrooms around standing up for ourselves and using our words instead of our hands to solve problems. Each classroom received 10 lessons from a trained provider through a grant from the Department of Defense.**
- **SUPPLEMENTAL spending for 2023/2024 school year**
        - **Interventions**
        - **New enrichment programs (ie. science, art, and spanish)**
        - **Share teachers with other schools for days substitutes are needed**
        - **Continue with professional development in PLCs, PBIS, Responsive Classroom, GLAD, etc.**
        - **Supplemental supplies and supplies for new enrichment programs**
        - **Recess support- this may be taken over by our Community Schools grant**
        - **Ipads for teachers- this may need to be changed due to the cost of our Instructional Coach**
        - **Family engagement**
    - **Discussion: Leslee requested input - no comments -**
    - **Called for vote - Deanna**
        - **1st Motion - Susan**
        - **2nd Motion - Wendy**
        - **All in Favor - Approved**
    - **Leslee asked if we should put Supplemental plan on website - unanimous "no"**
- **DISCUSSION**
    - **Reviewed and discussed Parent and Family Engagement Policy 2023**
        - **Marni talked about the need to update our Mission and Vision.**
            - **Leslee explained that we were in the process of doing this work with the staff and would be ready to share out the first drafts of the revised Mission and Vision in the fall.**

        - **Susan brought up the Community Schools program and asked that we consider adding the things that the grant brings to Williamson in our 2023/2024 policy.**
            - **Leslee said that we could do that for 2023/2024, especially once all of the people are hired and the work around Community Schools becomes more clear.**
    - **We have been approved as a Community School for the 2023/2024 school year. The budget and personnel plans attached to the grant proposal are pending. Some of our planned expenditures will need to be adjusted to match the plans in our Community Schools grant proposal.**
    - **Wendy asked about clubs, per Leslee "they are going through ASES program at this time" and going to find out if "open" to every student.**
    - **Deanna let the team know that teachers started to receive Scholastic News and Storyworks, they are very excited.**
    - **Leslee mentioned that Wendy, Marni and Susan interviewed on 4/27/2023 with Title I FPM Auditor.**

- **Review and Approve Minutes from 1/11/2023 meeting - no changes necessary**
    - **1st Motion - Susan**
    - **2nd - Wendy**
    - **All in Favor - Approved as submitted**

- **Public Comment - None**

**Adjourned: 3:43 pm**

**Williamson Elementary**

School Site Council Meeting Agenda

Date: 5/24/23
Time: 3:00 pm
Location: Microsoft TEAMS Meeting ID: 283 445 672 443
Passcode: JFhdNS Join Meeting Here: https://bit.ly/40FQHI5

Chairperson: Deanna LaGreca
Vice-Chairperson: Brooke Herevia
Recording Secretary: Marni Krpata

| TIME | ITEM | PERSON(S) | PURPOSE | OUTCOME |
|---|---|---|---|---|
| 3:00 pm | Review & Approve Minutes | All | To review prior meetings minutes; make changes, if necessary; vote to approve | |
| 3:10 pm | 2023-2024 Proposed SPSA | Leslee Cottrell | Review Data from 2022/2023 School Year and Proposed SPSA for 2023/2024 | |
| 3:20 pm | 2022-2023 SPSA Evaluation of Effectiveness | Leslee Cottrell | Review Information about implementation of the 2022/2023 SPSA and discuss effectiveness | |
| 3:30 pm | 2022-2023 Family & Parent Engagement Policy | Leslee Cottrell | Review and Discuss the 2022/2023 Family and Parent Engagement Policy | |
| 3:40 pm | Public Comment | All | Permit members of the public to comment | |

NORMS:

- Start and end on time
- Be actively engaged
- Diverse opinions are respected and valued
- Show kindness & empathy
- Accept non-closure

**Next Meeting: Fall 2023 on Microsoft Teams**

**Williamson Elementary**

Agenda de la Reunión del Consejo Escolar

Fecha: 5/24/23
Hora: 3:00 pm
Localización: Microsoft Teams Meeting ID: 283 445 672 443
Password: JFhdNS Join Meeting Here: https://bit.ly/40FQHI5

