

Williams Elementary

10621660113811

Principal's Name: Bonifacio Sanchez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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District Goals	
The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Bonifacio Sanchez	X				
2. Chairperson – Maria Mora-Malta		X			
3. Alisa Kong		X			
4. Mayra Cortes		X			
5. Araceli Montes			X		
6. Sonia Brown				X	
7. Akousa Smith				X	
8. Delia Tavera Medina				X	
9. Kiarha Colton				X	
10. Sylvia Rocha					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

X ELAC reviewed the SPSA as a school advisory committee.

X ELAC voted to consolidate with the SSC. Date 3/10/2

Required Signatures**School Name:**

Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.

Title	Print Name Below	Signature Below	Date
Principal	Bonifacio Sanchez		5/1/23
SSC Chairperson	Maria Mora Malta		5/1/23

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2023/24

Williams - 0550

ON-SITE ALLOCATION

3010	Title I	\$78,300 *
7090	LCFF Supplemental & Concentration	\$248,886
7091	LCFF for English Learners	\$44,928
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$24,354</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$396,468

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,320
Remaining Title I funds are at the discretion of the School Site Council	<u>\$75,980</u>
Total Title I Allocation	<u>\$78,300</u>

Williams Elementary 2023-2024 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
ELPAC - percentage of students who scored 4		13 %	9.18 %	2021-2022	15 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above stretch growth		54 %	42.36 %	2022-2023	54 %
i-Ready ELAD1 to D2 - percentage of students who met 40% or above typical growth			59.58 %	2022-2023	65 %
i-Ready Math D2 proficiency - percentage of students on/above		20 %	10.43 %	2022-2023	20 %
SBAC ELA - Average distance from standard	✓		-73 pts	2021-2022	-63 pts
SBAC ELA - percentage of students met/exceeded standard	✓		20.77 %	2021-2022	30.87 %
SBAC Math - Average distance from standard	✓		-90 pts	2021-2022	-80 pts
SBAC Math - percentage of students met/exceeded standard	✓		17.8 %	2021-2022	27.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1 Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

OVERALL IMPLEMENTATION:

Action #1 - Increase ELA SBAC and iREADY Scores by 10%.

- SBAC - The 2022-23 school year was our first year taking the SBAC since the pandemic, so this became our baseline data which we will be using to grow 10% overall each year.
- iReady - We currently have met our goal with iReady this school year. We have improved by exactly 10# from iReady #1 to iReady #2 this school year from 8% to 18%.
- Different PLC Team are still in the process of building coherence around the SBAC Targets and the

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- The Math Pilot Program focused only on grades 3rd - 5th for providing an Instructional Aide to support with small group instruction. This is a valuable resource that other grades could also benefit from.
- Some students with disabilities are still in the process of being formally identified for either RSP or SDC SPED services. This causes a lapse in timely academic supports.
- English Learner student redesignation rates are not currently meeting the 25% target goal due to lack of implementing a more structured ELD Program for both integrated and designated ELD.
- African American student enrollment in the Springboard Reading Intervention Program through A4, dropped significantly from last school year to this school year. Recruitment efforts need to be redesigned.

Instructional strategies associated with these targets.

- Most PLC Teams are still working toward achieving an alignment between the written curriculum, taught curriculum and assessed curriculum.
- K-2nd is still learning how to become proficient in teaching the reading foundations and understand the standards as described in the Common Core Companion.
- 3rd - 6th Grade is still learning how to utilize the FIABs and IABs to plan and design instruction.
- K-6th grade teams are still learning how to systemically create coherence with essential standards and learning.

Action #2 - Increase the number and percentage of English Learners that will redesignate by 25%.

- We did not meet our goal of redesignating 25% during the 2021-22 school year. We redesignated 11%, and for the current 2022-23 school year we have redesignated 7 students.
- The TSAs and Instructional Coach have been collaborating on providing additional intervention and enrichment for ELD students in preparation for the ELPAC. This has been an effective model resulting in increase number os students re-designating to ELP
- Schoolwide, we have a block of time reserved for designated ELD, with the expectation that Integrated ELD will be embedded across the core subject areas throughout the day.
- Teachers still need further professional development on how to specifically teacher designated ELD with the proper curriculum and materials.
- Teacher still need further professional development on how to properly and effectively integrate ELD instructional strategies throughout the core academic subjects throughout the day.

Action #3 - Implement a comprehensive K-6th Grade reading intervention program (RTI)

- The RSP Team has been successful in working alongside the classroom teachers to provide targeted reading intervention using guided reading and reading mastery (SRA).
- Kinder - 2nd grade has consistently used the BAS Assessment to monitor student progress throughout the school year for both quotateive and qualitative data
- Teachers still need continued professional development in the area of guided reading and instructional strategies for reading intervention.

Action #4 - Increase Math SBAC and iReady by 10%.

