



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Williamson Elementary School	34673306033286	February 14, 2024	August 15, 2024

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

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

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

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

This plan is being used by Williamson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
Title I Schoolwide
Additional Targeted Support and Improvement (ATSI) for students who are Students with Disabilities.

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

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Plan Description

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

This plan is being used by Williamson Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Title I Schoolwide
- Additional Targeted Support and Improvement (ATSI) for students who are Students with Disabilities.

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

Mission: Ensure high levels of learning for all students.

Vision: In partnership with our students, parents, and community, we are dedicated to becoming a model PLC school, ensuring that all students gain the knowledge and skills necessary to demonstrate outstanding personal and academic achievement.

School & Community Profile

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. Located in Rancho Cordova, Williamson is one of twenty-two elementary schools in the Folsom Cordova Unified School District. The district serves approximately 21,000 students.

Williamson Elementary has a very diverse population of students. As of September 2023, our enrollment is approximately 520 students in preschool through 5th grade, including TK. Our school has many different cultural groups and languages including Spanish, Russian, Armenian, Ukrainian, Farsi, Dari, Pashto, and Arabic among other languages. Our school demographics are 39.22% Hispanic, 33.62% White, 10.34% multiple or no response groups, 7.76% African American, 5.39% Asian, 2.37% Pacific Islander, and 1.08% Filipino. Due to the percentage of students who have Spanish-speaking parents, we translate all school communication into Spanish. Our robust English Language Advisory Committee (ELAC) group serves our diverse population through regular meetings, and opportunities to give feedback to the school administration and staff. 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. We encourage our community to continue to assist Williamson in our efforts to reach our goals for ongoing improvement. We actively seek out new community partnerships to leverage connections for student support. We know with everyone's support and assistance our students will become positive members of our community for years to come.

Williamson Elementary School has embraced a community school 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 support 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.

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Learning extends beyond the core curriculum of reading, math, social studies, and science. Our fourth and 5th-grade students receive twice-weekly music instruction, and all grades enjoy participating in PE. Social-emotional learning is an important component of the overall educational program at Williamson. Every student, TK-5th grade receives one trimester of enrichment instruction in Art, Science, and World Language Spanish.

Williamson Elementary is a Positive Behavior Interventions and Supports (PBIS) School and teaches Character. We commit to helping students learn the following: Show Respect, Make Good Decisions, and Solve Problems. Alternative Recess is open to students during their morning recess and is supported by our Behaviorist, Mental Health Services (MHS) provider, or SCOE Mental Health Clinician. Students who are in need of additional instruction in social emotional, peer relationships, and academic and social behavior skills may receive small group supports from our Behaviorist, MHS, SCOE Clinician or from one of our intervention teachers. Lessons focus on supporting students with our school-wide behavior goals (ROAR): Respectful, On-Task, Always Safe, and Responsible. Students are selected for Alternative Recess or may request it; students are selected for small group lessons based on data and input from classroom teachers and school staff.

Our teaching staff is made up of 18 general education teachers TK-5th Grades, 2 Special Education Teachers, 1 Academic Coach, 1 MTSS Special Intervention teacher, 1 Intervention teacher, 1 PE teacher, 3 music teachers, 1 World Language Spanish Specialist, 1 Science Specialist, 1 Art Specialist, 3 Spanish speaking aides, 1 Russian speaking aide, and 2 Title I aides; one of which speaks Russian. Our administrative team comprises a full-time principal and a full-time assistant principal. Our hard-working staff strives to provide an exceptional educational experience. We also have Head Start, a State Preschool program, a Special Education Preschool program, a paid before and after-school care program called Student Care, and a federally funded, after-school program called ASES.

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 income, English Learner/Emergent Bilingual, students with learning disabilities and our Black youth to ensure that they are benefitting from culturally responsive tier 1 instruction and interventions. Our district has committed to ongoing PD in Behavior RtI to create a restorative and instructional response to student behavior. Other school climate PD our staff have received include (creating welcoming schools, increasing family engagement, trauma informed schools, Responsive Classrooms...) 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.

Educational Partner Involvement

How, when, and with whom did Williamson Elementary 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

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 home.

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. Since the 2022-2023 school year, the Sacramento County Office of Education (SCOE) partnered with FCUSD to offer five days a week of mental health support by posting a Clinician on our campus. In 2023-2024 we were also assigned time with a Family Navigator through this same program. In 2024-2025, a part-time Mental Health Intern will also serve Williamson through the SCOE program. Through our Community Schools grant, we are continuing to fund 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.

Williamson Elementary works to involve all educational partner's input in our school supports and programing. Meetings and activities where educational partner information is taken and reviewed by staff occur at the following opportunities as well as other informal times and when opportunities for partnership arise:

Staff feedback loops

Back to School Night- Annually. In 2023/2024 our Back to School Night was held on 8/17/24. In 2024/2025 we plan to hold our Back to School Night on 8/7/24.

Open House- Annually. In 2023/2024 our Open House was on 5/2/24. In 2024/2025 we plan to hold our Open House on 5/7/25.

Principals and Parents Coffee- Monthly Drop-In Meetings. In 2023/2024 these events were on the first Friday of every month. We plan to continue this practice in the 2024/2025 school year.

Academic Leadership Team - Meets Weekly

Guiding Coalition - Meets Three times Monthly

Site Council Meetings- at least six meetings a year virtually on Microsoft Teams. In 2023/2024 we met on 12/13/23, 1/10/24, 2/14/24, 3/13/24, 3/10/24, and 5/8/24. In 2024/2025 we plan to meet on 8/20/24, 9/17/24, 10/15/24, 1/21/25, 3/18/25, and 5/13/25.

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 and around our school community that directly benefit our students. In 2023/2024 we met on 8/17/23, 9/13/23, 10/11/24, 11/8/23, 12/6/23, 1/3/24, 2/7/24, 3/13/24, 4/9/24, and 5/8/24.

English Language Learner Committee (ELAC) - at least six meetings a year. In 2023/2024 we met on 10/19/23, 11/9/23, 1/18/24, 2/15/24, 3/14/24, and 5/2/24. In 2024/2025 we plan to meet on 9/12/24, 10/10/24, 1/16/25, 2/13/25, 3/13/25, and 5/8/25.

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. In 2023/2024 we held our Title I Parent meeting on 10/19/23. This year we plan to hold our Title I Parent meeting on 8/7/24.

Positive Behavior Intervention Systems (PBIS)- Tier I Team and Tier 2 teams meet bi-monthly, they both review data, Tier I reports at our monthly staff meeting, and professional development for staff is given several times a year around supporting student behaviors.

All Hands-on Deck - a weekly meeting where department heads meet with administration to review the calendar for the upcoming week.

Staff, Parent, and student surveys- provided at least twice annually and reviewed with community groups including at a monthly Staff Meeting, at ELAC, at SSC, at PTA, and at the Title I Parent Meeting.

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 has 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 and shoes for all grade levels, and potty kits for kinder classes. The Gold River Bel Aire 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 including field trips, assemblies, and presentations. 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.

Resource Inequities

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

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

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.

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 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.

Williamson Elementary School is identified as an ATSI school specifically focused on our Special Education student population, of which 10.9% were suspended for at least one school day and averaged 88 points below the average student on their CAASPP ELA assessment in 2022/2023. In order to address these concerns, our school will implement additional social-emotional supports, academic/classroom skills, and peer relationship/problem-solving academies, specifically geared toward students with disabilities.

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.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

In the 2022-2023 school year, several areas were reported as red or orange.

English Language Arts student groups that were Red: All Students, English Learners, Socioeconomically Disadvantaged, Hispanic and White.

Math student groups that were in the Orange: All Students, English Learners, Socioeconomically Disadvantaged, Hispanic, and White.

English Learner Progress, all participants were Orange.

Chronic Absenteeism groups that were Orange: Homeless, Students with Disabilities, African American students, and Students of Two or More Races.

Suspension rate student groups in the Red: All students, Socioeconomically Disadvantaged students, and Hispanic students.

Suspension rate student groups in the Orange: English Learners, Homeless, African American, Students of Two or More Races, and White students.

To meet the needs of these student groups we have increased our activities around community partnerships, family engagement, attendance, Social Emotional Learning and Behavior Supports, Academic interventions and supports across grade levels, and increased student:adult contacts on campus.

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

In the 2022-2023 school year our "all student" performance indicators and the groups that performed below those levels were:

English Learner Progress- Orange. English Learners were at level Orange.

English Language Arts- Red. Student groups also at Red were: English Learners, Socioeconomically Disadvantaged, Hispanic, and White.

Mathematics- Orange. Student groups that were also at Orange were: English Learners, Socioeconomically Disadvantaged, Hispanic, and White.

Chronic Absenteeism- Yellow. Student groups that were at Orange were: Homeless, Students with Disabilities, African American students, and students of Two or More Races.

Suspension Rate- Red. Student groups that were also at Red were: Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students.

To meet the needs of these student groups we have increased our activities around community partnerships, family engagement, attendance, Social Emotional Learning and Behavior Supports, Academic interventions and supports across grade levels, and increased student:adult contacts on campus.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	8.67%	7.76%	7.17%	41	36	33
Asian	4.02%	5.39%	6.09%	19	25	28
Filipino	1.06%	1.08%	1.74%	5	5	8
Hispanic/Latino	41.44%	39.22%	38.04%	196	182	175
Pacific Islander	1.06%	2.37%	1.74%	5	11	8
White	32.14%	33.62%	34.35%	152	156	158
Multiple/No Response	10.57%	10.34%	10.65%	50	48	49
Total Enrollment				473	464	460

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	68	66	67
Grade 1	69	72	68
Grade 2	101	76	65
Grade3	70	95	70
Grade 4	73	78	93
Grade 5	92	77	73
Total Enrollment	473	464	460

Conclusions based on this data:

- 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 2023 K through 5th-grade enrollment is approximately 464 students. We also had 24 TK students enrolled in the 2023/2024 school year.
- Our percentage of African American students decreased 0.91% between 2022-2023 and 2023-2024.
- Hispanic/Latino students continue to be our largest student enrollment group at 39.22%.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	148	161	163	30.8%	31.3%	35.4%
Fluent English Proficient (FEP)	40	33	31	8.2%	8.5%	6.7%
Reclassified Fluent English Proficient (RFEP)	5			7.5%		

Conclusions based on this data:

1. The percentage of students Reclassified as Fluent English Proficient (RFEP) decreased by 50% from 2020-2021 to 2021-2022.
2. The number of RFEP students has decreased from 2020-2021 to 2021-2022.
3. English Learners continue to be approximately 35% of our school population in 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	71	98	0	67	91	0	67	91	0.0	94.4	92.9
Grade 4	88	80	77	0	73	68	0	73	68	0.0	91.3	88.3
Grade 5	77	92	76	0	90	69	0	90	69	0.0	97.8	90.8
All Grades	239	243	251	0	230	228	0	230	228	0.0	94.7	90.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2348.	2350.		5.97	4.40		7.46	19.78		29.85	12.09		56.72	63.74
Grade 4		2426.	2389.		10.96	2.94		23.29	16.18		17.81	23.53		47.95	57.35
Grade 5		2447.	2424.		5.56	5.80		22.22	24.64		24.44	15.94		47.78	53.62
All Grades	N/A	N/A	N/A		7.39	4.39		18.26	20.18		23.91	16.67		50.43	58.77

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.48	5.49		53.73	54.95		41.79	39.56
Grade 4		8.22	1.47		68.49	60.29		23.29	38.24
Grade 5		11.11	8.70		61.11	56.52		27.78	34.78
All Grades		8.26	5.26		61.30	57.02		30.43	37.72

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.15	1.10		30.77	39.56		63.08	59.34
Grade 4		6.85	4.41		58.90	48.53		34.25	47.06
Grade 5		2.22	4.35		51.11	46.38		46.67	49.28
All Grades		4.82	3.07		47.81	44.30		47.37	52.63

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.49	4.40		76.12	76.92		22.39	18.68
Grade 4		6.85	0.00		71.23	67.65		21.92	32.35
Grade 5		6.67	8.70		72.22	57.97		21.11	33.33
All Grades		5.22	4.39		73.04	68.42		21.74	27.19

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.99	6.59		56.72	59.34		40.30	34.07
Grade 4		10.96	2.94		68.49	64.71		20.55	32.35
Grade 5		6.67	4.35		67.78	56.52		25.56	39.13
All Grades		6.96	4.82		64.78	60.09		28.26	35.09

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Approximately 25% of student's 3rd-5th met or exceeded the ELA standards in 2022-2023, a 1% increase from the previous school year.
2. Students in the fourth grade showed the largest discrepancy between those meeting or exceeding overall ELA grade-level standards at 19.12% and those nearly meeting or not meeting overall grade-level standards at 80.88% as reflected in the 2022-2023 Overall ELA data.
3. Our 2022-2023 score in Listening is the strongest of students above, at, or nearly meeting the standard at 72.81% of all students grades 3-5.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	71	98	0	69	97	0	69	97	0.0	97.2	99.0
Grade 4	88	80	77	0	80	74	0	80	74	0.0	100.0	96.1
Grade 5	77	92	76	0	91	76	0	91	76	0.0	98.9	100.0
All Grades	239	243	251	0	240	247	0	240	247	0.0	98.8	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2367.	2364.		2.90	1.03		11.59	14.43		26.09	28.87		59.42	55.67
Grade 4		2411.	2401.		7.50	2.70		15.00	12.16		25.00	33.78		52.50	51.35
Grade 5		2448.	2431.		5.49	5.26		8.79	9.21		30.77	25.00		54.95	60.53
All Grades	N/A	N/A	N/A		5.42	2.83		11.67	12.15		27.50	29.15		55.42	55.87

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.80	7.22		43.48	42.27		50.72	50.52
Grade 4		11.25	2.70		32.50	39.19		56.25	58.11
Grade 5		6.59	7.89		45.05	34.21		48.35	57.89
All Grades		7.92	6.07		40.42	38.87		51.67	55.06

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35	4.12		33.33	40.21		62.32	55.67
Grade 4		8.75	1.35		40.00	45.95		51.25	52.70
Grade 5		2.20	3.95		51.65	44.74		46.15	51.32
All Grades		5.00	3.24		42.50	43.32		52.50	53.44

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.25	1.03		55.07	60.82		37.68	38.14
Grade 4		13.75	2.70		42.50	47.30		43.75	50.00
Grade 5		4.40	2.63		49.45	57.89		46.15	39.47
All Grades		8.33	2.02		48.75	55.87		42.92	42.11

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Conclusions based on this data:

1. 85.02% of our students in grades 3-5 performed below overall math standards in 2022-2023.
2. Communicating Reasoning was our strongest area with 57.89% of students in grades 3-5 nearly at, at, or exceeding the grade-level standard in 2022-2023.
3. In 2022-2023, fifth grade had the largest percentage of students, 85.53% of students who were below or nearly at meeting the overall math grade-level standards.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1400.0	1403.4	1410.2	1413.7	1415.5	1420.9	1368.1	1374.6	1385.3	22	28	29
1	1441.6	1434.7	1416.1	1448.5	1438.0	1422.1	1434.2	1430.8	1409.7	17	26	26
2	1462.5	1462.2	1449.8	1464.7	1449.0	1445.0	1459.8	1475.0	1454.1	24	22	29
3	1485.1	1466.8	1445.2	1492.4	1468.6	1440.0	1477.0	1464.4	1449.8	21	28	27
4	1486.3	1481.1	1474.8	1484.0	1470.2	1472.0	1488.0	1491.4	1477.1	24	25	35
5	1518.2	1521.7	1486.4	1516.4	1519.8	1481.6	1519.5	1522.9	1490.5	25	28	29
All Grades										133	157	175

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.57	3.45	31.82	28.57	41.38	40.91	50.00	37.93	27.27	17.86	17.24	22	28	29
1	5.88	0.00	0.00	29.41	30.77	19.23	41.18	50.00	46.15	23.53	19.23	34.62	17	26	26
2	12.50	9.09	6.90	37.50	36.36	37.93	37.50	31.82	17.24	12.50	22.73	37.93	24	22	29
3	4.76	3.57	7.41	47.62	25.00	18.52	33.33	39.29	22.22	14.29	32.14	51.85	21	28	27
4	4.17	16.00	11.43	37.50	36.00	28.57	33.33	16.00	17.14	25.00	32.00	42.86	24	25	35
5	16.00	25.00	20.69	44.00	28.57	20.69	20.00	21.43	20.69	20.00	25.00	37.93	25	28	29
All Grades	7.52	9.55	8.57	38.35	30.57	28.00	33.83	35.03	26.29	20.30	24.84	37.14	133	157	175

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.55	3.57	13.79	27.27	42.86	34.48	50.00	35.71	27.59	18.18	17.86	24.14	22	28	29
1	17.65	11.54	3.85	23.53	19.23	30.77	41.18	50.00	42.31	17.65	19.23	23.08	17	26	26
2	16.67	18.18	10.34	45.83	31.82	31.03	25.00	27.27	27.59	12.50	22.73	31.03	24	22	29
3	38.10	17.86	25.93	42.86	35.71	14.81	9.52	28.57	11.11	9.52	17.86	48.15	21	28	27
4	20.83	28.00	31.43	45.83	36.00	22.86	16.67	8.00	11.43	16.67	28.00	34.29	24	25	35
5	48.00	35.71	31.03	36.00	42.86	24.14	8.00	10.71	10.34	8.00	10.71	34.48	25	28	29
All Grades	24.81	19.11	20.00	37.59	35.03	26.29	24.06	26.75	21.14	13.53	19.11	32.57	133	157	175

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.55	3.57	0.00	9.09	14.29	17.24	50.00	46.43	68.97	36.36	35.71	13.79	22	28	29
1	0.00	7.69	3.85	35.29	11.54	7.69	29.41	42.31	38.46	35.29	38.46	50.00	17	26	26
2	8.33	4.55	13.79	29.17	40.91	20.69	37.50	31.82	31.03	25.00	22.73	34.48	24	22	29
3	0.00	3.57	0.00	19.05	14.29	11.11	42.86	32.14	22.22	38.10	50.00	66.67	21	28	27
4	4.17	8.00	0.00	12.50	28.00	22.86	41.67	24.00	22.86	41.67	40.00	54.29	24	25	35
5	4.00	7.14	10.34	20.00	28.57	6.90	48.00	35.71	24.14	28.00	28.57	58.62	25	28	29
All Grades	3.76	5.73	4.57	20.30	22.29	14.86	42.11	35.67	34.29	33.83	36.31	46.29	133	157	175

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.64	7.14	13.79	72.73	85.71	72.41	13.64	7.14	13.79	22	28	29
1	17.65	11.54	19.23	82.35	76.92	69.23	0.00	11.54	11.54	17	26	26
2	12.50	18.18	17.24	70.83	63.64	55.17	16.67	18.18	27.59	24	22	29
3	28.57	28.57	7.41	57.14	42.86	51.85	14.29	28.57	40.74	21	28	27
4	29.17	36.00	28.57	50.00	32.00	37.14	20.83	32.00	34.29	24	25	35
5	28.00	21.43	24.14	64.00	67.86	41.38	8.00	10.71	34.48	25	28	29
All Grades	21.80	20.38	18.86	65.41	61.78	53.71	12.78	17.83	27.43	133	157	175

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.55	10.71	6.90	54.55	60.71	62.07	40.91	28.57	31.03	22	28	29
1	23.53	7.69	3.85	47.06	53.85	65.38	29.41	38.46	30.77	17	26	26
2	16.67	9.09	13.79	66.67	59.09	48.28	16.67	31.82	37.93	24	22	29
3	57.14	35.71	29.63	33.33	35.71	18.52	9.52	28.57	51.85	21	28	27
4	34.78	24.00	43.75	47.83	44.00	31.25	17.39	32.00	25.00	23	25	32
5	56.00	64.29	48.28	32.00	17.86	17.24	12.00	17.86	34.48	25	28	29
All Grades	32.58	26.11	25.00	46.97	44.59	40.12	20.45	29.30	34.88	132	157	172

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.57	0.00	63.64	67.86	86.21	36.36	28.57	13.79	22	28	29
1	5.88	15.38	7.69	58.82	50.00	30.77	35.29	34.62	61.54	17	26	26
2	21.74	9.09	10.34	43.48	72.73	55.17	34.78	18.18	34.48	23	22	29
3	9.52	3.57	0.00	47.62	35.71	33.33	42.86	60.71	66.67	21	28	27
4	4.17	8.00	0.00	41.67	48.00	45.71	54.17	44.00	54.29	24	25	35
5	12.00	17.86	3.45	52.00	46.43	37.93	36.00	35.71	58.62	25	28	29
All Grades	9.09	9.55	3.43	50.76	52.87	48.57	40.15	37.58	48.00	132	157	175

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	31.82	7.14	37.93	27.27	60.71	48.28	40.91	32.14	13.79	22	28	29
1	0.00	3.85	3.85	76.47	65.38	57.69	23.53	30.77	38.46	17	26	26
2	4.17	18.18	13.79	75.00	59.09	48.28	20.83	22.73	37.93	24	22	29
3	9.52	3.57	3.70	66.67	67.86	37.04	23.81	28.57	59.26	21	28	27
4	0.00	16.00	8.57	70.83	52.00	48.57	29.17	32.00	42.86	24	25	35
5	8.00	7.14	17.24	68.00	67.86	34.48	24.00	25.00	48.28	25	28	29
All Grades	9.02	8.92	14.29	63.91	62.42	45.71	27.07	28.66	40.00	133	157	175

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In 2022-2023 our students' strongest area was in listening with 72.57% of students in grades K-5 having somewhat/moderately or well developed this area.
2. 48% of students in grades K-5 were assessed as beginning in the reading subcategory in 2022-2023. This is a 10.42% increase from the previous year.
3. 25% of students in grades K-5 were assessed as well developed in the speaking subcategory in 2022-2023. This is a 1.11% decrease from the previous year.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
464	86.9	34.7	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	161	34.7
Foster Youth		
Homeless	27	5.8
Socioeconomically Disadvantaged	403	86.9
Students with Disabilities	49	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	7.8
Asian	25	5.4
Filipino	5	1.1
Hispanic	182	39.2
Two or More Races	48	10.3
Pacific Islander	11	2.4
White	156	33.6

Conclusions based on this data:

1. CDE Enrollment by Ethnicity:

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

2022-2023: 39.2% Hispanic, 33.6% White, 10.3% Two or more races, 7.8% African American, 5.4% Asian, and 1.1% Filipino, 0.2% unknown

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Yellow	Suspension Rate  Red
Mathematics  Orange		
English Learner Progress  Orange		

Conclusions based on this data:

- Chronic Absenteeism has improved in the 2022-2023 school year.
- Suspension rates continue to be in the Red or area of highest concern.
- Our Mathematics and English Learner performances have improved.

School and Student Performance Data

Academic Performance English Language Arts

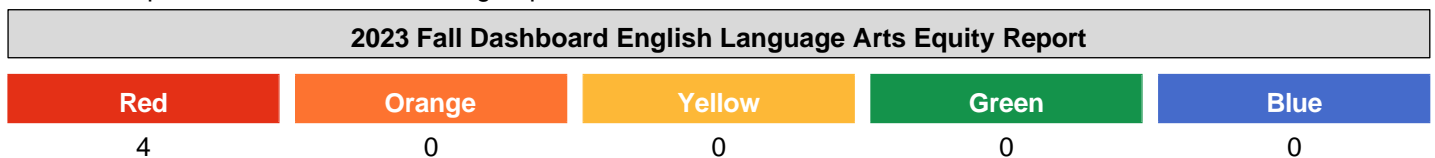
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Red 81.8 points below standard Decreased Significantly -22.1 points 217 Students	English Learners Red 93.1 points below standard Decreased Significantly -33.4 points 77 Students	Foster Youth Less than 11 Students 1 Student
Homeless 155.2 points below standard Decreased Significantly -73.6 points 16 Students	Socioeconomically Disadvantaged Red 88 points below standard Decreased Significantly -21.4 points 195 Students	Students with Disabilities 158.2 points below standard Decreased Significantly -31 points 25 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
142.3 points below standard Decreased Significantly - 52.2 points 22 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 74.5 points below standard Decreased Significantly - 20.1 points 91 Students	64.5 points below standard Increased +8.7 points 17 Students	Less than 11 Students 4 Students	 Red 80.2 points below standard Decreased Significantly - 23.2 points 71 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.9 points below standard Decreased Significantly -27.6 points 63 Students	12.9 points below standard Decreased Significantly -32.2 points 14 Students	76.2 points below standard Decreased -14.3 points 133 Students

Conclusions based on this data:

- Students with disabilities, students who are socioeconomically disadvantaged, students who are homeless, and students who are two or more races, all performed more than 60 points below standard in CAASPP ELA in 2022-2023.
- Students who are current English Learners performed 110.9 points below standard.
- Students who were Reclassified as English Fluent Proficient performed 12.9 points below the standard.