Presidente: Deanna LaGreca
Vice- Presidente: Brooke Hervia
Secretario: Marni Krpata

| TIME | ITEM | PERSON(S) | PURPOSE | OUTCOME |
|---|---|---|---|---|
| 3:00 pm | Revisar y aprobar Actas | todo | Revisar las actas de las reuniones anteriores; realizar cambios, si es necesario; votar para aprobar | |
| 3:10 pm | SPSA propuesto para 2023-2024 | Leslee Cottrell | Revise los datos del año escolar 2022/2023 y el SPSA propuesto para 2023/2024 | |
| 3:20 pm | 2022-2023 SPSA Evaluación de Efectividad | Leslee Cottrell | Revisar la información sobre la implementación del SPSA 2022/2023 y discutir la efectividad | |
| 3:30 pm | 2022-2023 Política de participación de la familia y los padres | Leslee Cottrell | Revisar y discutir la política de participación de padres y familias 2022/2023 | |
| 3:30 pm | Comentario público | todo | Permitir que los miembros del público comenten | |

NORMAS:

- Comenzar y terminar a tiempo
- Estar participando activamente
- Se respetan y valoran las opiniones diversas
- Mostrar la bondad y la empatía
- Aceptar el no cierre

**Siguiente Junta: Otoño de 2023 en Microsoft Teams**

# ELAC Sign-In Sheet
April 21, 2023
Williamson E16
8:15-9:30

| Print Name | Signature |
|---|---|
| 1. Darsie Dupree | |
| 2. Natalia Teplykh | |
| 3. Sergei Teplykh | |
| 4. Natalya Stepanyan | |
| 5. Armine Maghakyan | |
| 6. Angie Villanueva | |
| 7. Tetiana McFarland | |
| 8. Olga Mora | |
| 9. Larisa Mayerski | |
| 10. Mare Minasyan | |
| 11. Nichol Weber | |
| 12. Guadalupe Marin | |
| 13. Svetlana Gerasenkova | |
| 14. Susan Leslee Cottrell | |

# ELAC Meeting

April 21, 2023
8:15-9:30am

## Introductions:

Leslee Cottrell- Principal

Lynn Blodgett- Assistant Principal

Darsie Dupree- Academic Coach

Nichol Weber- Intervention Specialist

Instructional Aides: Ms. Svetlana, Ms. Tania, Ms. Angie, Ms. Janet, Ms. Larisa, Ms. Lupe, Ms. Candy, Ms. Blanca

Office Staff: Ms. Corina, Ms. Marni, Ms. Amber, Ms. Sheena

# Agenda

- Sign-in
- Please get some snacks
- Introductions
- ELPAC Update
- CAASPP Update- 3rd-5th
- ASES- Ms. Tina
- Registration Update- Ms. Corina
- 23/24 School Budget including Enrichment Opportunities Next Year
- Activities for the Summer
- Book Giveaway

# ELPAC Update

Currently we have one student in 3rd-5th grade to test for ELPAC.

We are 70% done testing in K-2 grade and 95% of our students have started the test.

The window is open for ELPAC until the last day of school.

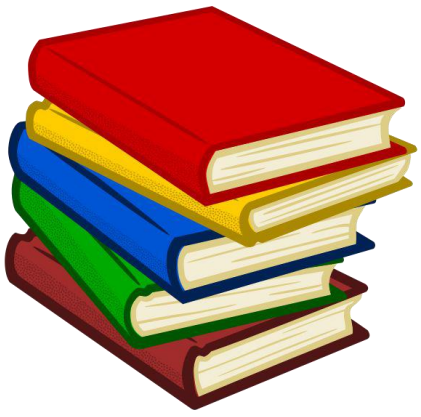
The scores should all be available by the end of August. The district will send a letter out to all parents with directions on how they can find their student's scores in PowerSchool through the parent portal. This letter is usually sent out the first week of school.

# CAASPP Update

The last day for CAASPP Testing is April 28th. Our 3rd-5th graders and teachers did amazing this year with the schedule! We are 100%  complete! Our 5th graders also took the CAST Science Test and did awesome! We are 50% complete but students are testing today!