- SBAC - The 2021-22 school year was our first year taking the SBAC since the pandemic, so this became our baseline data which we will be using to grow 10% overall each year.
- iReady - We currently have not met our goal with iReady this school year. We have improved by 7% from iReady #1 to iReady #2 this school year from 3% to 10%.
- We have met our goal of providing professional development to our teachers in K-6th grade in collaboration with TNTP regarding the 3-Reads Model, Math Task Prep Protocol, Select and Sequence, and Debrief.
- We have successfully trained specific teachers to lead the work of TNTP with their PLC Teams. We will continue this model of instructional professional development into next school year.
- We have been successful in working with the District's Math Pilot Program, with a focus on African American students, to establish common instructional initiatives in 3rd - 5th grade to include the following: use of IABs/FIABs, Reflex Math, Anchor Charts, and Small Group Instruction.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

1. Money was set aside from Budget 7090 (Local Control Funding Formula) for Teachers to have intentional planning days with sub release time as a PLC Team with the option of planning alongside the Instructional Coach. The event numbers were not approved until late November, and they were communicated during Quarter 3 to the rest of the staff due to an oversight by admin. This caused a delay in the intended PLC planning days.
 2. Money was also set aside to hire a 6-hour RCA to be able to provide social emotional support to students while in class and during unstructured times. This position went unfilled for half of the school year before a long-term sub picked up the job and provided the services to students identified for Tier 2 and Tier 3 services.
 3. Money was set aside for Teachers to provide tutoring after school for small groups of students. Only two teachers provided after school tutorials. The majority of these funds have not been expended as intended.
 4. Money was set aside for interested classified staff to provide tutoring after school for small groups of students. Only one classified staff member has been providing after school tutorials. The majority of these funds have not been expended as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

1. The Admin Team will work more closely with the Certificated Substitute Desk to obtain Sub Event #s earlier in the school year. This will help to secure the sub release days for Teachers to plan with their PLC Teams and the Instructional Coach early in the school year and in between i-Ready Assessments.
 2. The Admin Team will work more closely with the Office of English Learners to provide intentional professional learning around designated and integrated ELD with an outline of observable next steps for implementation in classrooms.
 3. The Admin Team (Principal, Vice Principal, TSAs) will continue to work with and support specific PLC Teams.
 4. The Admin Team will continue to work with the ILT Team to secure strong leadership and support for all PLC Teams, especially teams experiencing changes in staffing.
 5. The TSA and the Instructional Coach will work more closely to support the root cause analysis work with FIABs.
 6. The Admin Team will monitor the progress of specific student groups and the supports provided to meet goals set in the metrics.
 7. Hand-In-Hand mentors will be hired in place of a 6-hour RCA. This will allow for more support in managing the growing caseload of students requiring Tier 2 and Tier 3 supports.
 8. Continue to fund i-Ready Tool Professional Learning and staff and student access to the i-Ready Toolkit subscription.

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: Feedback from SS Meeting on 3/17/2023 • Members appreciate the dedication to increasing student prophecy • Member shared she likes the error analysis • Member shared appreciation of Math Task Debrief and demonstrating the work samples which allow students an opportunity to learn from others critique and analysis of their work and peers	2 ELAC: Feedback from ELAC Meeting 3/10/2023 • Parents are requesting more after school tutoring • Smaller groups at Saturday Academy • More Parent Workshops • Parent workshops are a great way to help and support families • Parents appreciate having TSA supports - both with parents and students -	3 Staff: Feedback from ILT Team Start the following • Math i-Ready Tool Kit and align the TNTP work • Training need for our Paras and Interact Fellows by the Curriculum and Instruction Team • Plan sports clubs during recess and lunch time Continue with the following actions • TNTP - Work on 3 Reads and Task debrief Protocols have
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supported and help build a math foundation around number sense

- Continue with ELPAC Camp suggest that start sooner more consistency with push in support
- Continue RSP support during intervention time
- Continue with ENP and Interact Fellows support in primary grades
- Continue to fund i-ready Tool Box, Raz Kids,

Staff Feedback

- Staff would like to continue with TNTP PL
- Add RTI specifically for Kindergarten to bridge the gap early in the year.
- Please have hired tutors for reading interventions

Action 1

Title: Increase ELA SBAC and IREADY Scores by 10%

[Action Details:](#)

SMART GOALS

By the end of 2023-24 school year, the percentage of Kinder- 2nd grade students who are on grade level will increase by at least 10% as measured by the i-Ready Diagnostics, and BAS.

By the end of the 2023-2024 school year, the percentage of 3rd - 6th grade students scoring Standard Met or Standard Exceed on the ELA SBAC will increase by at least 10%.

Teachers will use Close Reading strategies using appropriate grade level text(s). Lessons will employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning. Students will be responsible for doing the thinking in their classroom.