School and Student Performance Data

Academic Performance Mathematics

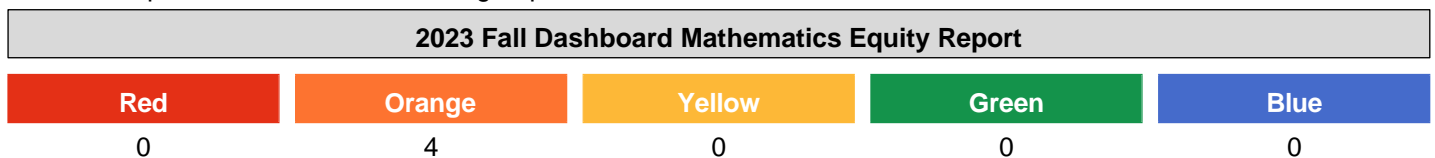
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 78.2 points below standard Decreased -10 points 217 Students	English Learners Orange 79.9 points below standard Decreased -10.3 points 77 Students	Foster Youth Less than 11 Students 1 Student
Homeless 147.6 points below standard Decreased Significantly -63.2 points 16 Students	Socioeconomically Disadvantaged Orange 83.8 points below standard Decreased -11.2 points 195 Students	Students with Disabilities 136.6 points below standard Decreased -15 points 25 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
133.7 points below standard Decreased Significantly - 29.2 points 22 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 75.3 points below standard Decreased -6.4 points 91 Students	78.5 points below standard Increased +4.6 points 17 Students	Less than 11 Students 4 Students	 Orange 66.2 points below standard Decreased -13.8 points 71 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.2 points below standard Maintained -2.7 points 63 Students	33.5 points below standard Decreased Significantly -24.1 points 14 Students	79.3 points below standard Decreased -10.7 points 133 Students

Conclusions based on this data:

- Students who are African American, Hispanic, two or more races, homeless, socioeconomically disadvantaged, English Learners, and those with disabilities performed 75 points or more below standard.
- Students who were Reclassified as Fluent English Proficient performed 33.5 below the standard.
- Students with disabilities performed on average 136.6 points below standard.

School and Student Performance Data

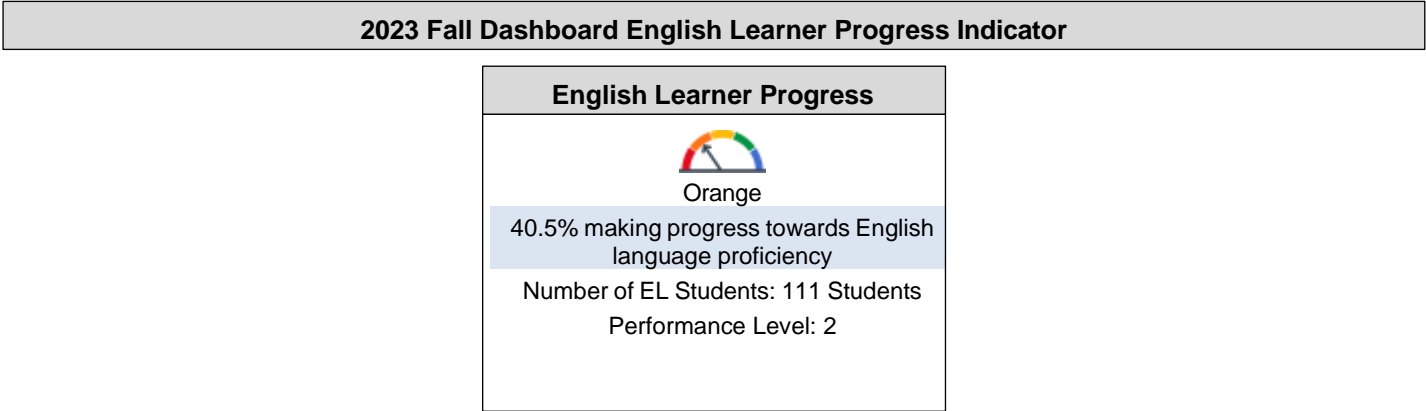
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



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.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22	44	1	44

Conclusions based on this data:

1. 19% of English Learners decreased by at least one level in 2022-2023 as compared to 2021-2022.
2. 41% of students assessed by the ELPAC progressed at least one level in 2022-2023.
3. 41% of students assessed by ELPAC maintained their overall ELPAC level in 2022-2023.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

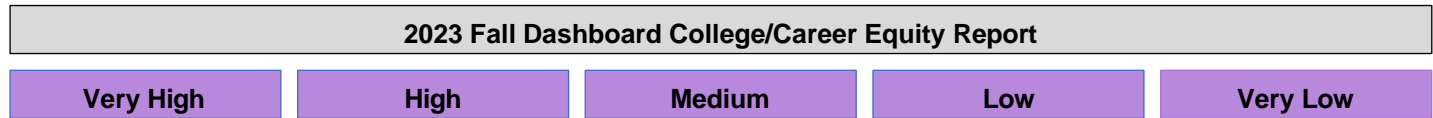
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

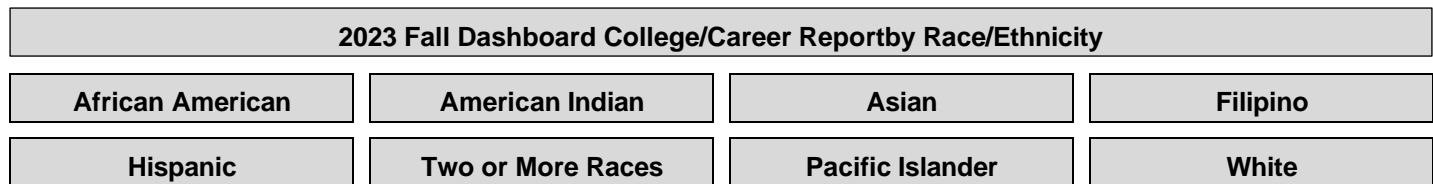
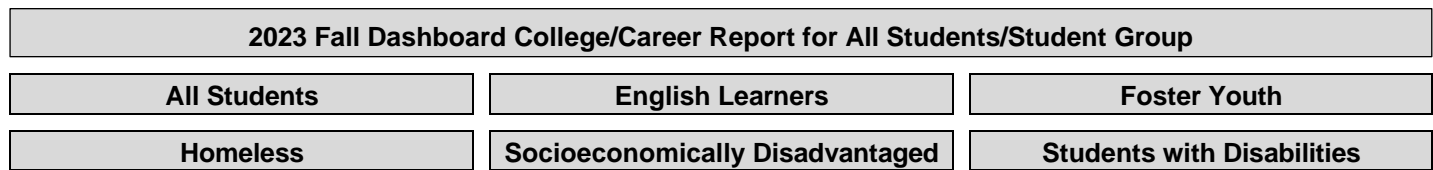
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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








This section provides number of student groups in each level.



This section provides 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 30.3% Chronically Absent Declined Significantly -15.6 498 Students	 Yellow 25.5% Chronically Absent Declined Significantly -6.2 188 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 52.9% Chronically Absent Declined -8 34 Students	 Yellow 32.8% Chronically Absent Declined Significantly -14.8 433 Students	 Orange 38.7% Chronically Absent Declined -15 62 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 32.5% Chronically Absent Declined -23.8 40 Students	 No Performance Color 0 Students	11.1% Chronically Absent Declined -11.6 27 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.5% Chronically Absent Declined Significantly -16 190 Students	 Orange 46.2% Chronically Absent Declined -7.9 52 Students	81.8% Chronically Absent Increased 18.2 11 Students	 Yellow 25.4% Chronically Absent Declined Significantly -15.7 173 Students

Conclusions based on this data:

1. The groups that have the greatest percentages of chronic absenteeism are students who are African American, Two or More Races, Pacific Islander, Students with Disabilities, and Homeless in the 2022-2023 school year.
2. All groups except for Pacific Islanders have decreased or decreased significantly from 2021-2022 to 2022-2023.
3. Hispanic students are our second largest group of students with 190 students and 29.5% of them were chronically absent in 2022-2023.

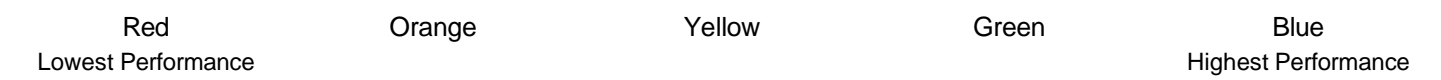
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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

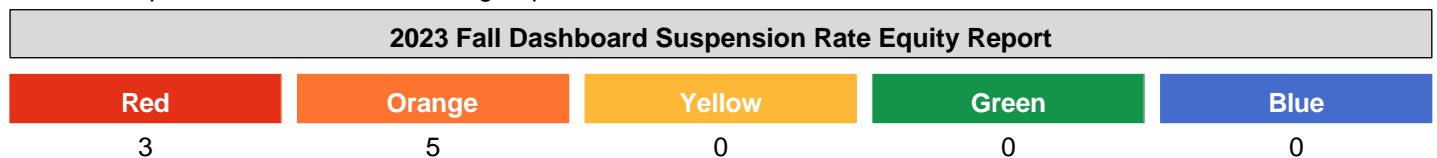
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



This section provides 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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Red 3.8% suspended at least one day Increased Significantly 2.3 527 Students	English Learners Orange 2.5% suspended at least one day Increased Significantly 2.5 199 Students	Foster Youth Less than 11 Students 2 Students
Homeless Orange 5.3% suspended at least one day Increased 3.1 38 Students	Socioeconomically Disadvantaged Red 4.2% suspended at least one day Increased Significantly 2.8 457 Students	Students with Disabilities Red 10.9% suspended at least one day Increased 9.5 64 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 9.3% suspended at least one day Declined -2.5 43 Students	American Indian  No Performance Color 0 Students	Asian 0% suspended at least one day Maintained 0 27 Students	Filipino Less than 11 Students 7 Students
Hispanic  Red 4.6% suspended at least one day Increased Significantly 4.1 197 Students	Two or More Races  Orange 3.5% suspended at least one day Increased 3.5 57 Students	Pacific Islander 16.7% suspended at least one day Increased 16.7 12 Students	White  Orange 1.6% suspended at least one day Increased 1 184 Students

Conclusions based on this data:

1. Our largest subgroup of suspensions was 16.7% of students who are Pacific Islander in 2022-2023.
2. On average 3.8% of all students were suspended at least one day in 2022-2023.
3. 5.3% of homeless students were suspended in 2022-2023, this is a 3.1% increase from 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 1

Title and Description of School Goal

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

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 science.

1.01-1.03

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.

1.04

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Identified Need

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

1.01-1.03

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 UFLI and math small group 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.

As an ATSI school, we will focus on providing supplemental academic supports to our Special Education students in all academic areas.

1.04

Community Schools Facilitator I and School Administration 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1.01</p> <p>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 UFLI implementation and Diebels Reading Fluency scores, and 3rd and 5th-grade CAASPP reading scores.</p>	<p>75.82% of 3rd Grade students not meeting grade level Reading standards on CAASPP in 2023</p> <p>80.88% of 5th Grade students not meeting grade level Reading standards on CAASPP in 2023</p> <p>0/10 months of SIPPS groups implemented.</p> <p>0/10 months of interventions across grade levels</p> <p>0/10 classroom walkthroughs by Instructional Coach</p> <p>0/10 classroom walkthroughs by Principal</p> <p>0/10 classroom walkthroughs by Assistant Principal</p>	<p><70.82% of 3rd Grade students not meeting grade level Reading standards on CAASPP in 2024</p> <p><75.88% of 5th Grade students not meeting grade level Reading standards on CAASPP in 2024</p> <p>10/10 months of SIPPS groups implemented.</p> <p>10/10 months of interventions across grade levels</p> <p>10/10 classroom walkthroughs by Instructional Coach</p> <p>10/10 classroom walkthroughs by Principal</p> <p>10/10 classroom walkthroughs by Assistant Principal</p>
<p>1.01</p> <p>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.</p>	<p>84.54% of 3rd Grade students not meeting grade level math standards on CAASPP in 2023</p> <p>85.53% of 5th Grade students not meeting grade level math standards on CAASPP in 2023</p> <p>0/10 months of interventions across grade levels</p> <p>0/10 classroom walkthroughs by Instructional Coach</p> <p>0/10 classroom walkthroughs by Principal</p> <p>0/10 classroom walkthroughs by Assistant Principal</p>	<p><79.54% of 3rd Grade students not meeting grade level math standards on CAASPP in 2024</p> <p><80.53% of 5th Grade students not meeting grade level math standards on CAASPP in 2024</p> <p>10/10 months of interventions across grade levels</p> <p>10/10 classroom walkthroughs by Instructional Coach</p> <p>10/10 classroom walkthroughs by Principal</p> <p>10/10 classroom walkthroughs by Assistant Principal</p>
<p>1.02</p> <p>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.</p>	<p>36.57% of students taking the ELPAC scoring a 3 or 4 overall in 2023</p> <p>0/10 months of interventions across grade levels</p> <p>0/10 classroom walkthroughs by Instructional Coach</p> <p>0/10 classroom walkthroughs by Principal</p> <p>0/10 classroom walkthroughs by Assistant Principal</p>	<p>>=41.57% of students taking the ELPAC scoring a 3 or 4 overall in 2024</p> <p>10/10 months of interventions across grade levels.</p> <p>10/10 classroom walkthroughs by Instructional Coach</p> <p>10/10 classroom walkthroughs by Principal</p> <p>10/10 classroom walkthroughs by Assistant Principal</p>

1.01-1.03 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 158.2 points below standard grade level in ELA on CAASPP in 2023 Special Education students scored 136.6 points below standard grade level in Math on CAASPP in 2023	Special Education students score <148.2 points below standard grade level in ELA on CAASPP in 2024 Special Education students score <126.6 points below standard grade level in Math on CAASPP in 2024
1.03 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 implementation of adopted curriculum as well as additional professional development, by grade level assessments, and by SIPPS assessment for Kindergarteners moving to first grade.	0/10 classroom walkthroughs by Instructional Coach 0/10 classroom walkthroughs by Principal 0/10 classroom walkthroughs by Assistant Principal	10/10 classroom walkthroughs by Instructional Coach 10/10 classroom walkthroughs by Principal 10/10 classroom walkthroughs by Assistant Principal
1.04 Support families in understanding the school system including middle school expectations and 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, Middle School expectations, and High School Graduation informational family meetings	1/1 or more School System, Middle School expectations, and High School Graduation informational family meetings

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teams will be released by grade level through the use of Science, World Language, and Art certificated teachers, to collaborate using the PLC process. Our Instructional Coach will support grade levels and individual classroom teachers in order to help them increase their effectiveness and overall high-quality first instruction using PLC practices in ELA, math, DELD, IELD, writing, etc. 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	ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	22,374 Title I 1000-1999: Certificated Personnel Salaries 1/4 of 75.85% of a 1.0 FTE Instructional Coach's Salary 7,959 Title I 3000-3999: Employee Benefits 1/4 of 75.85% of a 1.0 FTE Instructional Coach's Benefits

	<p>will support math and reading foundational skills through 1st & 2nd-grade University of Florida Literacy Instruction (UFLI) and RTI in math small groups, 3rd-5th grade RTI in Math Essential Standards, and remediation in Math and Reading foundational skills for grades K-5. Bilingual Aides and Instructional Aides will support student groups and instruction. The school will purchase supplemental materials, books, and supplies in order to support high-quality first instruction. Additional supports will be provided to our ATSI students with Disabilities, to support their academic progress, specifically around their English Language Arts skills and knowledge.</p>	<p>7,122 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 24.15% of a 1.0 FTE Instructional Coach's Salary 2,533 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 24.15% of a 1.0 FTE Instructional Coach's Benefits 24,177 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of a 1.0 FTE Assistant Principal's Salary 7,644 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of a 1.0 FTE Assistant Principal's Benefits 7,751 Community Schools Grant 2000-2999: Classified Personnel Salaries 1/10 of 1.0 FTE Community Schools Facilitator I salary 2,939 Community Schools Grant 3000-3999: Employee Benefits 1/10 of 1.0 FTE Community Schools Facilitator I benefits 29,831 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/3 of 2.2125 FTE Bilingual Instructional Aides Salaries 11,274 LCFF - Supplemental 3000-3999: Employee Benefits 1/3 of 2.2125 FTE Bilingual Instructional Aides Benefits 15,217 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/3 of 0.975 K-5 Paraeducators Salaries 5,455 LCFF - Supplemental 3000-3999: Employee Benefits 1/3 of 0.975 K-5 Paraeducators 16,368 Title I</p>
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			1000-1999: Certificated Personnel Salaries 1/4 of 46% of three 0.6 FTE Specialists in Science, Spanish, and Art salaries 5,113 Title I 3000-3999: Employee Benefits 1/4 of 46% of three 0.6 FTE Specialists in Science, Spanish, and Art benefits 19,369 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 54% of three 0.6 FTE Specialists in Science, Spanish, and Art salaries 5,346 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 54% of three 0.6 FTE Specialists in Science, Spanish, and Art benefits 29,258 Learning Recovery 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher salary 8,765 Learning Recovery 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher benefits 29,258 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE MTSS Intervention Specialist Salary 6,492 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE MTSS Intervention Specialist Benefits 5,000 LCFF - Supplemental 4000-4999: Books And Supplies Purchase supplemental books, materials, and supplies to enrich the adopted curriculum and support collaboration. 15,691 LCFF - Supplemental
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			1000-1999: Certificated Personnel Salaries 1/4 of 1.0 Intervention Teacher's Salary 7,400 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 Intervention Teacher's Benefits
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

<p>2023/2024 Goals</p> <p>Goals 1.01-1.03</p> <p>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.</p> <p>Goal 1.01 ELA</p> <p>24.18% of 3rd-grade students met grade-level Reading standards on CAASPP in 2023, this goal was exceeded. 19.12% of 5th-grade students met grade-level Reading standards on CAASPP in 2023, this goal was met. 10/10 months of SIPPS groups implemented. This goal was met. 10/10 months of interventions across grade levels. This goal was met. 10/10 classroom walkthroughs by Instructional Coach. This goal was not met. 10/10 classroom walkthroughs by Principal. This goal was met. 10/10 classroom walkthroughs by Assistant Principal. This goal was met.</p> <p>Goal 1.01 Math</p> <p>15.46% of 3rd-grade students met grade-level math standards on CAASPP in 2023, this goal was not met. 14.47% of 5th-grade students met grade-level math standards on CAASPP in 2023, this goal was not met. 10/10 months of interventions across grade levels. This goal was met. 10/10 classroom walkthroughs by Instructional Coach. This goal was not met. 10/10 classroom walkthroughs by Principal. This goal was met. 10/10 classroom walkthroughs by Assistant Principal. This goal was met.</p> <p>Goal 1.02 ELD</p> <p><45.12% of students taking the ELPAC scoring a 3 or 4 overall in 2023. This goal was not met. 10/10 months of interventions across grade levels. This goal was met. 10/10 classroom walkthroughs by Instructional Coach. This goal was not met. 10/10 classroom walkthroughs by Principal. This goal was met. 10/10 classroom walkthroughs by Assistant Principal. This goal was met.</p> <p>Goal 1.01-1.03 Special Education Student Supports</p> <p>Special Education students scored an average of 158.2 points below standard grade level in ELA on CAASPP in 2023, this goal was not met. Special Education students scored an average of 136.6 points below standard grade level in math on CAASPP in 2023, this goal was not met.</p> <p>Goal 1.03 Additional Staff in TK and K</p> <p>10/10 classroom walkthroughs by Instructional Coach. This goal was not met. 10/10 classroom walkthroughs by Principal. This goal was met.</p>

10/10 classroom walkthroughs by Assistant Principal. This goal was met.

Goal 1.04 Support College and Career Ready Students

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.

Goal 1.04 Understanding the School System

1/1 or more School System & High School Graduation informational family meetings. This goal was met.

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

We spent all monies as expected in this goal area.

The Instructional Coach did not walkthrough all classrooms each month and instead prioritized supporting teams in their PLC work, followed by individual coaching cycles.

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

We will be shifting the Instructional Coach's role for the 2024/2025 school year to focus our coaching goals for teams on the PLC process and on individuals for complimentary needs. We are adding an MTSS Intervention Specialist whose role will include looking closely at student data to help guide classroom teachers in supporting student learning. These are both found in Goal 1.01-1.03, Activity 1.1.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

2.01

Decrease Chronic Absenteeism by 10% and increase positive student attendance rate to 93% focusing on increasing positive attendance for Special Education students. Utilize increased time with an Attendance Clerk and a Health Clerk, as well as partnerships gained through Community Schools to support families with needs so that they are capable of attending school regularly and support school staff in their understanding of positive attendance and how to connect and communicate with families about this. The Coordination of Services (COS) Team will meet weekly to review student referrals for attendance needs and support families and students to increase and maintain positive school attendance.

2.03

Decrease suspensions especially for students who are identified as ATSI: Special Education. All students will receive increased access to behavioral supports and other means as alternatives to suspensions. A Coordination of Services (COS) Team will meet weekly to review student referrals for behavior needs and refer them out to our on-site supports, including a general education Behaviorist, Mental Health Specialist, SCOE Clinician, robust Positive Behavior Interventions and Supports (PBIS) Tier 1 and school-wide initiatives and practices, a PBIS Tier 2 team that organizes and implements small group and individual student behavior supports, weekly recess supports from Superior Sports, Behavior Academies where students learn positive academic and social behaviors. As well as referrals to community programs and services including our partnership with the UC Davis PC Care program for home-based mental health support. Students will receive supplemental instruction in Social Emotional Learning (SEL) through Second Step. The school will provide positive behavior recognition and incentives through monthly Character assemblies, ROAR tickets, and a monthly student ROAR Store visit. We will also provide enriching instruction through Science, Spanish, and Art classes and student clubs.

2.04

Utilize a Parent Coordinator and a Community Schools Facilitator I to increase family engagement, volunteers on campus, Parent Teacher Association (PTA) engagement, and to support families with a Community Schools mindset. Provide space for families to engage in classes and events on campus during and after school. The Coordination of Services (COS) Team will meet weekly to review student referrals for student and family connections and supports.