# ASES- Ms. Tina

Ms. Tina will come to discuss ASES, our afterschool program. Welcome Ms. Tina!!!!



# Registration Update- Ms. Corina

Ms. Corina will update us on registration! Welcome Ms. Corina!

# 23/24 Proposed School Budget

## Personnel Budget Expenditures to Continue in 2023/2024

| Item | Rationale | Areas of Impact | Cost | Funding Source |
|---|---|---|---|---|
| 1 FTE Classroom Teacher | • Continue with Class Size Reduction in 4th and 5th grades for the 2023/2024 school year- Keeping class sizes to 26<br>• Continue to mitigate the impacts of lacking education engagement in first, second, third and fourth grades in 19/20, 20/21, and 21/22 due to COVID school closures and a significant increase in absences due to illnesses<br>• Increased opportunity to build relationships peer-to-peer as well as peer-teacher and teacher-families<br>• Fewer behavior incidents in smaller classes of older students<br>• Increased support during whole group and small group instruction | • Attendance<br>• Suspensions<br>• Positive School Culture and Climate<br>• Science<br>• Math<br>• ELA<br>• ELL<br>• VAPA | $89,129.76 | Title |
| 2 K-5 Elementary Paraeducators | • Classroom support to implement small group instruction in Kindergarten-fifth grades<br>• Supporting families with one-on-one support for registration and income verification<br>• Support 20 day challenge and attendance phone calls | • ELL<br>• Math<br>• Reading<br>• Registration<br>• Attendance | $55,911.00 | Title Supplemental |

## New Personnel Budget Expenditures Suggested for 2023/2024

| Item | Rationale | Areas of Impact | Cost | Funding Source |
|---|---|---|---|---|
| 1 FTE Intervention Teacher | • Focus on foundational reading and math skills<br>• Intervention Teacher provides pull-out and push-in support to small groups of students who are performing 2 or more grade levels below their current grade<br>• Students are selected based on Renaissance STAR assessments as well as CAASPP scores and teacher math and reading inventories of progress to mastery of essential standards (to be determined by grade levels)<br>• For math, use Freckle (Renaissance) and small group instruction of Renaissance recommended lessons as well as activities to build number sense and support students building and accessing problem-solving tools, and strategies<br>• Students participate in intervention for four to six weeks<br>• Students who do not make growth are recommended for RTI and another round of intervention | • Math<br>• Reading<br>• CAASPP | $111,119.18 | Title |

# New Personnel Budget Expenditures Suggested for 2023/2024

| Item | Rationale | Areas of Impact | Cost | Funding Source |
|---|---|---|---|---|
| 3 x 0.5 FTE Specialists<br><br>-Science<br><br>-Spanish World Language<br><br>-Art<br><br>(Sharing 3 x 1.0 FTE contracts with Cordova Villa Elementary) | • Provide grade-level teams with two release times or "Team Times" a week that they will not have to prep for<br>• Team Times will be directed to use for PLC work<br>• Holding teachers accountable for adhering to the PLC process during Team Time will lead to increases in student achievement<br>• Modify the Conference room to be the Team Room for Team Time (Specialists will have to use the teachers' classrooms) - add a printer and a color printer, standards, copies of the adopted curriculum, future data wall, etc.<br>• Possibly engage TK teachers in Team Time between the two schools<br>• Increase positive attendance through highly engaging activities each week<br>• Possibly support LTELs and Newcomers with open time slots<br>• More opportunities for students to engage in academic discourse across curriculums<br>• Science Specialist<br>  ○ Increase access to Next Generation Science Standards and District adopted Amplify Science curriculum in all grade levels<br>  ○ Increase in CAST scores<br>• Spanish World Language Specialist<br>  ○ Increase native speakers' literacy in their home language<br>  ○ Attract and retain families who are looking for World Language exposure for Elementary age students in Rancho<br>• Art Specialist<br>  ○ Increase students' exposure to Visual Arts<br>  ○ Engage students in more hands-on learning | • Attendance<br>• Suspensions<br>• Positive School Culture and Climate<br>• Science<br>• Math<br>• ELA<br>• ELL<br>• VAPA | $133,694.64 | Supplemental |