2.05

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. Develop feedback loops to increase family voice and facilitate family engagement on surveys to seek their partnership and provide effective communication between the school and home communities. Host family events and provide Community Resources to connect families with resources and information about programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

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

- 2.01
Support positive attendance and information about attendance through an Attendance Clerk, a Health Clerk, and a Community Schools Facilitator I, weekly COS Team meetings, weekly Attendance team meetings, attendance incentives for students, and attendance engagement events for families.
- 2.03
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, weekly COS Team meetings, Second Step SEL instruction and implementation of SEL and PBIS practices; Superior Sports recess supports for 3 days a week for 2 hours a day for 30 school weeks, weekly Behavior Academies run by our 1.0 MTSS Intervention Specialist and our 2 1.0 FTE Intervention teachers, three 0.6 Specialists in Science, Spanish, and Art to provide enrichment at school. Provide recognition and incentives for positive behavior through the student ROAR Store and Character Assemblies. Increase safety measures on campus.
- 2.04
In order to bring families to our school campus we aim to increase partnerships between school and home, through outreach measures taken by the school office to enable communication and requests for input through surveys and other feedback opportunities. We are also in need of increasing community engagement through family events, classes for parents, and attendance and participation in parent meetings such as the English Learner Advisory Committee (ELAC), School Site Council (SSC), Back to School Night, and Parent/Teacher Conferences and their students' education. Our 0.2 Parent Coordinator and 1.0 Community Schools Facilitator I, 2.2124 FTE Bilingual Aides, and 0.975 instructional aides who speak more than one language will support communication and engagement between home and school through parent meetings, family events, communication in the office, communications sent home, phone calls, and parent/teacher conference translations. Regular meetings of our COS Team to review referrals for students and families to receive extra help within and without the school day.
- 2.05
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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2.01 Decrease chronic absenteeism for ATSI Special Education students, as well as Pacific Islanders, Homeless, students of Two or More Races, and Low SES. Increase positive attendance by $\geq 1\%$ to 95% as measured by local reporting. COS Team meetings to review and plan supports for students with poor attendance. Weekly attendance team meetings to develop specific plans in partnership with families. Attendance engagement events, such as Back to School, Title I Parent Meeting, Get Ready for Kinder, 1st grade, and Middle School where families are taught the importance of positive attendance.</p>	<p>38.7% of Students with disabilities were chronically absent as measured by the CA Dashboard in 2023. 81.8% of Pacific Islander students were chronically absent as measured by the CA Dashboard in 2023. 52.9% of Homeless students were chronically absent as measured by the CA Dashboard in 2023. 46.2% of students who are Two or More Races were chronically absent as measured by the CA Dashboard in 2023. 32.8% of Low SES Students are chronically absent as measured by the CA Dashboard in 2023. 94.2% Positive Attendance as measured by A2A in 2024. 0/35 COS Team Meetings 0/35 Attendance Team Meetings 0/4 Attendance engagement events for families</p>	<p><28.7% of Students with disabilities will be chronically absent as measured by the CA Dashboard in 2024. <71.8% of Pacific Islander students will be chronically absent as measured by the CA Dashboard in 2024. <42.9% of Homeless students will be chronically absent as measured by the CA Dashboard in 2024. <36.2% of students who are Two or More Races will be chronically absent as measured by the CA Dashboard in 2024. <22.8% of Low SES Students will be chronically absent as measured by the CA Dashboard in 2024. $\geq 95\%$ Positive Attendance as measured by A2A in 2025. 35/35 COS Team Meetings 35/35 Attendance Team Meetings 4/4 Attendance engagement events for families.</p>
<p>2.03 Support positive behaviors on campus, especially for students who are identified as ATSI Special Education students, as well as students who are Pacific Islander and African American as measured by a $\leq 3\%$ decrease in their suspension rates. Increase students' access to people, programs, and supports on campus as measured by a $\leq 1\%$ decrease in overall suspensions as reported on the CA Dashboard as well as COS Team meetings, PBIS Tier 1 and 2 meetings, Superior Sports recess supports, Student ROAR Store access, Behavior Academies, and Character Assemblies. Increase safety measures on campus as evidenced by increasing the number of available and placed walkie-talkies to include half of all classrooms.</p>	<p>10.9% Suspensions of students with Disabilities as measured by the CA Dashboard in 2023. 16.7% Suspensions of students who are Pacific Islander as measured by the CA Dashboard in 2023. 9.3% Suspensions of students who are African American measured by the CA Dashboard in 2023. 3.8% Overall Suspensions as measured by the CA Dashboard in 2023. 0/5 or more families referred to UC Davis PC Care home-based Mental Health program. 0/6 grade levels participating in Second Step SEL in-class instruction. 0/35 COS Team Meetings 0/10 PBIS Tier 1 team meetings 0/20 PBIS Tier 2 team meetings 0/30 weeks of recess supports 0/10 months of opening ROAR Store and providing positive behavior recognition and rewards. 0/30 weeks of Behavior Academies 0/10 Character Assemblies 0/10 Additional classrooms with walkie-talkies</p>	<p><7.9% Suspensions of students with Disabilities as measured by the CA Dashboard in 2023. <13.7% Suspensions of students who are Pacific Islander as measured by the CA Dashboard in 2023. <6.3% Suspensions of students who are African American measured by the CA Dashboard in 2023. <2.8% Overall Suspensions as measured by the CA Dashboard in 2024. 5/5 or more families referred to UC Davis PC Care home-based Mental Health program. 6/6 grade levels participating in Second Step SEL in-class instruction. 35/35 COS Team Meetings 10/10 PBIS Tier 1 team meetings 20/20 PBIS Tier 2 team meetings 30/30 weeks of recess supports 10/10 months of opening ROAR Store and providing positive behavior recognition and rewards. 30/30 weeks of Behavior Academies 10/10 Character Assemblies 10/10 classrooms with walkie-talkies</p>
<p>2.04 Maintain or increase home and school communication such as our school website and weekly newsletters. Increase parent participation in school surveys and meetings. Provide access</p>	<p>0/10 Months of updated website information 0/35 Weeks of newsletters sent 0% of Parent Conferences held in student's Home Language</p>	<p>10/10 Months of updated website information 35/35 Weeks of newsletters sent 100% of Parent Conferences held in student's Home Language</p>

for parents to adult education classes on campus. Increase family events at school.	0/6 SSC meetings held with parents in attendance. 0/6 ELAC meetings held 0/1 Parent classes held on campus. 0/1 Family events held on campus.	6/6 SSC meetings held with parents in attendance. 6/6 ELAC meetings held 0/1 Parent classes held on campus. 0/1 Family events held on campus.
2.05 Increase our community partnerships by at least one program/company/opportunity. Host at least one Community Resource Fair as evidenced by invitations and sign-in sheets.	0/1 New Community Partnership 0/1 Community Resource	1/1 New Community Partnership 1/1 Community Resource Fair

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Support decreased chronic absenteeism and increased positive student attendance and behaviors, through engaging students and families and strengthening their connections to school staff.</p> <p>Increase positive attendance and behavior recognition and incentives during monthly assemblies and student ROAR store. Support positive behaviors on campus, especially for students who are identified as ATSI Special Education students, as well as students who are Pacific Islander and African American.</p> <p>Hire a 0.25 FTE School Clerk to support attendance. Hire three 0.6 FTE Specialists in Science, Spanish, and Art to increase engaging and enriching activities within the school day.</p>	<p>ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>9,622 LCFF - Supplemental 4000-4999: Books And Supplies Purchase supplemental materials, and supplies to support positive attendance, enrichment before, during, and after school, and positive behavior. 10,701 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.25 FTE Elementary Clerk's salary 3,965 LCFF - Supplemental 3000-3999: Employee Benefits 0.25 FTE Elementary Clerk's benefits 16,369 Title I 1000-1999: Certificated Personnel Salaries 1/4 of 46% of the salaries for Three 0.6 FTE Specialists in Art, Science, and World Language 5,114 Title I 3000-3999: Employee Benefits 1/4 of 46% of the benefits for Three 0.6 FTE Specialists in Art, Science, and World Language</p>

			19,370 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 54% of the salaries for Three 0.6 FTE Specialists in Art, Science, and World Language 5,347 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 54% of the benefits for Three 0.6 FTE Specialists in Art, Science, and World Language
2.2	Increased student access to staff, programs, supports, and enrichment opportunities, including a 1.0 FTE Assistant Principal and a 1.0 Instructional Coach.	ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	22,375 Title I 1000-1999: Certificated Personnel Salaries 1/4 of 75.85% of a 1.0 FTE Instructional Coach's Salary 7,959 Title I 3000-3999: Employee Benefits 1/4 of 75.85% of a 1.0 FTE Instructional Coach's Benefits 7,123 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 24.15% of a 1.0 FTE Instructional Coach's Salary 2,534 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 24.51% of a 1.0 FTE Instructional Coach's Benefits 24,178 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of a 1.0 FTE Assistant Principal's Salary 7,644 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of a 1.0 FTE Assistant Principal's Benefits
2.3	Increase student behavioral and mental health supports on campus. Hire a 0.5 FTE Behaviorist, a 0.4 FTE Mental Health Specialist, partner with SCOE to provide a 1.0 FTE Clinician through Sacramento County Office of Education (SCOE), and connect with PC Care to provide mental health support to families outside of school. Use our 1.0 FTE MTSS Intervention Specialist, and two 1.0	ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	48,311 Community Schools Grant 2000-2999: Classified Personnel Salaries 0.5 FTE Behaviorist's salary 17,851 Community Schools Grant 3000-3999: Employee Benefits

	FTE Intervention teachers to support behavior interventions and behavior academies.		0.5 FTE Behaviorist's benefits 11,750 Community Schools Grant 5000-5999: Services And Other Operating Expenditures Contract with PC Care to provide wraparound supports to families outside of school 29,258 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE MTSS Intervention Specialist's salary 6,492 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE MTSS Intervention Specialist's benefits 15,692 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher's salary 7,401 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher's benefits 29,258 Learning Recovery 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher's salary 8,765 Learning Recovery 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher's benefits
2.4	Increase safety measures on campus including hiring a 0.6538 FTE Yard Duty, a 0.125 FTE Health Assistant, increasing recess supports on campus, and purchasing walkie-talkies for classrooms to connect with the school office.	ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	30,000 Community Schools Grant 5000-5999: Services And Other Operating Expenditures Contract with Superior Sports to increase recess support for 1st-5th grade students. 19,888 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.6538 FTE Yard Duty's salary 7,185 LCFF - Supplemental

			3000-3999: Employee Benefits 0.6538 FTE Yard Duty's benefits 5,216 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.125 Health Assistant's salary 1,934 LCFF - Supplemental 3000-3999: Employee Benefits 0.125 Health Assistant's benefits 1000 LCFF - Supplemental 4000-4999: Books And Supplies Purchase walkie-talkies to place in classrooms
2.5	<p>Increase our volunteers, family engagement, and community partnerships and participation. Hold family events, communicate with homes in a variety of ways, and create or maintain opportunities for families to engage with the school and give input and feedback about their student's academics and their family's needs in their home language.</p> <p>Use connections developed by our Community Schools Facilitator I to connect families and students to services to support the whole child. Host at least one Community Resource Fair as evidenced by invitations and sign-in sheets.</p> <p>Hire a 0.25 FTE Parent Coordinator, 2.2125 FTE Bilingual Aides, and 0.975 FTE Instructional Aides</p>	<p>ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	9,680 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.25 FTE Parent Coordinator's salary 3,586 LCFF - Supplemental 3000-3999: Employee Benefits 0.25 FTE Parent Coordinator's benefits 29,830 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/3 of 2.2125 FTE BIA's salary 11,275 LCFF - Supplemental 3000-3999: Employee Benefits 1/3 of 2.2125 FTE BIA's benefits 15,217 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/3 of 0.975 FTE Instructional Aide Salary 5,455 LCFF - Supplemental 3000-3999: Employee Benefits 1/3 of 0.975 FTE Instructional Aide Salary 1000 LCFF - Supplemental

			<p>2000-2999: Classified Personnel Salaries Extra time for classified employees to increase family connections to school- hourly pay 372 LCFF - Supplemental</p> <p>3000-3999: Employee Benefits Extra time for classified employees to increase family connections to school- benefits 2,400 LCFF - Supplemental</p> <p>1000-1999: Certificated Personnel Salaries Release time with certificated substitutes to support parent/teacher conferences with translation during the school day. 530 LCFF - Supplemental</p> <p>3000-3999: Employee Benefits Benefits for certificated substitutes</p>
2.6	Hire a 1.0 FTE Community Schools Facilitator I to implement the four pillars of Community Schools	<p>ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>42,831 Community Schools Grant 4000-4999: Books And Supplies Supplemental materials and supplies. 900 Community Schools Grant 5000-5999: Services And Other Operating Expenditures Mileage for Community Schools Facilitator I and Behaviorist 69,760 Community Schools Grant 2000-2999: Classified Personnel Salaries 9/10 of 1.0 FTE Community Schools Facilitator I's salary 26,453 Community Schools Grant 3000-3999: Employee Benefits 9/10 of 1.0 FTE Community Schools Facilitator I's benefits</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

2023/2024 Goals

Goal 2.01

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.

32.5% of African American students are chronically absent as measured by the CA Dashboard. This goal was exceeded.

32.8% of Low SES Students are chronically absent as measured by the CA Dashboard. This goal was surpassed.

91.3% Positive Attendance as measured by A2A. This goal was met.

Goal 2.03

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.

9.3% Suspensions of students who are African American in 2022/2023. This goal was not met.

6 families referred to UC Davis PC Care home-based Mental Health program. This goal was met.

10/1 grade levels participating in Second Step SEL in-class instruction. This goal was exceeded.

20/10 PBIS Tier 1 team meetings. This goal was exceeded.

20/20 PBIS Tier 2 team meetings. This goal was met.

30/30 weeks of recess support. This goal was met.

30/30 weeks of Behavior Academies. This goal was not met.

9/9 Trimester reports for each specialist in Science, Spanish, and Art from classroom teachers. This goal was met.

2/21 classroom walkie-talkies. This goal was not met.

Goal 2.04

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.

10/10 Months of updated website information. This goal was met.

35/35 Weeks of newsletters sent. This goal was met.

6/6 SSC meetings were held with parents in attendance. This goal was met.

6/6 ELAC meetings were held with parents in attendance. This goal was met.

0/1 Parent classes held on campus. This goal was not met.

4/1 Family events held on campus. This goal was surpassed.

10/10 Months of Phone Call Logs from Community Schools Facilitator I and Parent Coordinator. This goal was met.

Goal 2.05

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.

10/1 New Community Partnerships. This goal was surpassed.

1/1 Community Resource Fair. This goal was met.

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

For Goal 2.05 and Strategy/activity 2.3, we had planned to pay bilingual aides outside of their contract day to translate for families during Parent/Teacher Conferences. To ensure that all families were able to have a conference in their home language, we modified our original plan to release teachers from their classrooms and aides from their regular duties during their contracted days, and by doing this, we were able to meet with 100% of our multi-lingual families for our Fall Parent/Teacher Conferences.

All other goals and dollars were spent as originally intended.

This year we also added a Coordination of Services (COS) Team to our school practices. The team's work has greatly impacted attendance, behavior, and academic readiness, as well as fostering stronger home/school connections and supporting the whole child.

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.

Our only area that we are still ATSI is for Special Education Students. We will continue to work on these areas of support and increase the number of measures of behavior support for students, specifically those that are preventative of suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

3.01

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.

3.02

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.

3.03

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.

3.04

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need

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

- 3.01
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.
- 3.02
Use site-specific grade-level team times and district-directed grade-level, vertical, and whole-school collaboration times to work in site PLTs.
- 3.03
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.
- 3.04
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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3.01 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 0/10 On-Site Professional Development meetings for teaching staff 0/4 Staff Meeting presentations by staff of learnings from PD 0/10 Classroom walkthroughs conducted by the principal 0/10 Classroom walkthroughs conducted by the Assistant Principal	3/3 Staff Professional Development meetings 10/10 On-Site Professional Development meetings for teaching staff 4/4 Staff Meeting presentations by staff of learnings from PD 10/10 Classroom walkthroughs conducted by the principal 10/10 Classroom walkthroughs conducted by the Assistant Principal
3.02 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 0/10 Vertical PLT times on Thursdays 0/10 Grade Level PLT times on Thursdays 0/60 Grade Level PLT times during contract, observed and coached by our Instructional Coach 0/10 Classroom walkthroughs conducted by the principal 0/10 Classroom walkthroughs conducted by the Assistant Principal	10/10 Months of Grade-Level meetings with the Instructional Coach 10/10 Vertical PLT times on Thursdays 10/10 Grade Level PLT times on Thursdays 60/60 Grade Level PLT times during contract, observed and coached by our Instructional Coach 10/10 Classroom walkthroughs conducted by the principal 10/10 Classroom walkthroughs conducted by the Assistant Principal
3.03 Support DELD and IELD instruction through professional 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.	0/3 On-Site Professional Development meetings in DELD and IELD for teaching staff 0/1 Staff Meeting presentations by staff of learnings from PD 0/10 Classroom walkthroughs conducted by the principal 0/10 Classroom walkthroughs conducted by the Assistant Principal	3/3 On-Site Professional Development meetings in DELD and IELD for teaching staff 1/1 Staff Meeting presentations by staff of learnings from PD 10/10 Classroom walkthroughs conducted by the Principal 10/10 Classroom walkthroughs conducted by the Assistant Principal

3.04 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.	0/10 Months of Grade-Level meetings with the Instructional Coach 0/4 Staff Meeting presentations by staff of learnings from PD 0/10 Classroom walkthroughs conducted by the Instructional Coach 0/10 Classroom walkthroughs conducted by the principal 0/10 Classroom walkthroughs conducted by the Assistant Principal	10/10 Months of Grade-Level meetings with the Instructional Coach 4/4 Staff Meeting presentations by staff of learnings from PD 10/10 Classroom walkthroughs conducted by the Instructional Coach 10/10 Classroom walkthroughs conducted by the principal 10/10 Classroom walkthroughs conducted by the Assistant Principal
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	In order to increase our students' overall academic achievement, we will provide ongoing, targeted professional development for staff through school and district resources to support site and district initiatives.	ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	22,375 Title I 1000-1999: Certificated Personnel Salaries 1/4 of 75.85% of a 1.0 FTE Instructional Coach's Salary 7,959 Title I 3000-3999: Employee Benefits 1/4 of 75.85% of a 1.0 FTE Instructional Coach's Benefits 7,123 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 24.15% of a 1.0 FTE Instructional Coach's Salary 2,534 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 24.15% of a 1.0 FTE Instructional Coach's Benefits 24,178 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of a 1.0 FTE Assistant Principal's Salary 7,644 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of a 1.0 FTE Assistant Principal's Benefits 16,369

			<p>Title I 1000-1999: Certificated Personnel Salaries 1/3 of 46% of three 0.6 FTE Specialists in Science, Spanish, and Art salaries 5,114</p> <p>Title I 3000-3999: Employee Benefits 1/3 of 46% of three 0.6 FTE Specialists in Science, Spanish, and Art benefits 19,370</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/3 of 56% of three 0.6 FTE Specialists in Science, Spanish, and Art salaries 5,347</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/3 of 56% of three 0.6 FTE Specialists in Science, Spanish, and Art benefits</p>
3.2	Provide professional development within or outside of contracted time 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 and including collaboration to implement learned activities and strategies. Teachers will collaborate with Special Education staff to increase the academic skills and readiness of our ATSI Students with Disabilities, especially in ELA.	ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	<p>3,400</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute services to release certificated staff to attend professional development during their contracted time. 7,500</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Salaried staff time outside of contract to attend Professional development and implement professional development, including preparing to and reporting out to school staff 2,406</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Benefits for certificated staff time outside of contract to attend Professional development and implement professional development, including preparing to and reporting out to school staff 7,200</p> <p>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures</p>

			<p>Professional development programs and conferences, including travel conferences, to enrich the adopted curriculum.</p> <p>950</p> <p>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Reimbursement for employee mileage when traveling to and from conferences.</p>
3.3	Support classroom teachers in implementing professional development to support school and district initiatives and programs.	<p>ATSI: Students with Disabilities.</p> <p>Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>29,258</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE MTSS Intervention Specialist's salary</p> <p>6,492</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE MTSS Intervention Specialist's benefits</p> <p>15,692</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher's Salary</p> <p>7,401</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher's benefits</p> <p>29,258</p> <p>Learning Recovery 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher's salary</p> <p>8,765</p> <p>Learning Recovery 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher's benefits</p> <p>2300</p> <p>LCFF - Supplemental 4000-4999: Books And Supplies</p> <p>Purchase supplemental, materials, and supplies to support the implementation of school and district initiatives, adopted curriculum, and professional development.</p> <p>1,000</p>

			LCFF - Supplemental 4000-4999: Books And Supplies Purchase supplemental books in order to implement professional development on our school site.
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

<p>2023-2024 Goals</p> <p>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.</p> <p>3/3 Staff Professional Development meetings</p> <p>10/10 On-Site Professional Development meetings for teaching staff. This goal was met.</p> <p>4/4 Staff Meeting presentations by staff of learnings from PD. This goal was met.</p> <p>10/10 Classroom walkthroughs conducted by the Instructional Coach. This goal was not met.</p> <p>10/10 Classroom walkthroughs conducted by the principal. This goal was met.</p> <p>10/10 Classroom walkthroughs conducted by the Assistant Principal. This goal was not met.</p> <p>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.</p> <p>10/10 Months of Grade-Level meetings with the Instructional Coach. This goal was met.</p> <p>10/10 Vertical PLT times on Thursdays. This goal was met.</p> <p>10/10 Grade Level PLT times on Thursdays. This goal was met.</p> <p>10/10 Classroom walkthroughs conducted by the Instructional Coach. This goal was not met.</p> <p>10/10 Classroom walkthroughs conducted by the principal. This goal was met.</p> <p>10/10 Classroom walkthroughs conducted by the Assistant Principal. This goal was met.</p> <p>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.</p> <p>4/3 On-site Professional Development meetings in DELD and IELD for teaching staff. This goal was surpassed.</p> <p>6/1 Staff Meeting presentations by staff of learnings from PD. This goal was surpassed.</p> <p>10/10 Classroom walkthroughs conducted by the instructional Coach. This goal was not met.</p> <p>10/10 Classroom walkthroughs conducted by the Principal. This goal was met.</p> <p>10/10 Classroom walkthroughs conducted by the Assistant Principal. This goal was met.</p> <p>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.</p> <p>9/9 Trimester reports for each specialist in Science, Spanish, and Art from classroom teachers. This goal was not met.</p> <p>10/10 Months of Grade-Level meetings with the Instructional Coach. This goal was met.</p> <p>6/4 Staff Meeting presentations by staff of learnings from PD. This goal was surpassed.</p> <p>10/10 Classroom walkthroughs conducted by the Instructional Coach. This goal was not met.</p> <p>10/10 Classroom walkthroughs conducted by the principal. This goal was met.</p> <p>10/10 Classroom walkthroughs conducted by the Assistant Principal. This goal was met.</p>
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Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All monies were spent as intended in this goal.

Our Instructional Coach did not walk classrooms. They instead spent time with each grade-level team twice weekly and also conducted individual coaching cycles with teachers.

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

We have adjusted the role of the Instructional Coach to be focused on supporting team coaching. These are both found in Goal 1.01-1.03, Activity 1.1.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

4.01

Folsom-Cordova Unified School District ensures that all teachers have a valid California credentials. The district provides its new teacher induction program for beginning teachers. Mentors from our 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.

4.02

Williamson's head custodian and Principal will conduct monthly facility inspections and report to the FCUSD School District.

4.03

At Williamson, we use District approved curriculums: LETRS, Benchmark ELA, Benchmark ELD, UFLI, 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 0.6 FTE Specialists in Science, Spanish, and Art. We will also provide supplemental and enrichment experiences, materials, supplies, and books to fully implement and enrich the adopted curriculum.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

4.02 - Maintain schools in good repair.

4.03 - 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

Identified Need

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

4.01
 Support high-quality first instruction for all teachers, especially new teachers, and provide mentorships on campus, an Instructional Coach, an MTSS Intervention Specialist, and an Assistant Principal.
 Hire two 1.0 intervention teachers to support first instruction and Tier 2 interventions in classes and across grade levels as well as to remediate for students far below grade level.
 Hire Bilingual Aides and Instructional Aides to support first instruction and interventions in the classroom.
 Use release time provided by three 0.6 specialists in Science, Art, and World Language to coach grade-level teams and provide professional development for grade-level teams.

4.02
 Conduct monthly facilities inspections and report any needed repairs to the school district.

4.03
 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 increase staff-student contacts through Bilingual Aides and Paraeducators.
 Provide specialist instruction with certificated teachers in Science, Spanish, and Art.
 Provide supplemental and enrichment experiences, materials, supplies, and books to implement and enrich the adopted curriculum.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4.01 Mentor 3 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 Bilingual Aides and Paraeducators to support increased student-staff contacts as evidenced by classroom walkthroughs. Provide two 1.0 FTE Intervention teachers to support first instruction and tier 2 interventions in class and across grade levels. Provide three 0.6 Specialist instruction in Science, World Language, and Art.	0/3 Mentors Assigned to New Teachers 0/10 Monthly check-ins with New Teachers by Administration 0/10 Months of Grade-Level meetings with the Instructional Coach 0/10 Classroom observations conducted by the principal 0/10 Classroom observations conducted by the Assistant Principal 0/10 Months of grade-level interventions in class and across grade levels 0/10 Classroom Walkthroughs evidencing Bilingual Aides and Paraeducators working with students in the classroom. 0/10 Months of Specialist instruction 0/5 additional grade-level team release time for focused PD	3/3 Mentors Assigned to New Teachers 10/10 Monthly check-ins with New Teachers by Administration 10/10 Months of Grade-Level meetings with the Instructional Coach 10/10 Classroom observations conducted by the principal 10/10 Classroom observations conducted by the Assistant Principal 10/10 Months of grade-level interventions in class and across grade levels 10/10 Classroom Walkthroughs evidencing Bilingual Aides and Paraeducators working with students in the classroom. 10/10 Months of Specialist instruction 5/5 additional grade-level team release time for focused PD
4.02 Conduct monthly walkthroughs of campus and report findings to the district as evidenced by Walkthrough Reports being sent to the District Office.	0/10 Monthly Walkthrough Reports to District Office	10/10 Monthly Walkthrough Reports to District Office
4.03 Provide grade-level field trips or class presentations as evidenced by field trip	0/6 Grade-Level Field Trips or Classroom Presentations 0/6 School-wide Assemblies or Events	6/6 Grade-Level Field Trip Reports or Classroom Presentation student reports.

<p>applications and student reports of events. Provide at least six school-wide assemblies and events as evidenced by contracts and reports of assemblies and events. Provide supplemental and enrichment materials, supplies, and books to implement and enrich the adopted curriculum and purchase technology to support first instruction and increase overall teacher effectiveness in the classroom</p>		6/6 School-wide Assemblies or Event contracts and reports
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>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 in their grade level teams to strengthen their PLC focus and instructional practices as a team, and also conduct individual coaching cycles to strengthen first instruction. Provide an MTSS Intervention Specialist to examine student data and support PLC practices including first instruction and Tier 2 interventions in class and across grade levels. Grade levels will work closely with our Resource teacher to determine what support Special Education students need to be successful in General Education classes. Provide an Assistant Principal to support instruction as evidenced by classroom observations.</p>	<p>ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>22,375 Title I 1000-1999: Certificated Personnel Salaries 1/4 of 75.85% of a 1.0 FTE Instructional Coach's Salary 7,959 Title I 3000-3999: Employee Benefits 1/4 of 75.85% of a 1.0 FTE Instructional Coach's Benefits 7,123 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 24.15% of a 1.0 FTE Instructional Coach's Salary 2,533 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 24.15% of a 1.0 FTE Instructional Coach's Benefits 24,177 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of a 1.0 FTE Assistant Principal's Salary 7,644 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of a 1.0 FTE Assistant Principal's Benefits 29,258 LCFF - Supplemental</p>

			1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE MTSS Intervention Specialist salary 6,493 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE MTSS Intervention Specialist benefits 0 None Specified None Specified Gen Ed Teachers collaborate with Special Education Resource Teacher to identify ways to support learning for students with IEPs in their class.
4.2	Provide two 1.0 FTE intervention teachers to support first instruction and Tier 2 interventions in classes and across grade levels. Provide three 0.6 FTE specialists who will provide instruction in Science, Spanish, and Art to release grade levels to conduct team meetings and also engage in professional development as grade level teams.	ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	15,691 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 1.0 FTE intervention teacher's salary 7,401 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE intervention teacher's benefits 16,369 Title I 1000-1999: Certificated Personnel Salaries 1/4 of 46% of Three 0.6 FTE Specialists in Science, Art, and World Language's salary 5,113 Title I 3000-3999: Employee Benefits 1/4 of 46% of Three 0.6 FTE Specialists in Science, Art, and World Language's benefits 19,369 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 54% of Three 0.6 FTE Specialists in Science, Art, and World Language's salary 5,346 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 46% of Three 0.6 FTE Specialists in Science, Art,

			and World Language's benefits 29,258 Learning Recovery 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE intervention teacher's salary 8,766 Learning Recovery 3000-3999: Employee Benefits 1/4 of 1.0 FTE intervention teacher's benefits
4.3	Provide 2.2125 FTE Bilingual Aides and 0.975 FTE Paraeducators to support increased student-staff contacts, paying special attention to students who are multilingual and students with disabilities engaging in academics in the General Education classroom.	ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	29,830 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/3 of 2.2125 BIA's salary 11,274 LCFF - Supplemental 3000-3999: Employee Benefits 1/3 of 2.2125 BIA's benefits 15,216 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/3 of 0.975 FTE Paraeducator's salary 5,455 LCFF - Supplemental 3000-3999: Employee Benefits 1/3 of 0.975 FTE Paraeducator's benefits
4.4	Conduct monthly walkthroughs of campus and report findings to district as evidenced by Walkthrough Reports being sent to District Office.	ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	0 None Specified None Specified Activities, materials and supplies related to the maintenance and repair of the school campus.
4.5	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.	ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	3,000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Busing for field trips 13,500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Field Trip programs, classroom presentations, and Assembly costs

4.6	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.	ATSI: Students with Disabilities. Also, all students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	10,622 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental and Enrichment materials, supplies, and books and purchase technology to increase overall teacher effectiveness in the classroom
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

2023-2024 Goals

Goal 4.01 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.

3/3 Mentors Assigned to New Teachers. This goal was met.

10/10 Monthly check-ins with New Teachers by Administration. This goal was met.

10/10 Months of Grade-Level meetings with the Instructional Coach. This goal was met.

0/10 Classroom observations conducted by the Instructional Coach. This goal was not met.

10/10 Classroom observations conducted by the principal. This goal was met.

10/10 Classroom observations conducted by the Assistant Principal. This goal was met.

10/10 Months of decreased class sizes in 4th and 5th grade. This goal was met.

Goal 4.02 Conduct monthly facilities inspections and report any needed repairs to the school district.

10/10 Monthly Walkthrough Reports to District Office. This goal was met.

Goal 4.03 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 experiences, materials, supplies, and books to implement and enrich the adopted curriculum.

6/6 Grade-Level Field Trip Reports or Classroom Presentation student reports. This goal was met.

5/6 School-wide Assemblies or Event contracts and reports. This goal was not met.

10/10 Classroom Walkthroughs evidencing Bilingual Aides and Paraeducators working with students in the classroom. This goal was met.

9/9 Trimester reports for each specialist in Science, World Language, and Art from classroom teachers. This goal was met.

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

All monies were spent as planned in this goal.

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

We have adjusted the role of the Instructional Coach to be focused on supporting team coaching. These are both found in Goal 1.01-1.03, Activity 1.1.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better.
Performance Goal 5: All students will graduate from high school.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,437,334.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$207,264.00

Subtotal of additional federal funds included for this school: \$207,264.00

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 (\$)
Community Schools Grant	\$258,546.00
LCFF - Supplemental	\$819,431.00
Learning Recovery	\$152,093.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$1,230,070.00

Total of federal, state, and/or local funds for this school: \$1,437,334.00

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	207264	0.00
LCFF - Supplemental	819431	0.00
Learning Recovery	152093	0.00
Community Schools Grant	258546	0.00

Expenditures by Funding Source

Funding Source	Amount
Community Schools Grant	258,546.00
LCFF - Supplemental	819,431.00
Learning Recovery	152,093.00
None Specified	0.00
Title I	207,264.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	637,470.00
2000-2999: Classified Personnel Salaries	323,139.00
3000-3999: Employee Benefits	337,050.00
4000-4999: Books And Supplies	72,375.00
5000-5999: Services And Other Operating Expenditures	50,800.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	13,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Community Schools Grant	125,822.00
3000-3999: Employee Benefits	Community Schools Grant	47,243.00
4000-4999: Books And Supplies	Community Schools Grant	42,831.00
5000-5999: Services And Other Operating Expenditures	Community Schools Grant	42,650.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	365,464.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	197,317.00
3000-3999: Employee Benefits	LCFF - Supplemental	202,456.00
4000-4999: Books And Supplies	LCFF - Supplemental	29,544.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	8,150.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	13,500.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	117,032.00
3000-3999: Employee Benefits	Learning Recovery	35,061.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	154,974.00
3000-3999: Employee Benefits	Title I	52,290.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	292,336.00
Goal 2	601,591.00
Goal 3	239,635.00
Goal 4	303,772.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Leslee Cottrell, Principal	Principal
August Houston, Classroom Teacher	Classroom Teacher
Susan Hansen, Classroom Teacher	Classroom Teacher
Abigail Wever, Classroom Teacher	Classroom Teacher
Amber Harvey, School Clerk	Other School Staff
Sheena Malone, Parent	Parent or Community Member
Sarah Majesie, Parent	Parent or Community Member
Tiffany Leland, Parent	Parent or Community Member
Mohammed Konay, Parent	Parent or Community Member
Nazaneen Amini, 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.

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 February 14, 2024.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is for the Principal, Leslee Cottrell, and the bottom signature is for the SSC Chairperson, Abigail Wever. Both signatures are written in a cursive, flowing style.

Principal, Leslee Cottrell on 2/14/24
SSC Chairperson, Abigail Wever on 2/14/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atخطيطwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atخطيطsummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Williamson Elementary



**2022-2023 & 2023-2024 Data Review and
2024-2025 Budget Proposal**

Evaluation of Effectiveness of 2023/2024 SPSA

Strategies Identified in 2023-2024 SPSA and Degree of Implementation for Each Strategy				
Goal 1- Support high quality first instruction, provide enrichment opportunities and supplemental resources for the classroom.	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
Strategy 1: Metrics 1.1 and 1.3 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.	✓			
Strategy 2: Metric 1.2 Conduct monthly walkthroughs of campus and report findings to district as evidenced by Walkthrough Reports being sent to District Office.	✓			
Strategy 3: Metric 1.3 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.	✓			
Strategy 4: Metric 1.3 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.	✓			

Evaluation of Effectiveness of 2023/2024 SPSA

Strategies Identified in 2023-2024 SPSA and Degree of Implementation for Each Strategy				
Goal 2- Decrease Chronic Absenteeism by 10% and increase positive attendance rate to 93%, decrease suspensions, increase access to social emotional curriculum, activities, and supports both at school and at home, strengthen connections to families through Community Schools and Parent Coordinator, and increase community partnerships.	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
Strategy 1: Metrics 2.1, 2.2, 2.3, 2.4, and 2.5 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.	✓			
Strategy 2: Metrics 2.3 and 2.4 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.	✓			
Strategy 3: Metrics 2.4 and 2.5 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. Modified this goal to include substitute coverage for classroom teachers to be released to attend translated meetings with families instead of providing only time cards for classified staff to work outside of their contracted day.		✓		

Evaluation of Effectiveness of 2023/2024 SPSA

Strategies Identified in 2023-2024 SPSA and Degree of Implementation for Each Strategy				
Goal 3- Provide professional development to staff, support professional development implementation with release time, materials, supplies, and books, support and supplement the use of district adopted curriculum, support STEM and IB initiatives with Specialists in Science, Art, and Spanish, provide bi-weekly Team Time to grade-level teams to work through the PLC practices and align their instruction and goals.	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
Strategy 1: Metrics 3.1, 3.2, 3.3, and 3.4 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.	✓			
Strategy 2: Metrics 3.1, 3.2, 3.3, and 3.4 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.	✓			

Evaluation of Effectiveness of 2023/2024 SPSA

Strategies Identified in 2023-2024 SPSA and Degree of Implementation for Each Strategy				
Goal 4- Provide high quality first instruction for students through support from an instructional coach, and respond to academic needs through layers of supports in RTI, MTSS, and Intervention. Provide instruction; as well as, supplemental materials, supplies, and books to support first instruction and supports in ELA, Math, DELD and IELD, support students who qualify for special education, and increase staff contacts in TK and K through Paraeducators.	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
Strategy 1: Metrics 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 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.	✓			

Evaluation of Effectiveness of 2023/2024 SPSA

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence

Effective Strategy & Data Evidence:

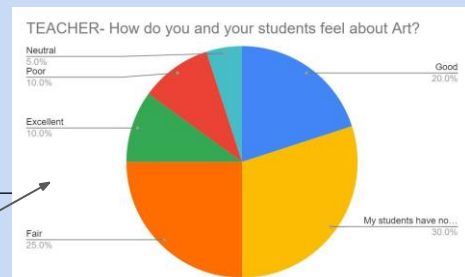
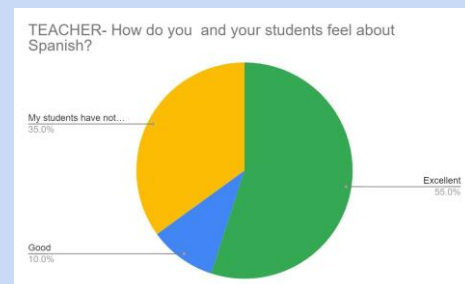
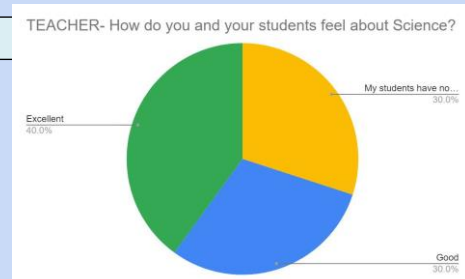
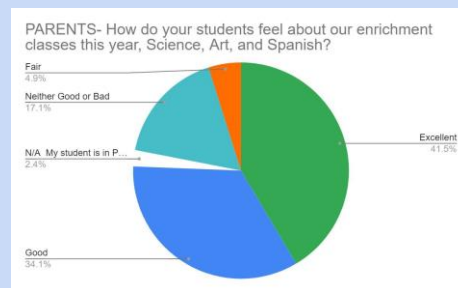
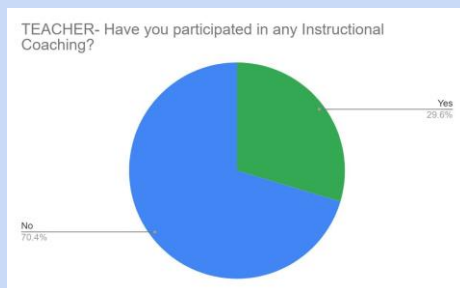
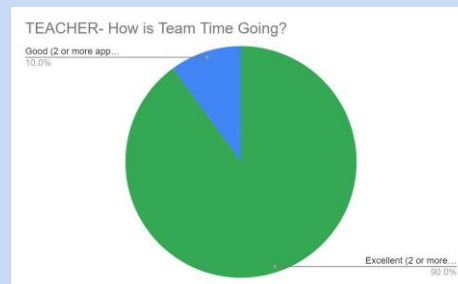
Goals 1, 2, 3, and 4.

Hire an Instructional Coach and Specialists in Science, Art, and Spanish.

Support the PLC process through bi-weekly Team Time for grade-level teams.

See also:

- [Attendance Data](#)
- **Renaissance Data**
 - [Math](#)
 - [ELA](#)



Art is the outlier due to staffing issues in the 2023/2024 school year.

Evaluation of Effectiveness of 2023/2024 SPSA

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence

Effective Strategy & Data Evidence

Goal 2: Community Schools, Attendance, SEL, PBIS, Safety

Increased parents attempting to be cleared to volunteer at school, and in increase in cleared parent volunteers from 8 in 2022/2023 to 19 in 2023/2024.

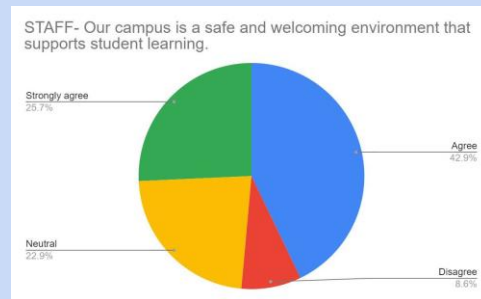
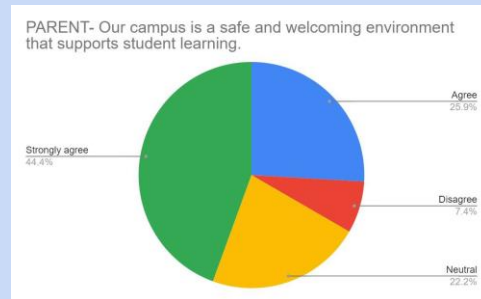
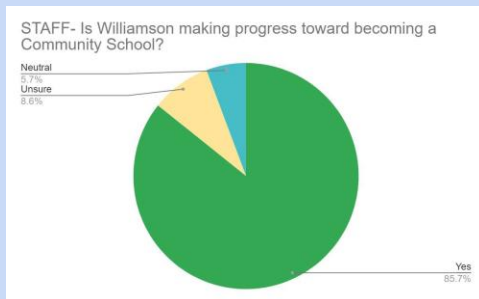
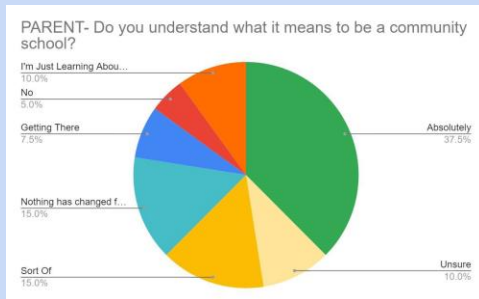
Provided Community Resources at two parent events, two more events scheduled for this school year.

Increased community partnerships through our Community Schools Facilitator and our district-wide Community Schools program.

7 Families currently enrolled, waitlisted, or completed the UC Davis PC Care program.

See also:

- [Attendance Data](#)
- [COS Team](#)
- [PBIS SWIS Data](#)
- [SEL Tier 2 and 3 Actions](#)



Evaluation of Effectiveness of 2023/2024 SPSA

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence

Effective Strategy & Data Evidence:

Goal 4

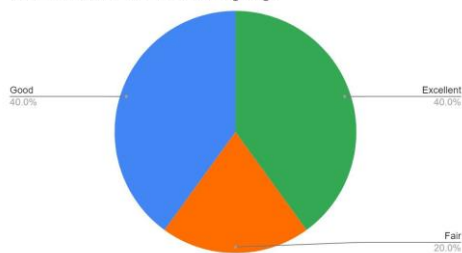
Provide a system of supports for RTI, MTSS, intervention and remediation. Intervention teachers also support 3rd-5th math RTI groups and 1st-2nd SIPPS groups.

See Also:

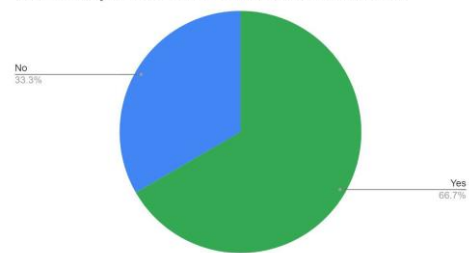
- Renaissance Data

- [Math](#)
- [ELA](#)

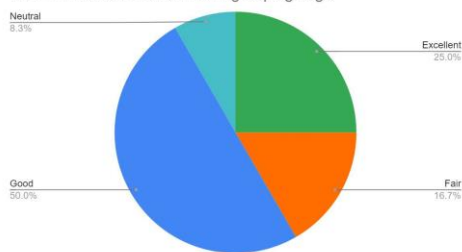
STAFF- How is 1st-2nd SIPPS going?



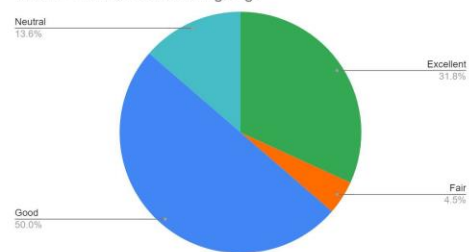
STAFF- Do you have students who attend intervention?



STAFF- How are 3-5 RTI math groups going?



STAFF- How is intervention going?

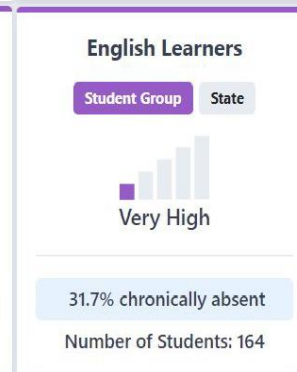
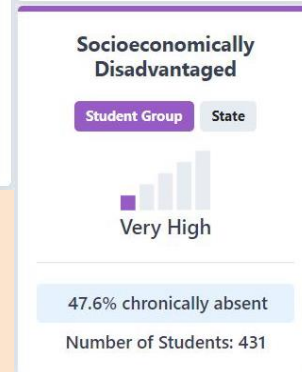
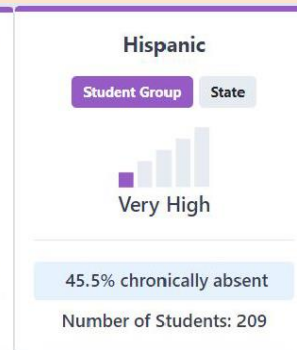
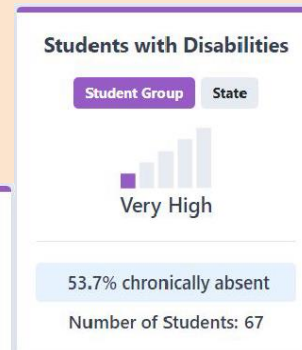
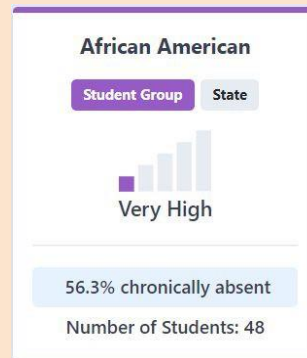
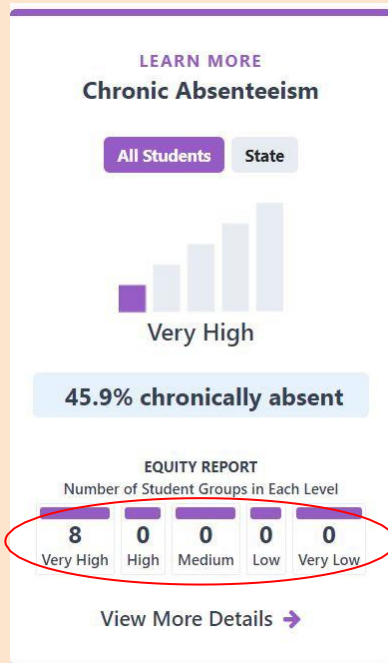


Additional Targeted Support & Improvement (ATSI) School 2023/2024

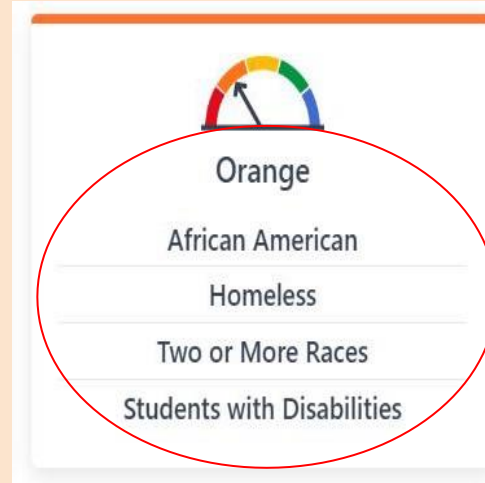
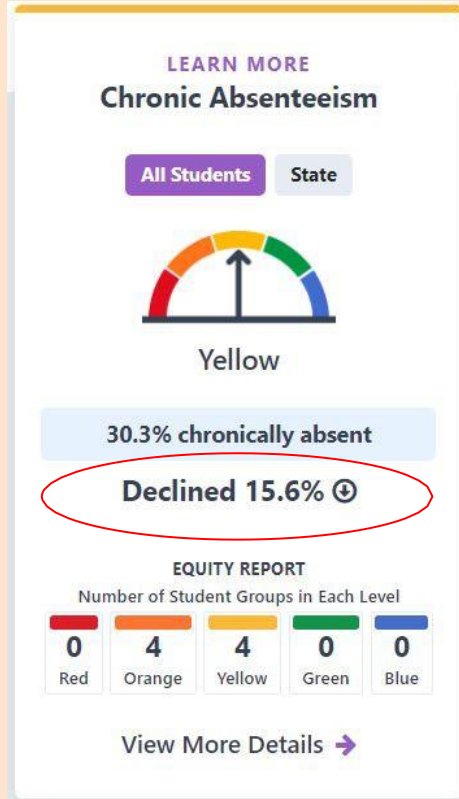
Student Groups of Highest Concern from 2023 on CA Dashboard (**22/23 ATSI in Bold**)-

- **Students with Disabilities**
 - **Chronic Absenteeism**, Suspensions
- **Socioeconomic Disadvantaged Students**
 - Chronic Absenteeism, ELA, Math, EL Progress to Proficiency, **Suspensions**
- Hispanic Students
 - Chronic Absenteeism, ELA, Math, **Suspensions**
- White Students
 - ELA, Math
- **English Language Learners**
 - **Chronic Absenteeism**, ELA, Math, EL Progress to Proficiency, Suspensions
- **African American Students**
 - **Chronic Absenteeism**, **Suspensions**
- Students of Two or More Races
 - Chronic Absenteeism
- **Homeless Students**
 - **Chronic Absenteeism**

CA Dashboard Chronic Absenteeism 2021/2022



CA Dashboard Chronic Absenteeism 2023

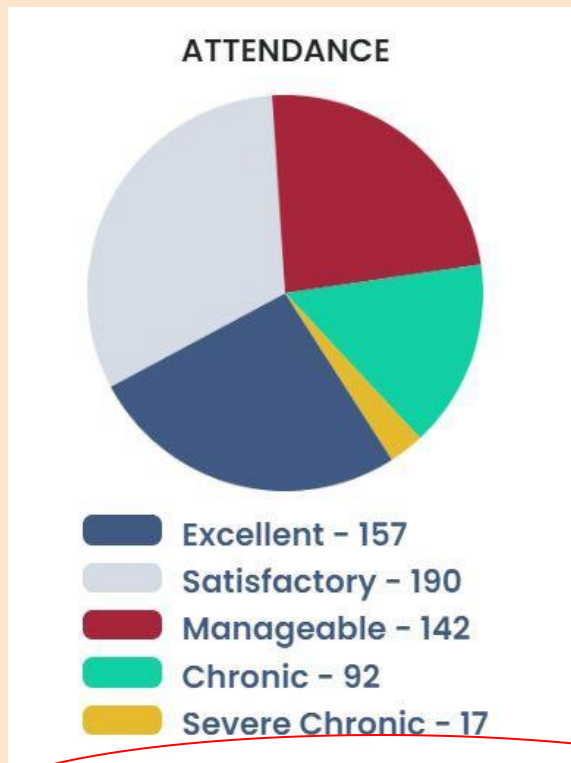


Between 2021/2022 and 2022/2023 our Chronic Absenteeism declined by 15.6%

Groups that improved the most include: English Learners, Hispanic, Socioeconomically Disadvantaged, and White students.