Sample schedule of how this would work with P.E., MTSS, SIPPS, Music, and Library

# Personnel Budget Proposal Totals

| | Title | Supplemental |
|---|---|---|
| **Allocation** | **$214,668** | **$306,000** |
| 1 FTE Classroom Teacher | $89,129.76 | |
| 1 FTE Intervention Teacher | $111,119.18 | |
| 2 K-5 Elementary Paras (est.) | $14,419.06 | $41,491.94 |
| 0.5 FTE Art Teacher | | $44,564.88 |
| 0.5 FTE Science Teacher | | $44,564.88 |
| 0.5 FTE World Language Teacher | | $44,564.88 |
| **Totals** | **$214,668** | **$175,186.58** |
| **Difference** | **$0** | **$130,813.42** |

# Additional Expenditures Suggested for 2023/2024

| Item | Rationale | Areas of Impact | Student Groups Impacted | Cost | Funding Source |
|---|---|---|---|---|---|
| Professional Development for Certificated and Classified Staff | • In 2022/2023; 9/22 certificated staff attended PLC conferences with Solution Tree through the EEG including our 3 PLC Facilitators<br>◦ Send 1 group of Certificated Staff to an in-person PLC Conference<br>◦ Solution Tree PD Library<br>▪ Virtual training teams can use to calibrate their work around<br>▪ Access to videos of Solution Tree presenters in all areas, including PLC, RTI, Behavior, and more<br>▪ Site License and One Year Access<br>▪ Site PD opportunities<br>▪ Site Level Calibration around PD implementation and Data Discussions<br>• GLAD Training for 6 teachers through BeGLAD virtual Training<br>• Virtual Training for Classified Support Staff to better support student learning and school climate | • All Curriculum<br>• ELL<br>• Positive School Culture and Climate | • All Students | $24,213.42 | Supplemental |
| Supplies for Specialist Teachers | • Provide a budget of $7500 toward supplemental books and supplies for Specialist programs<br>■ This is apx $15 per student per Specialist for the school year | • Attendance<br>• Suspensions<br>• Positive School Culture and Climate<br>• All Curriculum | • All Students | $22,500 | Supplemental |

# Additional Expenditures Suggested for 2023/2024

| Item | Rationale | Areas of Impact | Student Groups Impacted | Cost | Funding Source |
|---|---|---|---|---|---|
| Playworks or other Recess Supports | • Provide instruction for students in gameplay, good sportsmanship, and positive peer interactions on the playground<br>• Train 4th and 5th graders to be Junior Coaches to support peers and younger students with following rules and upholding expectations | • Suspensions<br>• Recess Behaviors<br>• Positive School Culture and Climate | • African American Students<br>• Students with disabilities | $20,000 | Supplemental |
| Student Enrichment | • Apx $15/student per classroom<br>• $4000 for school-wide Assemblies<br>• Field Trips, Classroom Presentations, Assemblies | • All Curriculum<br>• Positive School Culture and Climate | • All Students | $16,500 | Supplemental |
| Supplemental Books and Supplies | • Provide students and staff with supplemental books and materials and supplies to more fully access District Adopted Curriculum<br>• Implement PD<br>• Implement preventions, interventions, and supports to create a positive school culture and climate. | • All Curriculum<br>• Positive School Culture and Climate<br>• Suspensions | • Low SES | $18,000 | Supplemental |
| iPads and Apple TVs in classrooms | • Allow classroom teachers to be more mobile in the classroom and flexible in their teaching methodologies<br>• Stronger classroom management, fewer classroom disruptions<br>• One time cost, small cost for maintenance/replacements in future years | • All Curriculum<br>• Positive School Culture and Climate<br>• Suspensions | • All Students | $12,000 | Supplemental |