A2A 22/23 Attendance Data as of January 2023

Chronic $\geq 10\%$

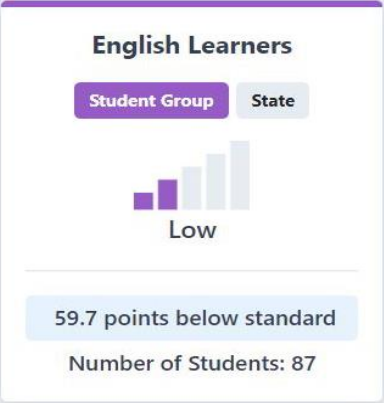
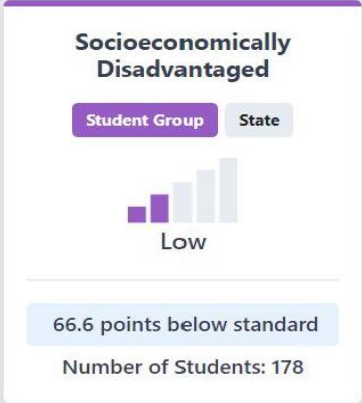
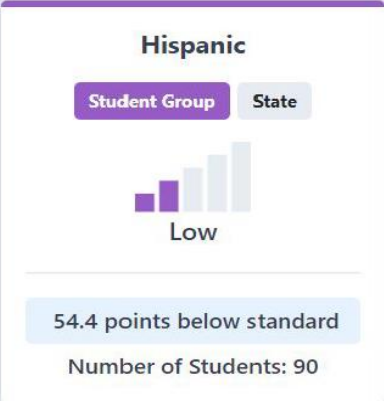
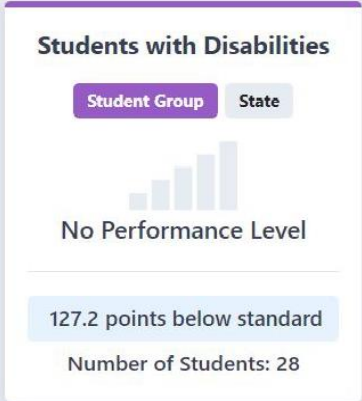
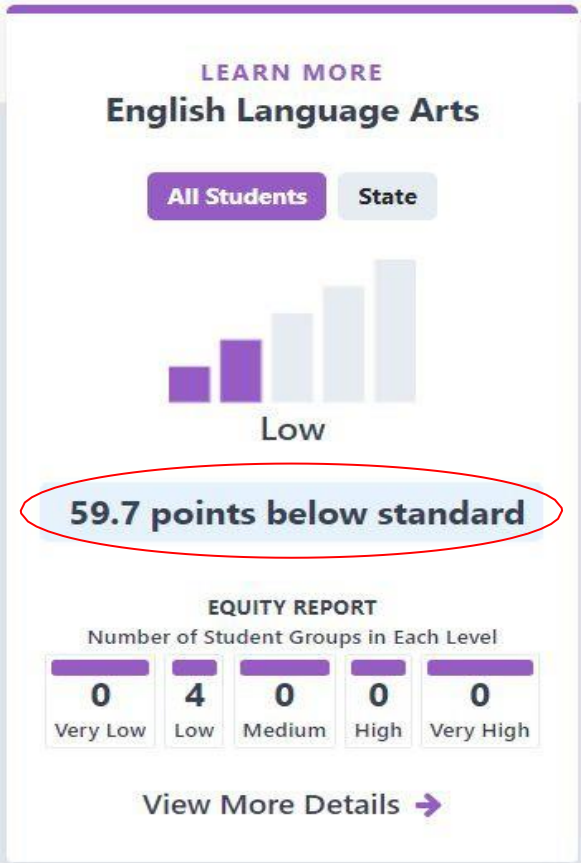


Currently 18% Chronic or Severe Chronic
This is a 16% decrease year-over-year

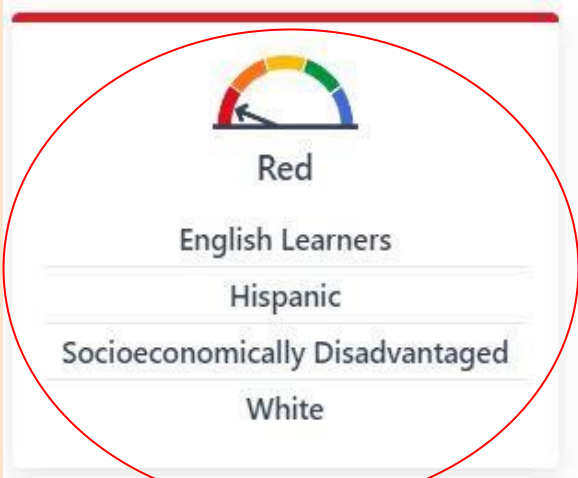
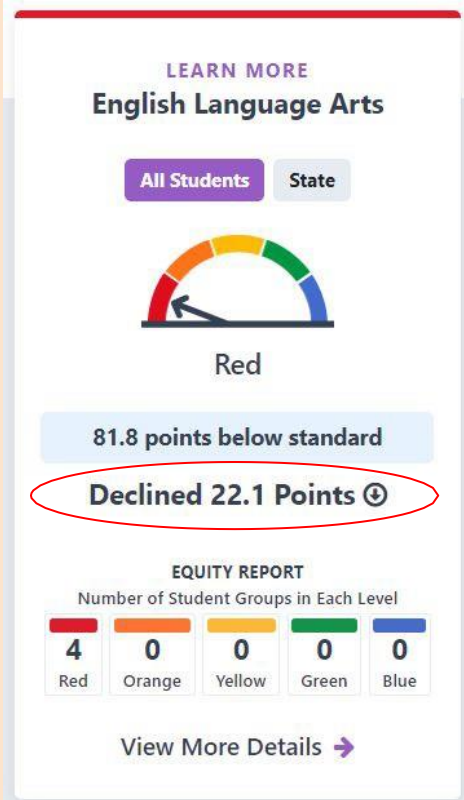
Our highest Chronic Absenteeism student groups include:

- African American, Homeless, two or more races, and Disabled Students
- 2023/2024 Attendance Actions
 - Participation in the district-wide August and January 20 Day Challenge initiative
 - Increased attendance initiatives, incentives, and supports
 - Regular attendance intervention conferences
 - Regular attendance team meetings
 - Increased communication with families for positive attendance
 - Earlier communication about concerns that are not triggering conferences in A2A
 - Attendance messaging in weekly newsletter, Back to School Night, New to Williamson Families Meetings, Title I Parent Meeting, Parent Conferences, ELAC, and weekly school-wide announcements
 - Flexible meeting offerings for families: In person, phone, or virtual
 - Community Schools Referrals for outside/additional supports
 - SART and SARB Meetings

ELA CA Dashboard 2021/2022



ELA CA Dashboard 2023



ELA CAASPP scores declined significantly for all groups.

ELA CAASPP 2022/2023

2022-23 Smarter Balanced

Performance Summary

ELA (Summative): All Grades

Site: **Williamson Elementary**

Roster Date: **22-23 | Y**

Grades: **All**

English Proficiencies: **All**

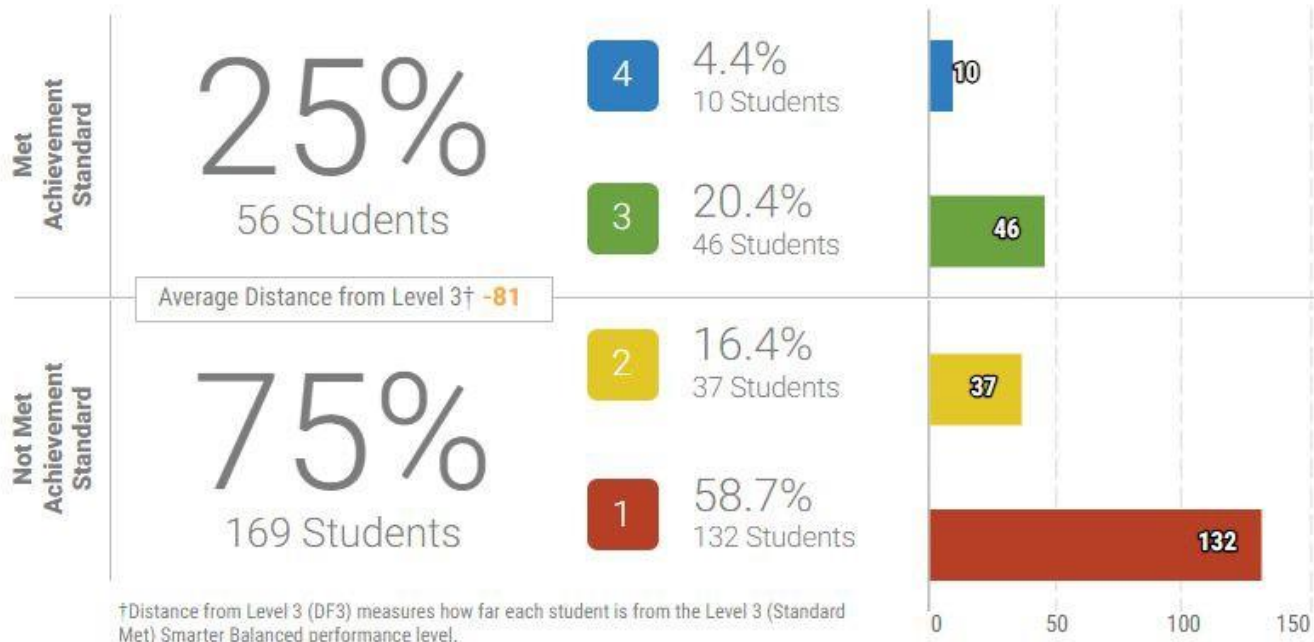
Reported Race: **All Reported Races**

Gender(s): **All**

Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

Overall Performance: 225 students



Only ¼ of students completing the ELA CAASPP assessment met or exceeded grade-level standards.

ELA Renaissance Fall-Winter 2023/2024

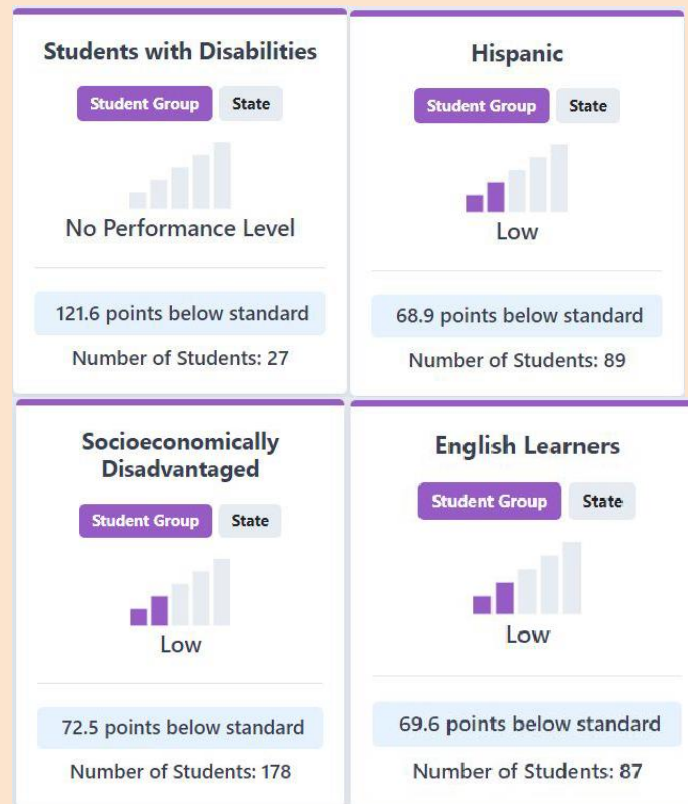
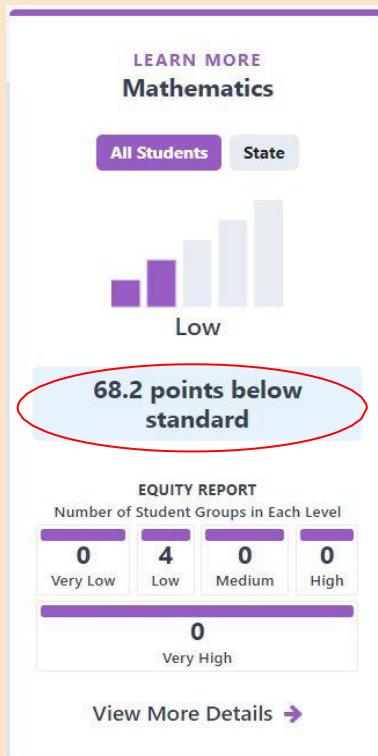
STAR Reading & Star Early Literacy

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark

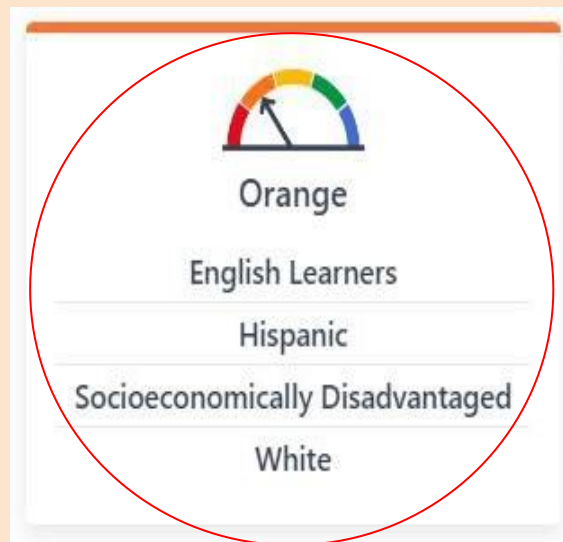
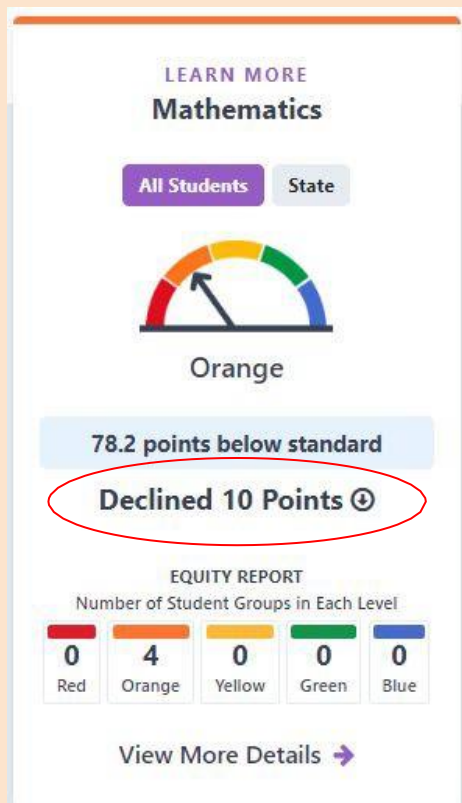
School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 49 PR		At/Above 50 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023-2024 School Year	1st Grade	<div><div style="width: 17%;"></div><div style="width: 17%;"></div><div style="width: 15%;"></div><div style="width: 18%;"></div></div>	17	25%	17	25%	15	22%	18	27%	67
2023-2024 School Year	2nd Grade	<div><div style="width: 21%;"></div><div style="width: 15%;"></div><div style="width: 11%;"></div><div style="width: 17%;"></div></div>	21	33%	15	23%	11	17%	17	27%	64
2023-2024 School Year	3rd Grade	<div><div style="width: 25%;"></div><div style="width: 11%;"></div><div style="width: 13%;"></div><div style="width: 20%;"></div></div>	25	38%	11	17%	13	20%	16	25%	65
2023-2024 School Year	4th Grade	<div><div style="width: 31%;"></div><div style="width: 14%;"></div><div style="width: 19%;"></div><div style="width: 30%;"></div></div>	31	34%	14	15%	19	21%	28	30%	92
2023-2024 School Year	5th Grade	<div><div style="width: 39%;"></div><div style="width: 14%;"></div><div style="width: 6%;"></div><div style="width: 19%;"></div></div>	39	53%	14	19%	6	8%	14	19%	73

- Half or more than half of 1st through 5th graders are in need of reading interventions.
- The most prominent need includes the inability to blend words, fluency, text comprehension, and retention of key ideas and details.
- ELA Supports in the 2023/2024 School Year
 - Second year of reduced class sizes in 4th and 5th grades have helped to allow for extra supports in class
 - Two 1.0 FTE intervention teachers
 - SIPPS instructional groupings between 1st & 2nd grade classes
 - 3rd and 4th Grade Teachers implementing SIPPS Challenge in class and grade level groups
 - BIAs and IAs in all classrooms
 - Grade Level Team Time two or more times a week to work through the PLC Cycle
 - Kindergarten and some First Grade teachers are exploring UFLi to supplement their Phonics instruction
 - Weekly on-grade level reading passages sent home in all grades

Math CA Dashboard 2022



Math CA Dashboard 2023



Between 2021/2022 and 2022/2023 math CAASPP scores fell by 10 points.

Math CAASPP 2022/2023

2022-23 Smarter Balanced

Performance Summary

Math (Summative): All Grades

Site: **Williamson Elementary**

Roster Date: **22-23 | Y**

Grades: **All**

English Proficiencies: **All**

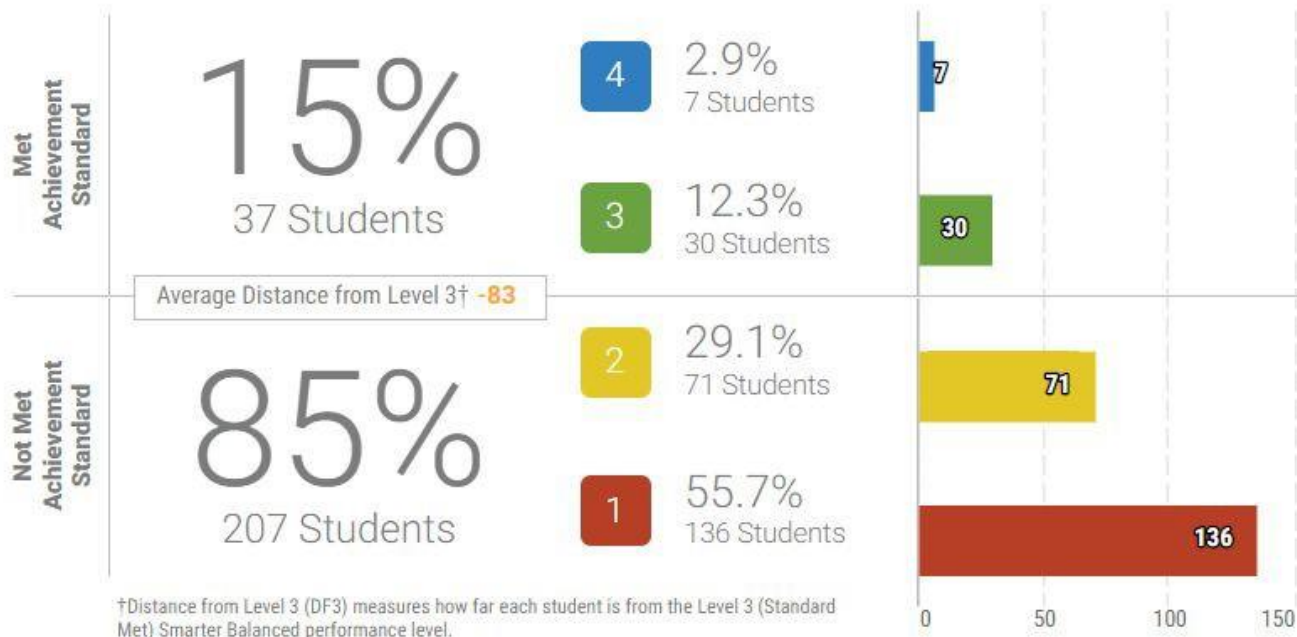
Reported Race: **All Reported Races**

Gender(s): **All**

Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

Overall Performance: 244 students



Far less than $\frac{1}{4}$ of students completing the math CAASPP assessment met or exceeded grade-level standards.

Math Renaissance Fall-Winter 2023/2024

■ Urgent Intervention
 ■ Intervention
 ■ On Watch
 ■ At/Above Benchmark

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 49 PR		At/Above 50 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2023-2024 School Year	1st Grade		13	20%	7	11%	19	29%	26	40%	65
2023-2024 School Year	2nd Grade		19	29%	13	20%	16	25%	17	26%	65
2023-2024 School Year	3rd Grade		15	23%	12	18%	13	20%	25	38%	65
2023-2024 School Year	4th Grade		28	30%	7	8%	24	26%	34	37%	93
2023-2024 School Year	5th Grade		21	29%	19	26%	11	15%	22	30%	73

- New Math Supports in 2023/2024
 - Two 1.0 FTE intervention teachers
 - BIAs and IAs in all classrooms
 - Grade Level Team Time two or more times a week to work through the PLC Cycle
 - 3rd-5th Math RTI 3x a week, students shared across grade level
 - School-wide focus on math and PD in Number Talks
- 1st-4th Grade >50% of students approaching, at, or above grade level benchmark
- 5th Grade 45% approaching, at, or above grade level benchmark

CA Dashboard English Learner Progress 2022

English Learner Progress

All Students

State

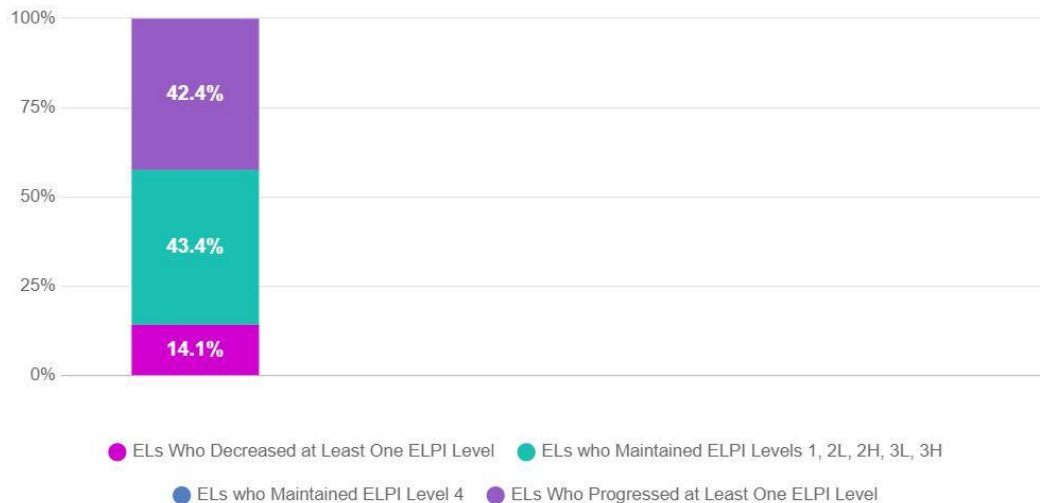


42.4% making progress
towards English language
proficiency

Number of EL Students: 99

Student English Language Acquisition Results

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.