# Additional Expenditures Suggested for 2023/2024

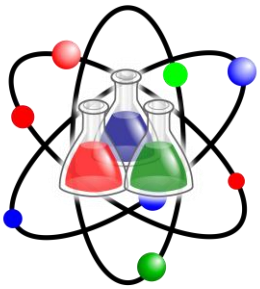
| Item | Rationale | Areas of Impact | Student Groups Impacted | Cost | Funding Source |
|---|---|---|---|---|---|
| Update Book Room | • Newer titles (some titles are from the 1980s and 1990s)<br>• 6 of each title (some current sets are only 2-4 books)<br>• Classroom Teachers use sets for Leveled small group instruction and literacy centers<br>• Removing barriers to teaching small groups in classes | • ELA<br>• ELL | • All students | $7,500 | Supplemental |
| Substitute Services | • Release Classroom Teachers to<br>• Attend Professional Development<br>• Participate in Every Student By Name (ESBN)<br>• Have Longer Team Times<br>• Observe Peers in Classrooms in order to Work more Collaboratively | • All Curriculum<br>• Positive School Culture and Climate | • All students | $2,500 | Supplemental |
| Create "Team Room" in Conference Room | • Black and White and Color Printers for GLAD materials and to print and discuss student Data<br>• Materials to create a Data Wall<br>• Books and Supplies to support Data Discussions and Grade-Level Unit Planning | • All Curriculum<br>• Positive School Culture and Climate | • All students | $2,600 | Supplemental |
| Family Engagement | • Communicate with families in accessible and meaningful ways<br>• Provide information about academic progress of students<br>• Provide academic activities for families to participate in<br>• Support relationship building between school and home<br>• Support families with concerns, questions, school registration, etc. | • Attendance<br>• Suspensions<br>• Positive School Culture and Climate<br>• All Curriculum | • All students<br>• African American Students<br>• ELL Students<br>• Students with Disabilities | $5,000 | Supplemental |
| | | **Total** | | **$130,813.42** | |

# Expenditures included in the Community Schools Grant Proposal 2023/2024

| Item | Rationale | Areas of Impact | Student Groups Impacted | Cost | Funding Source |
|---|---|---|---|---|---|
| 1.0 FTE Community Schools Facilitator I | • Communicate with families in accessible and meaningful ways<br>• Provide information about academic progress of students<br>• Provide academic activities for families to participate in<br>• Support relationship building between school and home<br>• Support families with concerns, questions, school registration, navigating the school system, etc. | • All Curriculum<br>• Family Engagement<br>• Positive School Culture and Climate<br>• Attendance<br>• Suspensions | • All students | $99,030 | Community Schools |
| 0.5 FTE Behavior Specialist | • Provide support for classroom teachers in Behavior Data Collection, Behavior Supports for students, training in De-Escalation, Alternatives to Exclusionary Discipline<br>• Communicate with families about behaviors and supports<br>• Support students with behavior challenges and self-management strategies | • All Curriculum<br>• Positive School Culture and Climate<br>• Suspensions<br>• Attendance | • African American Students<br>• Students with Disabilities<br>• Low SES | $63,486 | Community Schools |
| Mental Health Support through UC Davis PC Care | • Provide home-based mental health support for students who are in need of Tier 3 support | • All Curriculum<br>• Positive School Culture and Climate<br>• Suspensions | • African American Students<br>• Students with Disabilities<br>• Low SES | $20,000 | Community Schools |
| Recess Support | • Provide recess supports 3 days a week, 2 hours a day, for 30 school weeks<br>• Support Behavior Academies, specifically Good Sportsmanship | • Positive School Culture and Climate<br>• All Curriculum | • African American Students<br>• Students with Disabilities<br>• Low SES | $33,000 | Community Schools |
| Supplement Supports | • Mileage, equipment, supplemental materials and supports for implementing the four pillars of Community Schools | • All Curriculum | • All students | $20,069 | Community Schools |
| | | **Total** | | **$235,585** | |