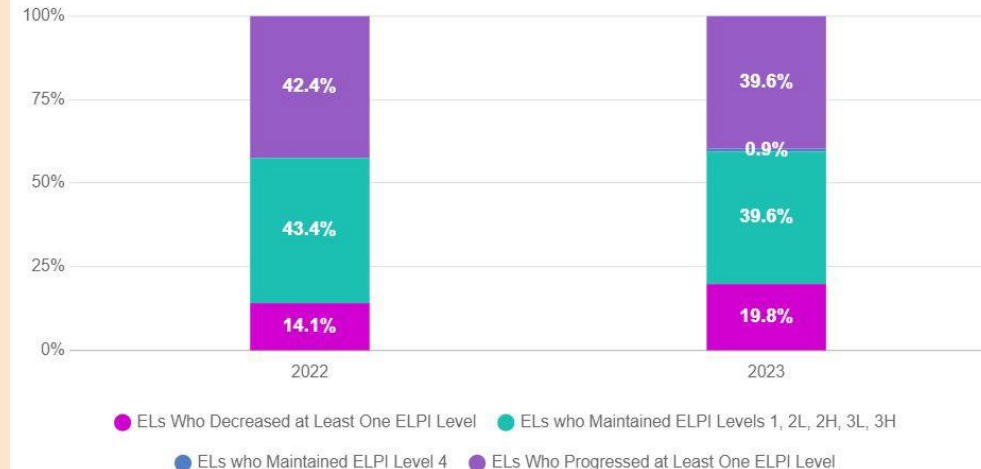
CA Dashboard English Learner Progress 2023



Student English Language Acquisition Results

Summative ELPAC

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.



In 2023/2024 Fewer English Learners are making progress toward English language proficiency than in 2022/2023.

- BIAs in classrooms to provide home language support for students
- 3 Designated ELD Grade Level Planning Days
- Professional development and ongoing support for teachers to increase ELL systems and supports in the classrooms
- ELAC Meetings, support from Community Schools to increase parent attendance and engagement

CAST Assessment 2021/2022

2021-22 CAST Smarter Balanced Performance Summary

All Grades Tested

Site: **Williamson Elementary**

Roster Date: **21-22 | Y**

Grades: **All**

English Proficiencies: **All**

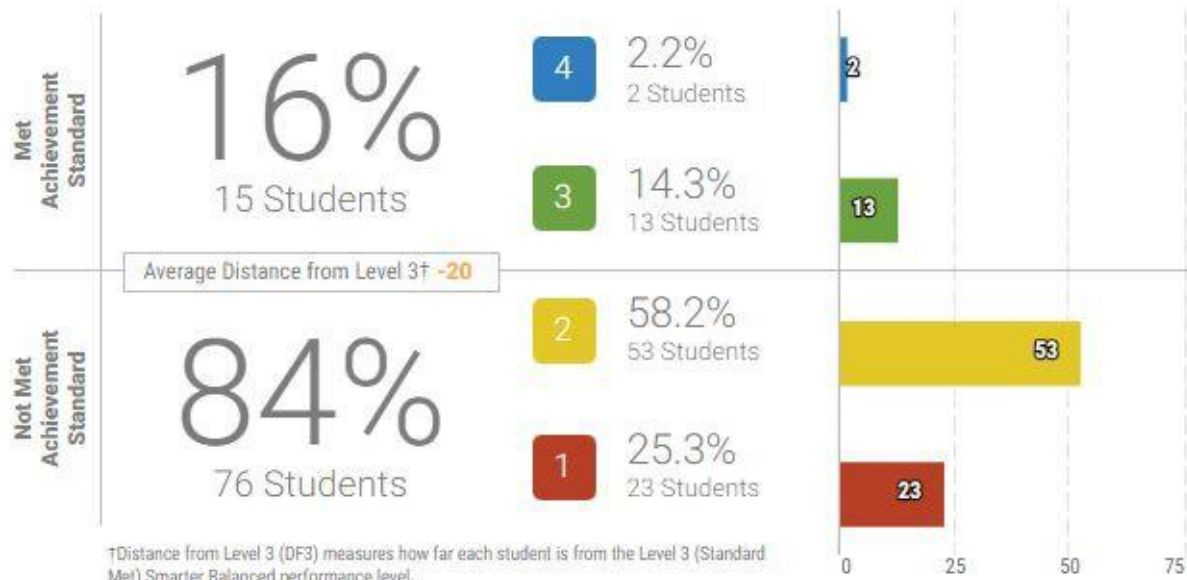
Reported Race: **All Reported Races**

Gender(s): **All**

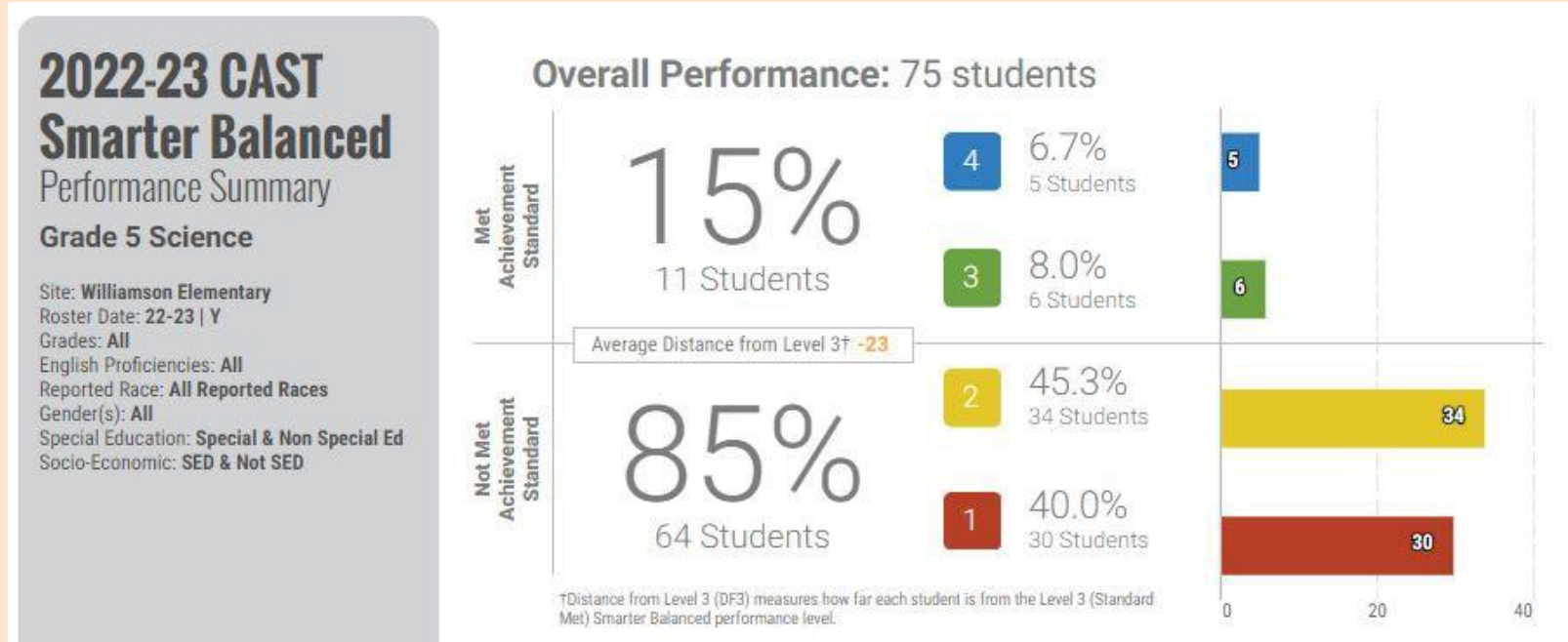
Special Education: **Special & Non Special Ed**

Socio-Economic: **SED & Not SED**

Overall Performance: 91 students



CAST Assessment 2022-2023

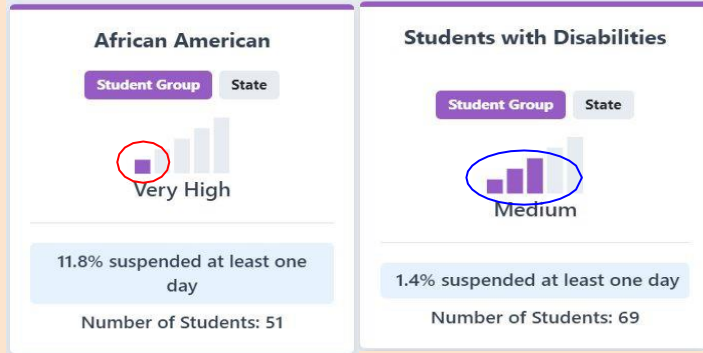


In 2022/2023 85% of our 5th graders were not meeting Science grade-level standards, for the second year in a row. The CAST assesses Kindergarten through fifth grade science standards.

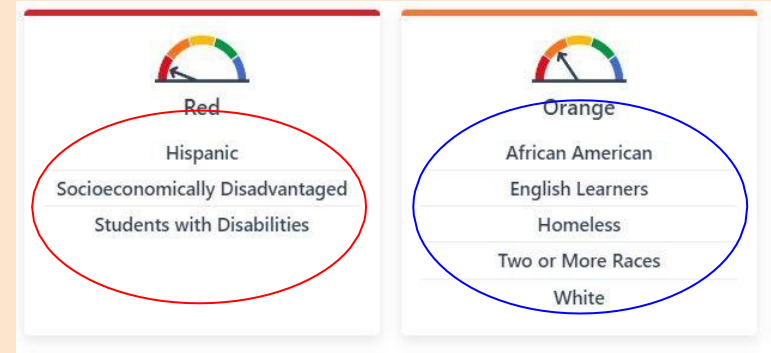
- Science Actions in 2023/2024
 - Introduced time with a Science Specialist, every class TK-5th grade received one Trimester of Specific Science Instruction from a Credentialed Science Teacher
 - Grade levels using Mystery Science throughout the school year

CA Dashboard Suspensions

2021/2022

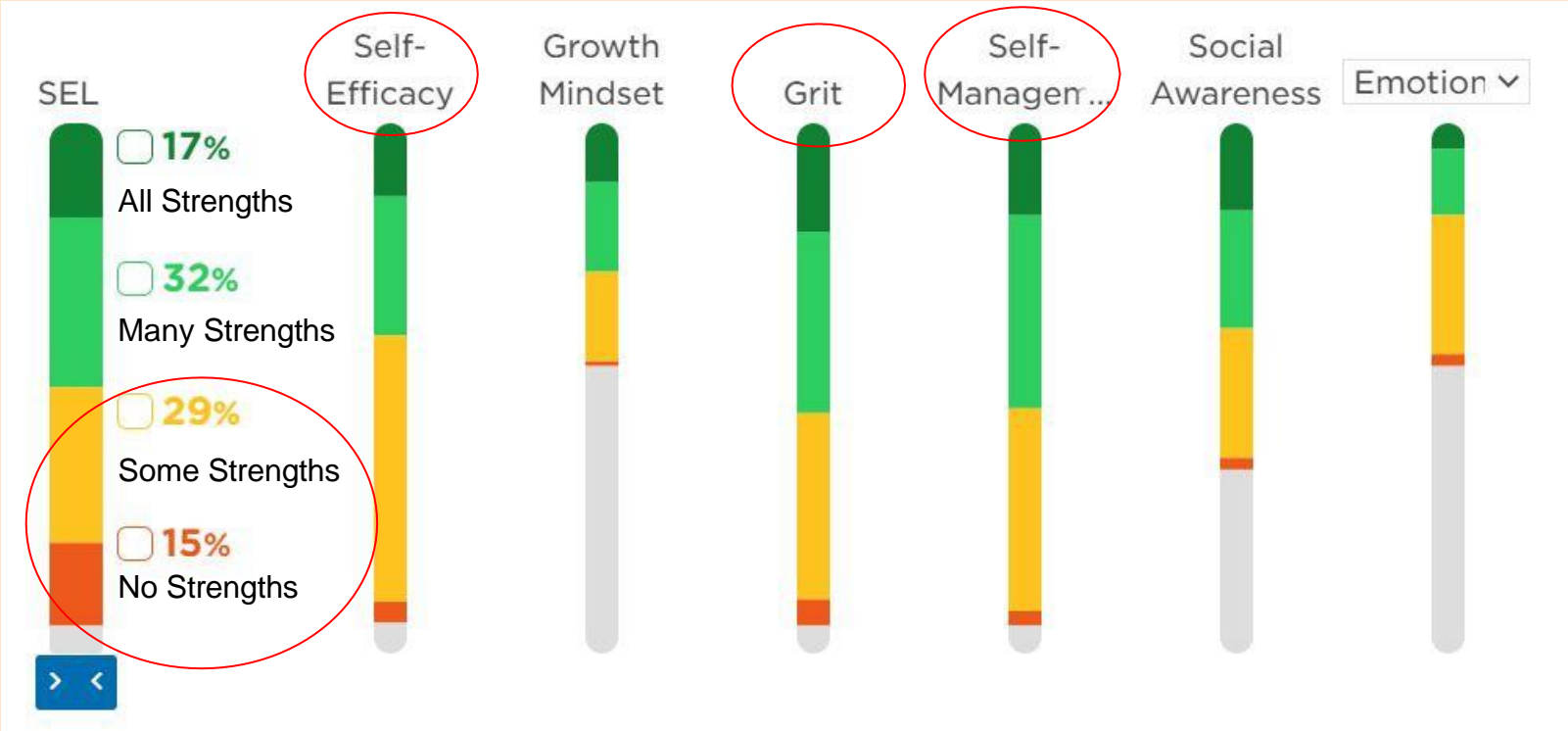


2022/2023



- Increase in suspensions from 2021/2022 to 2022/2023.
- Some increases in behavior align with decreases in COVID 19 restrictions both in intermediate students who participated in restricted school experiences and primary students who had limited or nonexistent social and school experiences during preschool years
- Actions to Reduce Suspensions in 2023/2024:
 - Conduct weekly school-wide Second Step Mindfulness Announcements
 - Continued the work from the Behavior Solutions Training at the school site
 - Increased the number of Character Education assemblies from 6 to 10
 - Increased our PBIS Tier I meetings and supports
 - Increased our PBIS Tier 2 interventions, supports, and data gathering and tracking
 - Developed a COS Team to more closely monitor student progression through systems and supports
 - Continued working with a full-time, on-campus, therapist through SCOE
 - **See also: [SEL Actions Tier 1, 2, and 3](#)**

Panorama SEL Data, Term 2, Winter 22/23



Panorama SEL Data, Term 1, Fall 2023/2024

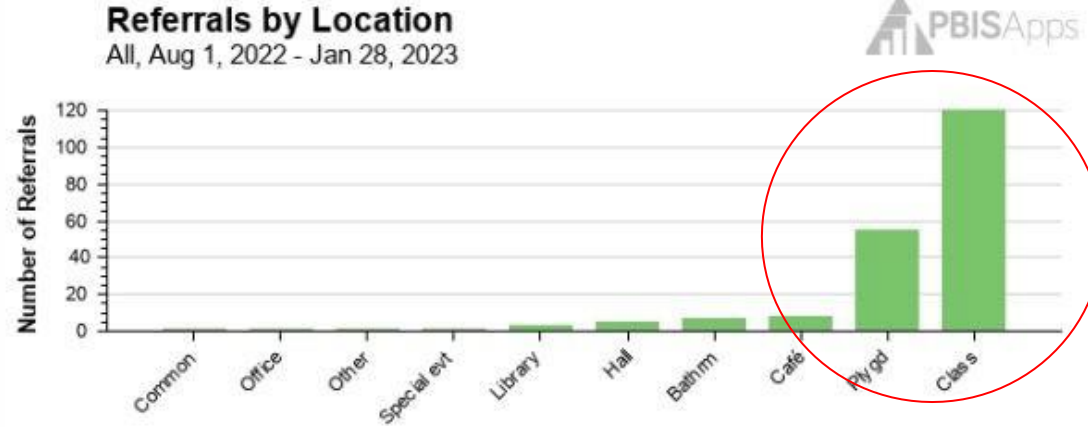


Almost no change from Winter 2023 to Fall 2023.

Students' greatest perceived or self-reported area of need is in building self-efficacy, grit, and self-management.

PBIS SWIS Data August 2022- January 2023

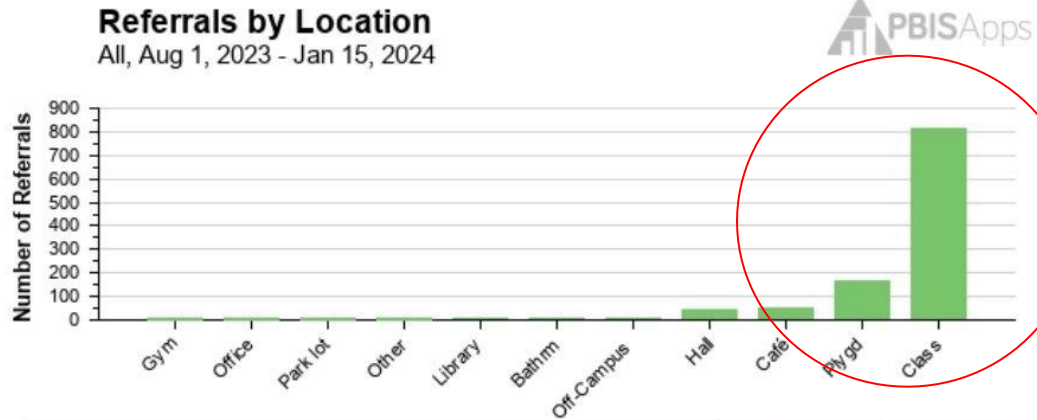
In 2022/2023, we did not have enough SWIS referrals to meaningfully look at data and support the work of PBIS Tiers I and II. This data was pulled after the 100th day of school, which would average only 2 SWIS referrals a school day. This caused the group's work to be based on assumptions and concerns that were reported about days/times/locations/students.



Location	Frequency	Proportion
Commons/Common Area	1	0.50%
Office	1	0.50%
Other Location	1	0.50%
Special Event/Assembly/Field Trip	1	0.50%
Library	3	1.49%
Hallway/Breezeway	5	2.48%
Bathroom/Restroom	7	3.47%
Cafeteria	8	3.96%
Playground	55	27.23%
Classroom	120	59.41%
Totals: 114 of 164	202	100%

PBIS SWIS Data August 2023- January 2024

Encouraged increasing SWIS referrals to support the work of PBIS Tiers I and II as well as the COS Team. The positive increase in referrals from ~2/school day to ~11/school day allows the groups to drill down to more specifically identify days/times/locations/students that are in need of support and to determine next steps to support school-wide all the way down to individual students.



Location	Frequency	Proportion
Gym	1	0.09%
Office	1	0.09%
Parking Lot	1	0.09%
Other/Unknown Location	3	0.27%
Library	5	0.45%
Bathroom/Restroom	7	0.64%
Off-Campus	8	0.73%
Hallway/Breezeway	40	3.63%
Cafeteria	54	4.90%
Playground/Outdoor Area	169	15.34%
Classroom	813	73.77%
Totals:	1,102	100%

115 of 164

2023/2024 Coordination of Services Team (COS Team)

- *Plans and support paths based on information gathered during Resource Mapping
- *Referrals from Staff, Every Student by Name, PBIS Team, & Parents (via Office)
- *Evolving systems and practices within our meetings, tracking student progress, and gathering data about effectiveness of student support pathways.

74 Student Referrals this school year August-January

8 RTIs held

8 Referrals for Community Schools Outreach

15 referred to SST

20 Referrals for Mental Health Supports

25 Referred to Attendance Team

3 referrals pending actions

SEL Actions 2023/2024

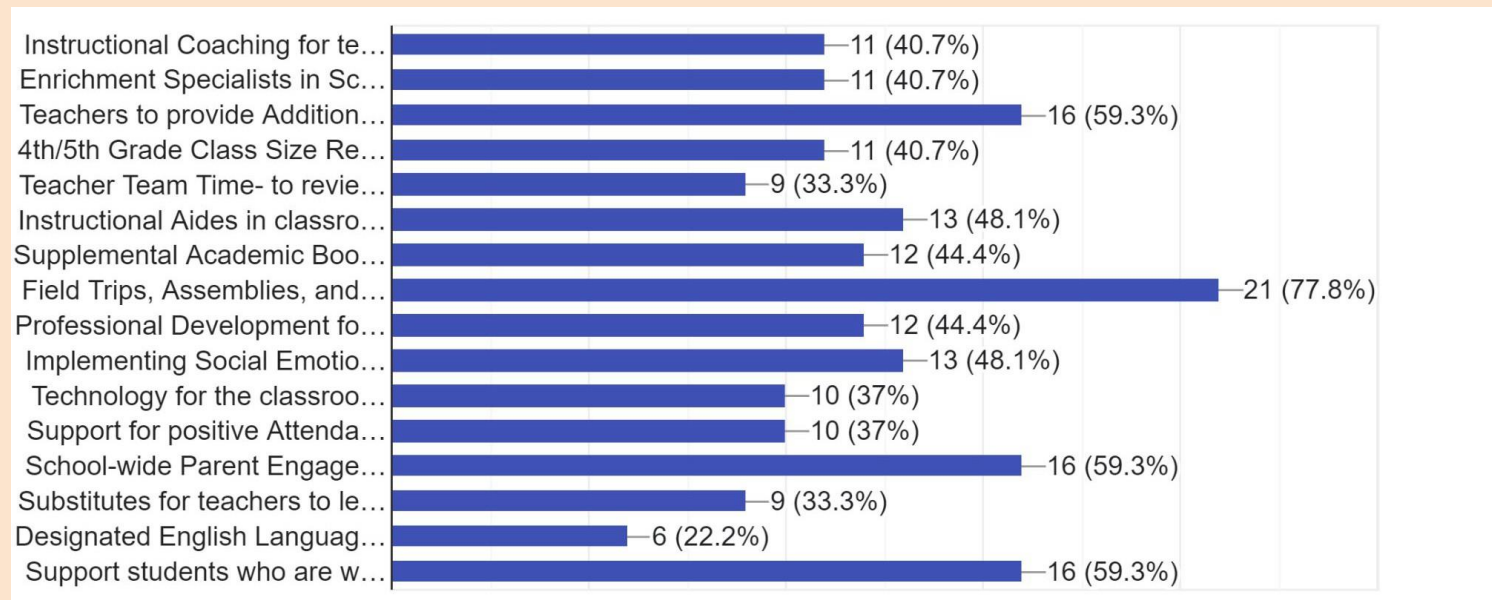
- Tier 1 Supports/School-Wide Actions
 - Staff increased referrals significantly by request of Administration team
 - Bi-weekly PBIS Tier I and Tier 2 meetings
 - Weekly COS Team Meetings
 - Reviewing SWIS Data regularly with staff
 - Monthly Character Assemblies
 - ROAR Store to redeem ROAR Tickets
 - Teaching and Reteaching Common Area Training topics at assemblies and in classrooms
 - Recess Specific Supports-
 - Yard Duty Training
 - PAW Patrol before school, after school, and during all recesses
 - Alternative Recess 5x/Week at morning recess for 1st-5th grades
 - Superior Sports 3x/Week at Lunch for 1st-5th grades through Community Schools Grant
 - Classroom Supports-
 - Classroom Matrices in all classrooms
 - Second Step Lessons
 - Responsive Classroom Professional Development
 - Morning Meetings & Class Meetings in all classrooms
 - All TK-5th Grade Classes 10 Positive Behavior/Anti-Bullying Lessons from NorCal School of the Arts through Measure H
 - Calm Corners and Calm Corner v. Classroom Break PD

SEL Actions 2023/2024

- Tier 2 Supports
 - Coordination of Services Team (COS Team) Referral
 - Behavior Academy referral through SWIS data or COS Team referral to PBIS Tier 2 Team
 - Making Friends, Keeping Friends, Classroom Survival Skills, Hands-off, Check In/Check Out
 - Recess- Alternative Recess Referral for specific students based on behavior data
 - Check In & Check Out (CICO)
 - 0.5 FTE Behaviorist Support and Outreach for classroom teachers through Community Schools Grant
 - Small group behavior instruction and support for student groups through MHS or Behaviorist
- Tier 3 Supports
 - Coordination of Services Team (COS Team) Referral
 - Behaviorist observe and support individual students and plan with classroom teachers and school support team
 - Community Schools Outreach
 - Referral to Families in Transition for additional supports
 - SART
 - Individual Mental Health Supports through MHS or SCOE Clinician
 - PC Care Referrals through Community Schools Grant
 - Parent education opportunities through Strengthening Families referrals
 - Academics- RTI, Intervention, and SST referrals

SPSA Input from Community- Current Spending

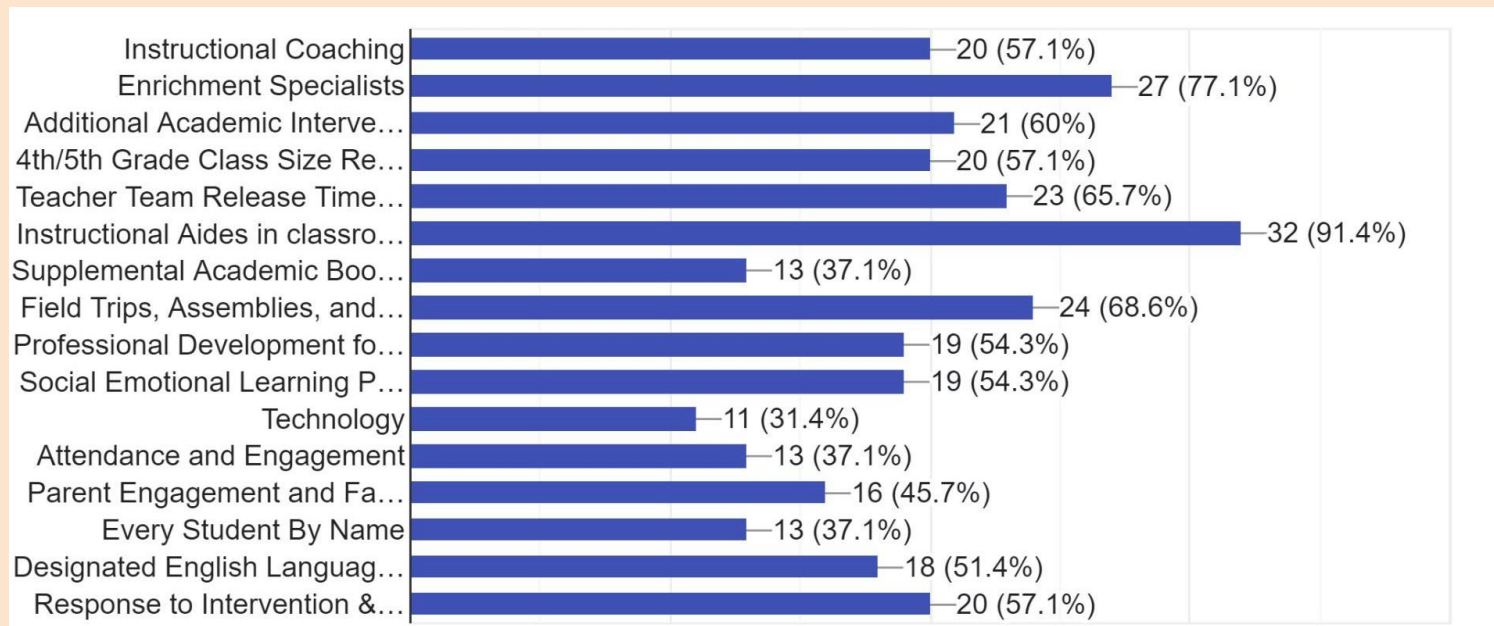
Data collected via Google Forms between January 10, 2024 and January 20, 2024; 41 Respondents



Top items include: Field Trips, Assemblies, and Classroom Presentations; Additional Academic Intervention; School-wide Parent and Family Engagement Events; Student Supports through MTSS; and Instructional Aides in the Classrooms.

SPSA Input from Staff- Current Spending

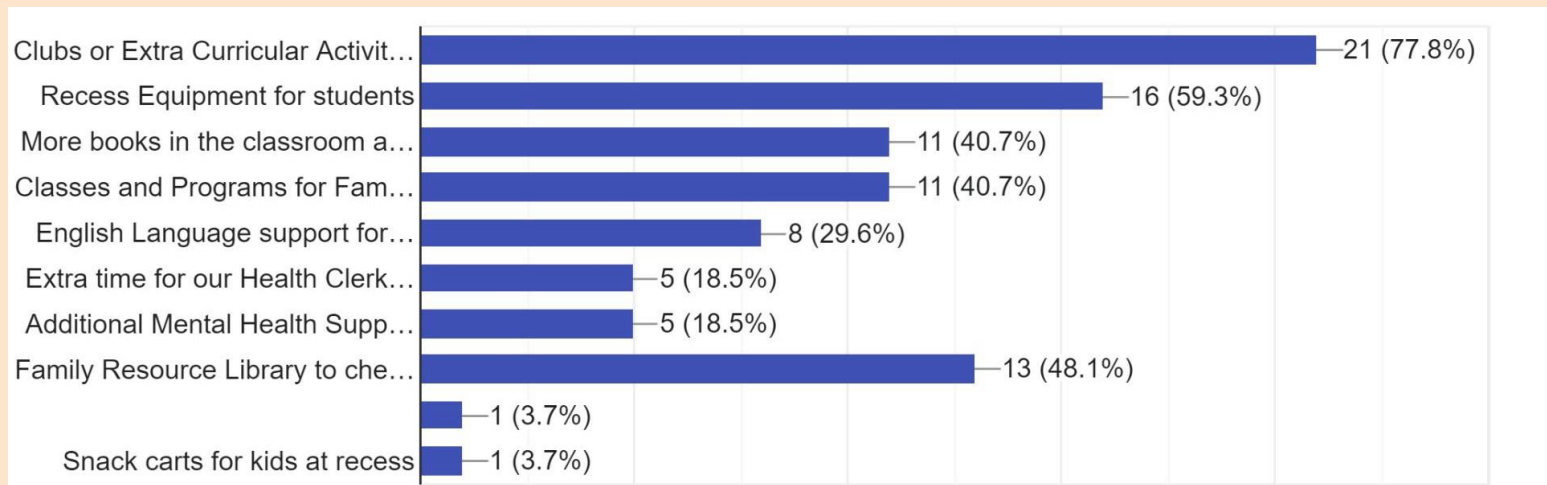
Data collected via Google Forms between January 4, 2024 and January 20, 2024; 35 Respondents



Top items include: Instructional Aides in the Classroom; Enrichment Specialists; Field Trips, Assemblies, and Classroom Presentations; Team Time for Grade Level Teams; Additional Academic Intervention; Instructional Coaching; Response to Intervention & MTSS; and Class Size Reduction in 4th and 5th grades.

SPSA Input from Community- Future Spending

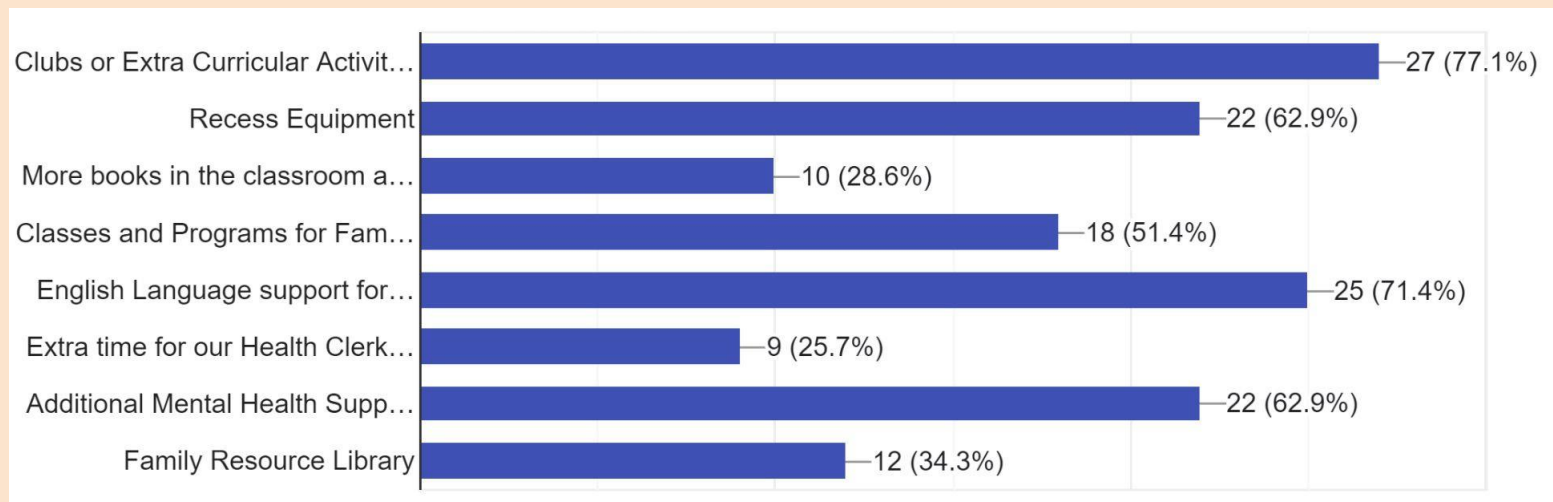
Data collected via Google Forms between January 10, 2024 and January 20, 2024; 41 Respondents



Top items include: Clubs or Extracurricular Activities; Recess Equipment; and a Family Resource Library.

SPSA Input from Staff- Future Spending

Data collected via Google Forms between January 4, 2024 and January 20, 2024; 35 Respondents



Top items include: Clubs or Extracurricular Activities; English Language Support for Students; Recess Equipment; Additional Mental Health Supports; and Classes and Programs for Families.

Personnel Budget Expenditures to Continue in 2024/2025

Item	Rationale	Areas of Impact	Cost
3 x 0.6 FTE Specialists -Science -Spanish World Language -VAPA (Possibly Visual Arts) (Sharing 3 x 1.0 FTE contracts with Cordova Villa Elementary) Grade-Level Team Time	<ul style="list-style-type: none"> ● Grade-Level Team Time <ul style="list-style-type: none"> ○ Continue providing grade-level teams with two release times or “Team Times” a week that they do not have to prep for ○ Team Times are used for grade-level PLC work ○ Teams are currently using this time to align planning, work through the four PLC Questions, plan and execute 15 Day Challenge cycles, prepare ELD materials, and participate in Data Discussions. ● Increase positive attendance through highly engaging activities each week ● Specialists pull and support six groups of LTELs or Newcomers twice weekly ● Cross Curricular discourse ● Science Specialist <ul style="list-style-type: none"> ○ Increase access to Next Generation Science Standards and District adopted Amplify Science curriculum in all grade levels ○ Increase in CAST scores ● Spanish World Language Specialist <ul style="list-style-type: none"> ○ Increase native speakers’ literacy in their home language ○ Attract and retain families who are looking for World Language exposure and cultural enrichment in the school day Elementary age students in Rancho ● Art Specialist <ul style="list-style-type: none"> ○ Increase students’ exposure to Visual Arts ○ Engage students in more hands-on learning 	<ul style="list-style-type: none"> ● Attendance ● Suspensions ● Positive School Culture and Climate ● Science ● Math ● ELA ● World Language ● ELL ● VAPA 	\$184,793.00

Personnel Budget Expenditures to Continue in 2024/2025

Item	Rationale	Areas of Impact	Cost
1 FTE Instructional Coach	<ul style="list-style-type: none"> • Support Grade-Level Teams implement consistent PLC practices during Grade Level Team Time two or more times a week • Professional Development Coaching Cycle for teachers one-on-one • Coaching Training will continue to impact First Instruction • Build capacity in classroom teachers 	<ul style="list-style-type: none"> • First Instruction • PLC Practices • Academic PD • Site Level Leadership Opportunity 	\$121,335
2 K-5 Elementary Paraeducators	<ul style="list-style-type: none"> • Classroom support to implement small group instruction in Kindergarten-fifth grades • Supporting families with one-on-one support for registration and income verification • Support 20 day challenge and attendance phone calls 	<ul style="list-style-type: none"> •ELL •Math •Reading •Registration •Attendance 	\$62,015

Personnel Budget Expenditures to Continue in 2024/2025

Item	Rationale	Areas of Impact	Cost
2 FTE Intervention Teachers (one paid by site, one paid by District)	<ul style="list-style-type: none"> Focus on foundational reading and math skills 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 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) 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 Students participate in intervention for four to six weeks Students who do not make growth are recommended for RTI and another round of intervention 	<ul style="list-style-type: none"> Math Reading CAASPP Intervention Remediation 	\$92,369
1 MTSS Coordinator/ Intervention Teacher (Unsure of actual job title)	<ul style="list-style-type: none"> Support intervention at the school site participating in all of the above named activities Review Data and support planning around Data for staff Build Capacity in Teachers around data, interventions, and supports 	<ul style="list-style-type: none"> Math ELA CAASPP ELD PLC Practices First Instruction Intervention Remediation 	District Paid

2024/2025 Personnel Budget Proposal Site Totals

Total Site Title & Supplemental Allocation	\$ 532,314
3 x 0.5 FTE Science, Spanish, & Art Specialists (est.)	\$184,793
1 FTE Instructional Coach	\$121,335
1 FTE MTSS Coordinator/Intervention Teacher- District Office	\$0
1 FTE Intervention Teacher- District Office	\$0
1 FTE Intervention Teacher	\$92,369
2 K-5 Elementary Paras	\$62,015
Totals	\$460,512
Difference	\$71,802

Additional Expenditures Suggested for 2024/2025

Item	Rationale	Areas of Impact	Student Groups Impacted	Cost
Professional Development for Certificated and Classified Staff & Substitute or Release Time	<ul style="list-style-type: none"> • In 2023/2024 <ul style="list-style-type: none"> ○ 5/25 certificated staff attended PLC conferences with Solution Tree with site funds <ul style="list-style-type: none"> ■ Send 1 group of Certificated Staff to an in-person PLC Conference ■ Global PD Solution Tree Virtual PD Library ○ 13/25 certificated staff attended Responsive Classroom Trainings <ul style="list-style-type: none"> ■ Continue training staff in Responsive Classroom through virtual trainings • GLAD Training through BeGLAD virtual PD option • Send group of teachers to the CA Kindergarten Conference • Virtual Training for Classified Support Staff to better support student learning and school climate <p>Release time during contract or time carded time outside of contract to implement learned PD:</p> <ul style="list-style-type: none"> • Attend Professional Development on or off site • Participate in Every Student By Name (ESBN) • Prepare Designated ELD Units • Observe Peers in Classrooms in order to Work more Collaboratively • Conference with families about student progress with a translator in their home language 	<ul style="list-style-type: none"> • All Curriculum • ELL • Positive School Culture and Climate 	<ul style="list-style-type: none"> • All Students 	\$22,540
Supplemental Materials and Supplies for Specialist Teachers	<ul style="list-style-type: none"> • Provide a budget of \$2,300 per specialist toward supplemental books and supplies in order to implement Science, VAPA, and Spanish Specialist programs <ul style="list-style-type: none"> ■ This is apx \$5 per student per Specialist for the school year 	<ul style="list-style-type: none"> • Attendance • Suspensions • Positive School Culture and Climate • All Curriculum 	<ul style="list-style-type: none"> • All Students 	\$6,900

Additional Expenditures Suggested for 2024/2025

Item	Rationale	Areas of Impact	Student Groups Impacted	Cost
Student Enrichment	Field Trips, Classroom Presentations, Assemblies: <ul style="list-style-type: none"> • Apx \$25/student per classroom includes admission/program fees and busing/transportation • \$3,500 for school-wide Assemblies 	<ul style="list-style-type: none"> • All Curriculum • Positive School Culture and Climate 	<ul style="list-style-type: none"> • All Students 	\$16,500
Supplemental Books and Supplies and technology in the classroom	<ul style="list-style-type: none"> • Provide students and staff with supplemental books and materials and supplies to more fully access District Adopted Curriculum • Implement PD • Implement preventions, interventions, and supports to create a positive school culture and climate. Technology in the classroom <ul style="list-style-type: none"> • Allow classroom teachers to be more mobile in the classroom and flexible in their teaching methodologies • Stronger classroom management, fewer classroom disruptions • One time cost, small cost for maintenance/replacements in future years 	<ul style="list-style-type: none"> • All Curriculum • Positive School Culture and Climate • Suspensions 	<ul style="list-style-type: none"> • Low SES 	\$19,644
Positive Behavior & Attendance Incentives	<ul style="list-style-type: none"> • Purchase items for students to earn through positive attendance and positive behavior • Student Certificates and recognition for positive attendance and positive behavior • Support Paw Patrol: student leadership activities 	<ul style="list-style-type: none"> • Attendance • Campus Behavior • Suspensions • Positive Reinforcement 	<ul style="list-style-type: none"> • All Students 	\$3,000

Additional Expenditures Suggested for 2024/2025

Item	Rationale	Areas of Impact	Student Groups Impacted	Cost
Support Clubs and Extracurricular activities	<ul style="list-style-type: none"> • Support on-campus opportunities for students to engage in clubs and other extracurricular activities • Respond to student needs on campus • Provide opportunities to engage in new activities and expand knowledge and experiences • Create ties to middle and high school students • Work in collaboration with ASES/Student Care whenever possible 	<ul style="list-style-type: none"> • All Curriculum • Positive School Culture and Climate 	<ul style="list-style-type: none"> • All students 	\$1,846
Family Engagement	<ul style="list-style-type: none"> • Communicate with families in accessible and meaningful ways including translation services • Provide information about academic progress of students • Provide academic activities for families to participate in through a resource room • Support relationship building between school and home through family engagement activities • Support families with concerns, questions, school registration, etc. 	<ul style="list-style-type: none"> • Attendance • Suspensions • Positive School Culture and Climate • All Curriculum 	<ul style="list-style-type: none"> • All students • African American Students • ELL Students • Students with Disabilities 	\$1,372
			Total	\$71,802

Expenditures included in the Community Schools Grant Proposal 2024/2025

Item	Rationale	Areas of Impact	Student Groups Impacted	Cost
1.0 FTE Community Schools Facilitator I	<ul style="list-style-type: none"> Communicate with families in accessible and meaningful ways Provide information about academic progress of students Provide academic activities for families to participate in Support relationship building between school and home Support families with concerns, questions, school registration, navigating the school system, etc. 	<ul style="list-style-type: none"> All Curriculum Family Engagement Positive School Culture and Climate Attendance Suspensions 	• All students	\$99,030
0.5 FTE Behavior Specialist	<ul style="list-style-type: none"> Provide support for classroom teachers in Behavior Data Collection, Behavior Supports for students, training in De-Escalation, Alternatives to Exclusionary Discipline Communicate with families about behaviors and supports Support students with behavior challenges and self-management strategies 	<ul style="list-style-type: none"> All Curriculum Positive School Culture and Climate Suspensions Attendance 	• All Students	\$63,486
Mental Health Support through UC Davis PC Care	<ul style="list-style-type: none"> Provide home-based mental health support for students who are in need of Tier 3 support 	<ul style="list-style-type: none"> All Curriculum Positive School Culture and Climate Suspensions 	• All Students	\$20,000
Recess Support	<ul style="list-style-type: none"> Provide recess supports 3 days a week, 2 hours a day, for 30 school weeks Support Behavior Academies, specifically Good Sportsmanship 	<ul style="list-style-type: none"> Positive School Culture and Climate All Curriculum 	• All students	\$33,000
Supplement Supports	<ul style="list-style-type: none"> Mileage, equipment, supplemental materials and supports for implementing the four pillars of Community Schools 	<ul style="list-style-type: none"> All Curriculum 	• All students	\$20,069
		Total		\$235,585

These amounts are based on 2023/2024 and are not updated for 2024/2025 yet.

ELAC Meeting

Williamson Elementary

March 14, 2024
12:15pm-1:15pm
E16

Agenda

- Sign-In
- Introductions
- Spending Update
- Community School Update
- ELPAC Update
- CAASPP Update
- Multicultural Night Update
- Registration Update
- Get Ready For Middle School Meeting
- Important Dates
- Questions and Comments

Introductions

Leslee Cottrell- Principal

Lynn Blodgett- Assistant Principal

Darsie Dupree- Instructional Coach

Nichol Weber- Intervention Specialist

Susie Berg- Intervention Specialist

Nathaly Rodriguez- Community School Coordinator

Aides- Ms. Svetlana, Ms. Tania, Ms. Larisa, Ms. Candy, Ms. Lupe, Ms. Brenda, Ms. Janet

SPENDING UPDATE 2023-2024

Fully Implemented Goal 1- Support high quality first instruction, provide enrichment opportunities and supplemental resources for the classroom.

Paid for- Grade level Field trips including transportation, Assemblies, Supplemental and enrichment Books & Supplies, Aides in classrooms, Special classes in Science, Spanish, Art

For a more detailed review, visit-
<https://www.fcusd.org/Page/48209>

SPENDING UPDATE 2023-2024

Fully Implemented Goal 2- Decrease Chronic Absenteeism by 10% and increase positive attendance rate to 93%, decrease suspensions, increase access to social emotional curriculum, activities, and supports both at school and at home, strengthen connections to families through Community Schools and Parent Coordinator, and increase community partnerships.

Paid for- Increased family engagement activities, Community Schools implementation including hiring a Community Schools Facilitator and a Behaviorist, Support Positive Behaviors on campus including recess support, alternative recess, PBIS, Responsive Classroom, increased safety, and attendance, provided translation for families at events, conferences, and meetings.

For a more detailed review, visit-
<https://www.fcusd.org/Page/48209>

SPENDING UPDATE 2023-2024

Fully Implemented Goal 3- Provide professional development to staff, support professional development implementation with release time, materials, supplies, and books, support and supplement the use of district adopted curriculum, support STEM and IB initiatives with Specialists in Science, Art, and Spanish, provide bi-weekly Team Time to grade-level teams to work through the PLC practices and align their instruction and goals.

Paid for- Time for staff to collaborate with our Instructional Coach at Team Time, professional development and collaboration time in GLAD, Designated ELD, PLC, Responsive Classroom, and more.

For a more detailed review, visit-
<https://www.fcusd.org/Page/48209>

SPENDING UPDATE 2023-2024

Fully Implemented Goal 4- Provide high quality first instruction for students through support from an instructional coach, and respond to academic needs through layers of supports in RTI, MTSS, and Intervention. Provide instruction; as well as, supplemental materials, supplies, and books to support first instruction and supports in ELA, Math, DELD and IELD, support students who qualify for special education, and increase staff contacts in TK and K through Paraeducators.

Paid for- Instructional Coach to support teachers and high quality first instruction, Intervention teachers, supplemental books, materials, and supplies for implementing Professional Development and supplemental programs.

For a more detailed review, visit-
<https://www.fcusd.org/Page/48209>

SPENDING PLAN 2024-2025

- Continue spending in the same areas as this year

Also-

- ❖ add an additional teacher to the intervention team who provides intervention and also specifically looks at data to support school-wide academic growth
- ❖ Before School, or lunch recess, or After-school clubs for students (must have teachers to support)
- ❖ Increase support for translation at parent conferences during the school day
- ❖ Add support for school registration through extra time for support and translation staff for families


* Does anyone have any questions, concerns, or comments about this year's or next year's spending?

For a more detailed plan, visit-
<https://www.fcusd.org/Page/48209>


COMMUNITY SCHOOLS resource spotlight

Folsom Cordova Adult School

Free In-Person
&
Online Classes
Available



**Enroll
Now!**




**LEARN TO SPEAK
ENGLISH**

- STUDENT SUPPORT SERVICES
- JOB CENTER ON SITE
- WORKPLACE SKILLS & CAREER TRAINING
- U.S. CITIZENSHIP CLASSES

CAS is WASC Accredited
CAS is an equal opportunity program. Auxiliary aides and services are available upon request to individuals with disabilities. Call 711 for relay services.

Folsom Cordova Adult School

10850 GADSTEN WAY, RANCHO CORDOVA
(916) 294-9106
FCUSD.ORG/ADULTED
OFFICE HOURS
MONDAY: 8:30AM-7:00PM
TUE-THUR: 8:30AM-4:00PM
FRIDAY: 8:30AM-2:00PM



**FREE
CITIZENSHIP
CLASS**

**Do You want to Become a
United States Citizen?**

- Prepare for the USCIS Oral Interview
- Study US History and Government
- Improve your English, Reading, Writing, and Speaking



**Classes:
Tuesday Evening
5:30PM-8:30PM**



Enroll Today!

Class is for permanent residents who have met residency requirements and plan to apply for US Citizenship. Students should be at an Intermediate High and above speaking and reading level.

CAS is an equal opportunity program. Auxiliary aides and services are available upon request to individuals with disabilities. Call 711 for relay services.

Folsom Cordova Adult School

10850 GADSTEN WAY, RANCHO CORDOVA
(916) 294-9106
FCUSD.ORG/ADULTED
OFFICE HOURS
MONDAY: 8:30AM-7:00PM
TUE-THUR: 8:30AM-4:00PM
FRIDAY: 8:30AM-2:00PM



FOLSOM CORDOVA ADULT SCHOOL

Class List



FCAS is an equal opportunity program. Auxiliary aides and services are available upon request to individuals with disabilities. Call 711 for relay services.