# Teacher Release Time & Enrichment Next Year

- Spanish Enrichment
- Art Enrichment
- Science Enrichment

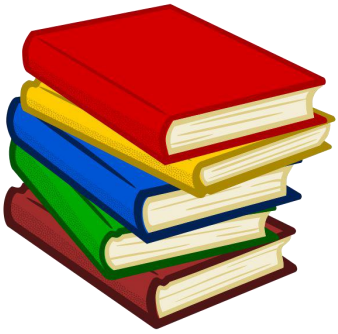


# Activities for the Summer:

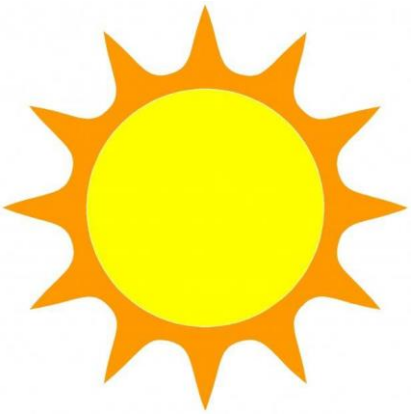
- Lexia
- Lexia English
- Renaissance
- Rancho Cordova Library
  - https://www.saclibrary.org/My-Library-Card/Get-a-Library-Card
  - https://www.saclibrary.org/Education/Online-Learning/Classes-Tutorials

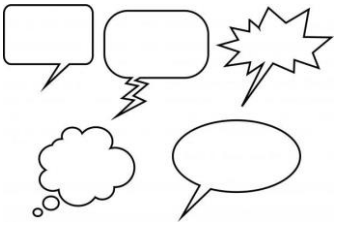
# Book Giveaway

Please take a stack of books so that your child can practice reading over the summer!



# Comments/Concerns/Questions:





ELAC Meeting Notes
4/21/23
8:15-9:30
E 16
Williamson Elementary

8:18 Meeting called to order
Began by welcoming everyone and starting introductions. Ms. Tina, from ASES, came to discuss enrollment in the program and the structure of the program here at Williamson. Parents used the QR code to sign up for the waiting list. Ms. Tina mentioned that two more employees were hired and she is hoping to be able to take all students off the waiting list.

Went back to review the agenda.

ELPAC update:
Let parents know our completion rates for ELPAC. Reviewed the procedure for students new to the country: They will take the Initial ELPAC and then the Summative ELPAC. Parents did not have any questions.

CAASPP Update:
Reviewed the slide information with families. Families asked about exemptions from testing for newcomers - explained to them that the students are exempt from ELA, but will take math and science (if in 5th grade).

Registration Update:
FCUSD does require each family to re-register each year. If you have friends in the community that have young children and may qualify for TK please send them to the office to talk with Ms. Corina.

2023 School Budget and Enrichment Activities:

Mrs. Cottrell reviewed the budget plan for the 23/24 school year. Some of the highlights include smaller class sizes in 4th and 5th grades, release time for teachers to meet with their grade levels and work on their lesson planning through the PLC process, recess supports, technology, field trips, and assemblies.
When the teachers are getting release time for their grade levels, students will receive a trimester each of three enrichment classes from certificated teachers. Our new enrichment classes will be Art, Spanish, and Science. These enrichment programs stemmed from our previous meeting when parents wanted more enrichment type classes for their children. Mrs. Cottrell worked with another principal and next year 3 new teachers will be teaching. The students will receive a weekly enrichment class and will rotate each trimester. By the end of the year, they will have rotated through all three enrichment classes. This will be for ALL grade levels. We have a new family from Russia (today is day 1) and they are very impressed with how the school works together with families to create school programs. Another possibility for next year would be Community Schools, which will bring even more resources and programs to our school. We let parents know that we will know in May if we have received the community school grant.

Activities for the Summer:
At this time, the district is NOT offering summer school at the elementary level. These are some possible activities to do during the summer. Parents received a print out of this slide to have the links for the Sac Library. A parent attending the meeting just got her library card and LOVES the library. Some parents used computers and signed up for library cards at the meeting.

Book Giveaway:
We gave each family bags of books to read this summer. The books are decodable stories that most students can read. Parents were very appreciative and grateful.

Questions/Concerns:
There were no questions or concerns but some parents stayed after to get information on logging their student on to LEXIA.

Meeting Adjourned: 9:42