10860 GADSTEN WAY, RANCHO CORDOVA
(916) 294-9106
FCUSD.ORG/ADULTED
OFFICE HOURS
MON, WED, THURS: 8:30AM-4:00PM
TUE: 8:30AM-6:30PM



ELPAC UPDATE

We currently have 173 students who will be taking or who already have taken the ELPAC.

3rd-5th grade Writing, Listening, Reading are done

2nd grade Writing, Listening, Reading are done

Ms. Juline continues to work with students TK-5 on finishing up the ELPAC

We will continue to test new students until the end of the year.

CAASPP UPDATE

State Testing will begin after Spring Break. Please be sure to come to school on time, well rested, and eat breakfast.

Testing Window - 8:45 a.m. - 10:15 a.m.

April 9th - April 10th - Math Testing - 3rd grade - 5th grade

April 16th-18th - English Language Arts (ELA) Testing - 3rd grade - 5th grade

April 23rd - April 24th - Science Testing ONLY 5th Grade

MULTICULTURAL NIGHT UPDATE

Multicultural Night at Williamson



Williamson is excited to invite you to our Multicultural Night! **Thursday, March 14th from 5:30-6:30**

Our school family is filled with many backgrounds, traditions, and heritages. Williamson is excited to celebrate our diverse families.

REGISTRATION UPDATE

What's New:

- Options to fill out the form in your native language
- Income Verification Form is online and part of the registration process- This form helps us to secure funding for students here at Williamson.
- If your student is fully registered by 3/22/24, they may qualify for an EBT Card to be mailed to your home address in the summer.

Registration Help:

- Today after school for 1 hour in E16
- Sat. 4/6 9:00-1:00
- 5/2 5:30-6:30 during Open House
- Between 9am and 2pm in the office
- Or by appointment in the office (if translation other than Russian, Ukrainian, or Spanish is needed an appointment is recommended)

MIDDLE SCHOOL MEETING

Get Ready For Middle School Meeting

- 4th and 5th Grade Parent Meeting focused on Attendance, Powerschool, CAASPP, Q&A with a Middle School Rep
- A light dinner will be served

IMPORTANT DATES FOR THE REST OF THE SCHOOL YEAR!

- 3/14 Multicultural Night 5:30-6:30 Multi
- 3/22 Minimum Day 1:21 Dismissal
- 4/3 Get Ready for 1st Grade Meeting 6-6:45
- 4/3 Get Read for Middle School Meeting 6:30-7:15
- 4/16-4/19 CAASPP 3rd-5th
- 4/19 Rainbow Spirit Day
- 4/23-4/26 CAASPP 5th
- 4/24 Minimum Day 1:21 Dismissal

IMPORTANT DATES FOR THE REST OF THE SCHOOL YEAR!

- 5/2 ELAC Meeting 12:15-1:15
- 5/2 Open House 5:30-6:30
- 5/16 PTA End of Year Celebration 5:30-6:30
- 5/17 Super minimum day 11:38 Dismissal
- 5/20 Maui Monday
- 5/21 Tie Dye Tuesday Minimum Day 1:21 Dismissal
- 5/22 Wacky Wednesday Minimum Day 1:21 Dismissal
- 5/23 Hoedown Throwdown Last Day of School 1:15 Dismissal

QUESTIONS AND COMMENTS



ELAC Meeting Notes

3/14/24

12:15pm-1:15pm

E16

Note: Small turnout so we had translation happening around the room and worked the meeting like a few smaller meetings.

12:17pm Meeting called lo order

Went over the Agenda and Introductions

Leslee went over the spending update 2023-2024- No questions

Leslee went over spending plan 2024-2025- No questions

Broke into small groups-

Community Schools update- shared information, goals, no questions

ELPAC Update- no questions

CAASPP Update- no questions

Multicultural Night- shared the flyer and information

Registration Update- EBT card this summer for students who register by March 23rd no questions

Middle School Meeting- no questions

Important Dates For The Rest Of The Year- no questions

No questions or comments


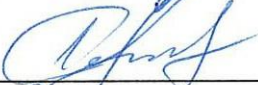

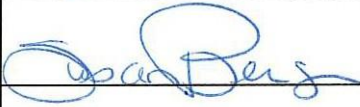

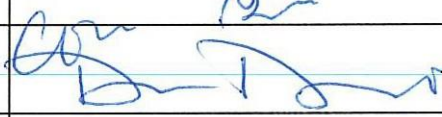

Meeting adjourned: 12:58pm

ELAC Sign-In Sheet

March 14, 2024

Williamson E16

12:1Spm-1:1Spm

Print Name	Signature
1. Tetiana McFarland	
2. Svetlana Gerasenkova	
3. Leslee Cottrell	
4. Brenda Hernandez	BH
5. Susan Berg	
6. Corina	
7. Darzu Dupree	
8. Nathany Rodriguez	
9.	
10.	
11.	
12.	
13.	
14.	

Williamson Elementary School
School Site Council Meeting Agenda de la
Reunión del Consejo Escolar

Date/Fecha: 2/14/24
Time/Hora: 3:00 pm
Location/Ubicación: Microsoft Teams Virtual Meeting/Reunión virtual de equipos de Microsoft
Meeting ID/ID de reunión: 294 685 041 05 Meeting Passcode/Código de acceso de la reunión: V7LYFp

Chairperson/Presidente: TBD
Vice-Chairperson/Vice-Presidente: TBD
Secretary/Secretario: Amber Harvey

Item/Artículo	Purpose/Objetivo
Election of Officers (Tabled from January) Elección de autoridades (pospuesta desde enero)	To elect School Site Council Officers for the school year Elegir funcionarios del consejo escolar para el año escolar
Review and Approve Minutes from 1/10/24 Revisar y aprobar actas del 1/10/24	To review prior meeting's minutes; make changes, if necessary; vote to approve Revisar las actas de reuniones anteriores; hacer cambios, si es necesario; votar para aprobar
Review School Data for Local Control Accountability Plan (LCAP) Revisar los datos escolares para el Plan de Responsabilidad de Control Local (LCAP)	Review our school site data and receive feedback Revisar los datos de nuestro sitio escolar y reciba comentarios
Review and Approve 2024/2025 budget- School Plan for Student Achievement (SPSA) Revisar y aprobar el presupuesto 2024/2025: Plan escolar para el rendimiento estudiantil (SPSA)	Review our proposed spending plan for the 2024-2025 school year Revisar nuestro plan de gastos propuesto para el año escolar 2024-2025
Williamson Community School's Report Informe de la escuela comunitaria Williamson	Review information about Community Schools at Williamson, ask and answer any questions about Community Schools, receive input from SSC about Community Schools Revisar información sobre las escuelas comunitarias en Williamson, haga y responda cualquier pregunta sobre las escuelas comunitarias, reciba comentarios del SSC sobre las escuelas comunitarias
Proposed Changes to 2023/2024 SPSA Cambios propuestos por el SPSA 2023/2024	Review & approve proposed changes to 2023/2024 SPSA that impact this year's school budget Revisar y aprobar los cambios propuestos al SPSA 2023/2024 que impactan el presupuesto escolar de este año

Norms:
Start & End on Time
Be Actively Engaged
Respect & Value Diverse Opinions
Show kindness & empathy
Accept non-closure

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

Williamson School Site Council
~Meeting Minutes~
February 14, 2024 via Microsoft Teams

Call to Order: 3:02 PM via Microsoft Teams

Members in Attendance: Leslee Cottrell, Principal; Susan Hansen, Classroom Teacher; August Houston, Classroom Teacher; Abigail Wever, Classroom Teacher; Amber Harvey, Classified Staff; Tiffany Leland, Parent, Sheena Malone, Parent

Guests in Attendance: Nathaly Rodriguez, Community Schools Facilitator

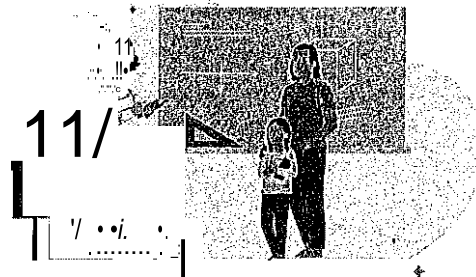
ITEMS:

- **Election of Officers, Tabled from January:**
 - Nominations:
 - President - Abigail Wever
 - All in favor
 - Vice-President - Susan Hansen
 - All in favor
- **Review & Approve Minutes from January 10, 2024:.**
 - Discussion: No changes noted
 - Motioned by: Abigail Wever
 - 2nd by: Tiffany Leland
 - Approved
- **Review District LCAP Presentation for Williamson:**
 - Discussion: No Changes
- **Review & Approve Site Data and 2024/2025 SPSA Budget Proposal:**
 - Discussion: All in agreement
 - Motioned by: Susan Hansen
 - 2nd by: Abigail Wever
 - Approved
- **Community Schools Report:** Nathaly, reported Williamson's Community School's activity and progress.
 - Discussion: Registration for 5th grade to middle schools. Resources for parents.
- **Proposed changes to 2023/2024 SPSA:**
 - Leslee explained that we need to change SPSA Goal 2, Metric 2.4, Strategy/Activity 3
 - Last month we approved adding a section to Activity 3 in our SPSA to pay for substitutes during parent conference week. We underestimated the cost of substitutes for this and Leslee proposes that we change the number to \$1100 (this is 600 more than we planned last month) of site supplemental funds to support translations in their home languages.
 - Motioned by: August Houston
 - 2nd by: Susan Hansen
 - Approved
 - Proposed that we transfer the expenditure of the additional \$625 from our school's general fund to our site supplemental spending to cover the cost of certificated substitutes to hold translated Parent/Teacher Conferences
 - Motioned by: Abigail Wever
 - 2nd by: August Houston
 - Approved
- **Public Comment:**
 - Happy Valentine's Day - Tiffany Leland

Adjourned: 3:10 PM

Motioned to Adjourn: Amber Harvey

Williamson Elementary Title 1 Parent Meeting



Title I Parent Meeting Agenda



Title I
What Is Title I
Title I Parent Rights
Title I Funds
Title I Parent Involvement & Volunteering at Williamson



School Plan for Student Achievement (SPSA)
District LCAP Goals
Williamson Needs Assessment
Williamson SPSA
ELAC Committee



Williamson Elementary School Information
Safety
Attendance
P818
After School Education & Safety (ASES)
PTA
School Contact



Title I

- What is Title I?
Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6303 et seq.) is amended to read as follows:
Title I - IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

The purpose of Title I under the Elementary and Secondary Education Act of 1965 (ESEA) is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title I

- What is Title I?
Title I is a K-12 program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children.
The program is intended to help ensure that all students meet state academic standards.

Goals of Title I

- Increase academic achievement
- Provide direct instructional support to students
- Provide professional development for teachers
- Promote parent education and involvement



Title I Parent Rights

- Ask for meetings and trainings. (FRC)
- Review the school's achievement data. (Title I Meeting/SSC)
- Review the parent involvement plan in the Single Plan for Student Achievement -SPSA.(SSC)
- Review and modify the Title I Parent Involvement Policy and Home/School Compact. (SSC)



Title I Federal Funding

Allocated on basis of number of students eligible for free/reduced lunch. Schools receive Title I funds if 40% or more of students are eligible for free/reduced lunch.

All schools in Folsom Cordova Unified School District are ranked according to need and receive a certain amount of funding per student to use for supplemental materials, services, programs, and staff.

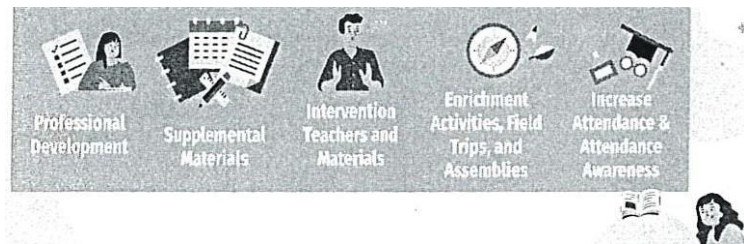


Title I Federal Funding

- One percent of a school's total Title I budget is for parent involvement activities.
- Schools must set aside a minimum of 10% for professional development.
- Funds must supplement, not supplant, the district funds.



How We Use Title I Funds at Williamson Elementary



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Parent Involvement

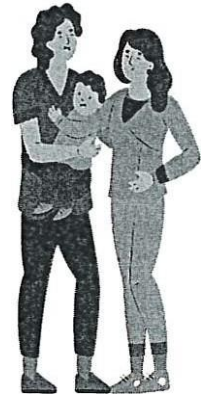
- The School Site Council (SSC) provides parents with an opportunity to be involved in the academic program of the school.

The SSC develops, monitors, and evaluates the Single Plan for Student Achievement (SPSA) to implement programs and services that support students.

Williamson School Site Council Meets Virtually 6 times

- a year on Wednesdays from 3:00-4:00
- 5 Parents are needed for this committee, please

join us!



Parent Involvement & Volunteering

Every Title I school, in collaboration with parents, must prepare a site level parent involvement policy. This is done in School Site Council meetings.

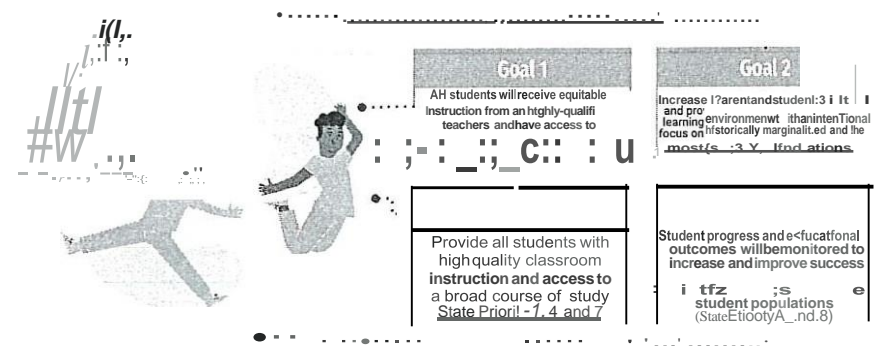
The Parent Involvement Policy describes how the school will involve the parents in an organized, ongoing, and timely way in the planning, review, and improvement of the Title I program at the school. A Parent and School Compact Developed in collaboration among parents, teachers and students.

v(e)eed volunteers and would love to have you help out at our si:hool!

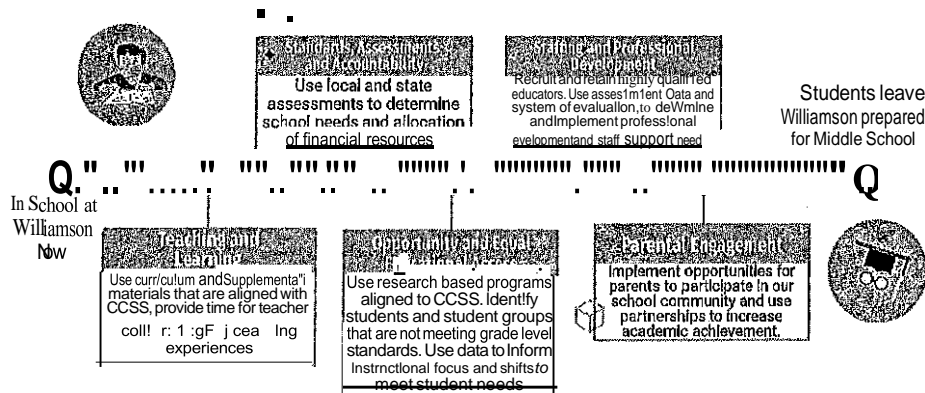
- o Visit our district website for volunteer clearance information
- District is making a switch to an automated volunteer system and so they are pausing processing volunteers for a short time while they make the switch



School Plan for Student Achievement (SPSA) FCUSD Local Control Accountability Plan (LCAP) Goals



School Plan for Student Achievement (SPS_A) Williamson Elementary Needs Assessment



Williamson Elementary SPSA

- Academic Intervention Teacher
- Bilingual Instructional Aides
- Title I Instructional Aides
- Supplemental Books, Supplies, and Services to support the implementation of Adopted Curriculum and to provide enrichment for students
- Professional Development for staff
- Social Emotional Learning (SEL) curriculum and access to materials
- Positive Behavior Intervention Systems (PBIS) program and Restorative Practices to support student behavior school-wide
- Implementation of the Attendance and Engagement Plan
- Parent Engagement
- Common Planning Time, Collaboration, and Every Child By Name (ECBN)
- Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTS)

Williamson Elementary ELAC Committee

- English Learner Advisory Committee
- Parents of students learning English as a second language
- School Site Staff, including Principal
- Meets 6 times a year
- Advises the SSC about supplemental programs, services, and materials that would benefit English Learners and for the SSC to consider including in the SPSA

Safety

- Williamson Elementary Is a Closed Campus
 - Only school staff and students are allowed on campus during school hours
 - All campus visitors must register at the school office: Call 503-111-1111 to speak with your student or give your student something during the school day, please call or visit the office. Students are not allowed to use technology devices during the school day. (BP 5131.8)
- Drive safely in the parking lot.
- Be patient with each other when dropping off and picking up your student.
- Use crosswalks and do not ask students to cross the middle of the street to run to your vehicle.
- Encourage your student to report safety concerns to the nearest adult right away,

Attendance

Our goal is for all students to be at school on-time, every day.

- Students have 10 illness days a year that a parent can report to school.
- If a doctor has told you that your student should stay home from school, ask them for a note for the school- these absences will be excused and will not count against your 10 illness days.
- If students miss school for the doctor or dentist, please ask them for a school note and bring that to school
- If your student or someone in your household is sick and you think it may be *COVID*, please contact the school nurse
- If a student will be out of school for 5-10 school days, you can talk to the office about Independent Study
- If a student is absent because of someone else's appointment or illness, those absences are unexcused.

Contact the office to, more information about attendance

PSIS

- Williamson is a Positive Behavior Interventions and Supports (PBIS) school
- Students are held accountable and rewarded for positive behavior
- Students will learn about positive character traits and problem solving skills in school



After School Enrichment and Safety (ASES)

- ASES is a free after school program for students who qualify for free and reduced lunch.
- Students are supervised on campus until 6pm.
- Our program is amazing!
- There is currently a waitlist, but more spots are expected to be opening soon.
- Stop by the office to pick up an application.

Parent Teacher Association (PTA)

- Our PTA is made up of Williamson Parents and Williamson Community Members
- PTA membership is open to all
- Meetings are held once a month
- Activities are planned throughout the school year
 - Volunteers are always needed and appreciated
- Look for the PTA table outside

School Contact

SchoolOffice

Open 7:30-4:00

Appointments available (especially helpful if you
need translation services)

Phone

(916)294-9185

Website

www.fcusd.org/we



Title 1 Meeting- Williamson Elementary School

10/19/23

12:45-1:15

Parents signed in as they came into E16. Principal Leslee Cottrell led the meeting. Meeting started at 12:45pm with Mrs. Cottrell introduced the attending staff and described their role in the school system. Mrs. Cottrell went over the agenda with the parents (see attached). **Mrs.** Cottrell began going through the slide deck.

- Mrs. Cottrell read the definition of Title 1 and let parents know our goal at Williamson is to give all students the opportunity to meet the state standards.
- Title 1 gives us extra money to ensure students meet state standards.
- Goals of Title 1
 - Increase academic achievement
 - Provide direct instructional support to students
 - Provide professional development for teachers
 - Promote parent education and involvement
- Title 1 Parent Rights
 - Went through parent rights and discussed School Site Council and how parents can sit on the committee and help make decisions. Mrs. Cottrell told the parents she would be sending out communication via email about SSC this evening.
- Title 1 Federal Funding
 - Every family will fill out the CPE form and this secures extra funding for our school
 - Funds are based on the number of students eligible for free/reduced lunch
 - 1% of the school's total Title 1 Budget is for parent involvement
 - 10% is for Professional Development for teachers
 - Funds must supplement, not supplant, the district funds
- How We Use Title 1 Funds at Williamson Elementary

- o Professional Development
 - o Supplemental Materials - the materials families bring to school are donations only
 - o Intervention teachers and materials
 - o Enrichment activities, field trips, and assemblies
 - o Increase attendance & Attendance awareness
- Parent Involvement
 - o SSC- School Site Council- We need 5 parents
 - o SSC- monitors, develops and evaluates the SPSA
 - o SSC- meets virtually 6 times a year on Wednesdays from 3-4
 - o Parents looked at and read through the District Parent and Family Engagement Policy, did not have any questions or feedback
 - o Williamson will use the District Parent and Family Engagement Policy
- Parent Involvement & Volunteering
 - o Participation for parents is so important
 - o Please get volunteer application in the office
 - o The district is in the process of changing their clearance process for volunteers, we are on pause while they get the new program up and running
- School Plan for Student Achievement (SPSA)/ FCUSD Local Control Accountability Plan (LCAP) Goals
 - o Mrs. Cottrell went over all four goals (see attached)
- School Plan for Student Achievement (SPSA) Williamson Elementary Needs Assessment
 - o The money we get this year is to be spent on our kids this year
 - o We want all students to leave Williamson ready for middle school
- Williamson Elementary SPSA
 - o List of things we spend our money on
 - Academic Intervention Teacher
 - Bilingual Instructional Aides
 - Title 1 Instructional Aides

- Supplemental Books, Supplies, and Services to support the implementation of adopted curriculum and to provide enrichment for students
 - Field Trips and Enrichment programs
 - SEL Curriculum
 - PBIS
 - Attendance and Engagement Plan
 - PD for staff
 - Parent Engagement
 - Common Planning Time, Collaboration, ECBN
 - RTI, MTSS
- ELAC Committee
 - o Purpose of ELAC is to find out how we can better serve our students learning English
 - o Meet 6 times a year, Friday mornings 8:15, 1st one on Sept. 2nd
 - o Includes parents of students learning English as a second language, school site staff, including Principal
- Safety
 - o Williamson is a closed campus
 - o All visitors register at the office
 - o Students may not use phones or smart watches (BP 5131.8)
 - o Drive safely in the parking lot at drop off and pick up
 - o Be patient with one another
 - o Use crosswalks
 - o Encourage your student to report safety concerns right away
- Attendance
 - o Goal is for students to be on time, at school every day
 - o Went over all absence codes
 - o What is an excused absence vs. unexcused
 - o If your child or someone in your house has COVID please call the school nurse
 - o Please contact the office to find out more information about attendance

- o We have a new attendance clerk- Marni Krpata
- PBIS
 - o You might hear your students talk about ROAR tickets and ROAR store. Ask them about it.
 - o Students are held accountable and rewarded for positive behavior
 - o Students will learn about positive character traits and problem solving skills
- After School Enrichment and Safety (ASES)
 - o Ms. Tina is currently running the ases program-currently more spots will open as we hire more people
 - o ASES is a free after school program
 - o Students are on campus until 6pm
 - o Currently a waitlist- stop by the office to pick up an application
- Parent Teacher Association (PTA)
 - o PTA Meetings Once a month
- School Contact

Meeting adjourned: 1:15

Title 1 Sign-In Sheet
October 19, 2023
Williamson E16
12:45-1:15

Print Name	Signature
1. Olga Mora	Miriana
2. Lilianna Hernández	dh
3. Nazaneen Amini	Nazaneen Amini
4. SL an Rowe But	Don Rowe But
5. Tanya McFarland	Tanya McFarland
6. Svetlana Gerasentova	Svetlana Gerasentova
7. Nichol Weber	Nichol Weber
8. Aliona Dobrovinskaia	Aliona Dobrovinskaia
9. Reyna Gonzalez	Reyna Gonzalez
10. Oleg Dug	Oleg Dug
11. Tatiana Dug	Tatiana Dug
12. celine Escobedo	Celine Escobedo
13. Nathaly Rodriguez	Nathaly Rodriguez
14. JoJIY OAF MtJI;	JoJIY OAF MtJI;

15. Leslie Cottrell	Leslie Cottrell
16. Margarita Lopez	M Lopez
17. Janet	Janet
18. Masouda	Masouda
19. Noemi Perez-Gonzalez	Noemi Perez
20. Natalya Stepanyan	Natalya
21. Kazantseva Marina	Kazantseva
22. Maria del Carmen Lona Prieto	Maria Lona
23. Tiffany Leland	Tiffany Leland
24. Ekaterina Katalnikova	Ekaterina
25. Ekaterina Katalnikova	Ekaterina

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