1. PLC Teams will utilize the CAASPP Interim Assessments Blocks (IABs) and Formative Interim Assessment Blocks (FIABs) as well as the district's Scope & Sequence to identify essential standards and knowledge targets to engage in a backwards mapping process (Schoolwide Focus: Claim 1, Targets 1, 2 & 4)
2. PLC Teams will utilize the Common Core Companion and other resources to deconstruct the identified essential standards by knowledge targets and essential skills as well as use the CAASPP Item Specifications to identify question stems at the appropriate Depth of Knowledge rigor level.
3. PLC Teams will create Common Formative Assessments that are intentionally aligned to the rigor of the IAB and FIAB Assessments using the Wonders curriculum.
4. PLC Teams will plot their Common Formative Assessments on a CFA Calendar along with Common Instructional Plans based off of essential standards and text from Wonders.
5. The PLC Common Planning will involve identifying the daily student products based off of multiple reads of the selected text(s) from Wonders demonstrating an integration of reading, writing, listening and speaking.
6. PLC Teams will intentionally create student products resulting in a natural progression in rigor level as they progress through Read 1, Read 2 and Read 3 of the same text.
7. COHERENCE BUILDING: PLC Teams will collaborate around the intentional design of the student products so that the first read product demonstrates a general and literal understanding of the text and its key ideas and details (Standards 1-3), the second read product demonstrate a focus on author's craft and text structure (Standards 4 - 6), and the third read products demonstrate an integration of knowledge and ideas and extended written response across more than one text source (Standards 7 - 9).
8. COHERENCE BUILDING: ILT Team will utilize the Common Core Companion to design student products for Read 1, Read 2, and Read 3 to build a coherent instructional model across all grades.
9. PLC Teams and the ILT will analyze the student products and CFA data with the purpose of identifying alignment to the rigor of the essential standards and knowledge targets.
10. PLC Teams will engage in a root cause analysis of students not meeting standards in order to provide classroom-based interventions and re-teaching, as well as identifying students who mastered the knowledge target or standard in order to provide enrichment opportunities.

- 11. PLC Teams will have 1 day per quarter for data analysis and planning.
- 12. The ILT will utilize the Common Core Companion as Professional Learning to strengthen PLC practices around instructional strategies addressing reading, writing, listening and speaking.
- 13. The ILT Team will participate in PLI Learning to continue to learn about instructional pedagogy and the blended teaching model. Lead Teachers will share this learning with their PLC Teams.
- 14. All teachers will utilize the Instructional Practice Guide to plan effective instruction, reflect on feedback and strengthen the rigor of instruction.
- 15. PLC Teams will use the iReady Toolkit to supplement the adopted curriculum with lessons that align with the rigor of the SBAC and iReady Assessments.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Spring 2023 SBAC Data
- FIAB/IAB Data
- 2023-24 iReady Diagnostic Data (B,M,E,OY)
- Common Formative Assessment Data
- BAS Levels

Owner(s):

- Teachers
- PLC Teams
- ILT
- Admin Team

Timeline:

- Quarterly
- Throughout each Wonders Unit

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Classroom-based interventions (RTI) for students not meeting standards, for students nearly meeting standards and students meeting/exceeding standards
- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards.
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level curriculum and standards using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students at one year or more below grade level
- Materials and Supplies for Close Reading & RIRA strategies, parent involvement, and EL instruction
- Paper/Charts/Poster3
- Paper/Folders/whiteboards
- Copy/Office Equipment Lease
- Resources to support RIRA development
- Resources to support Blended Learning Technology (student tablets) to support instruction and assessment
- Resources to support Professional Learning: Close Reading
- Subs for teachers for Quarterly Data Analysis & Planning
- Purchase Order for Professional Learning Book Studies (Guided Reading, Common Core Companion and replacement of other PL books previously used)
- iReady Teacher Toolkit

Specify enhanced services for EL students:

- PL on Designated and Intergraded ELD each
- 30 minutes of Designated ELD instruction with be scheduled to each to grade level's Instrunstructional day
- Use of ELD Component from Wonders Curriculum
- Afterschool tutoring for English Learners
- ELD Camp - tutoring and test prep for English Learners

Specify enhanced services for low-performing student groups:

ATSI Student Focus Groups:

1. Students with disabilities
 2. Foster Youth
 3. Homeless Youth
 4. African-American/Black Students
- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
 - Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards

- and curriculum using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level
- Intervention - After School Tutoring in ELA for African American Students (Distance from Level 3)
- Intervention - After School Tutoring in ELA for White Students (Distance from Level 3)
- Intervention - After School Tutoring in ELA for Students With Disabilities (Distance from Level 3)
- Intervention - After School Tutoring in ELA for Homeless Students (Distance from Level 3)

Action 2

Title: Increase English Language Development Redesignation Rate

Action Details:

SMART GOAL: By the end of the 2023-24 school year, the number and percentage of English Learner students redesignated will increase by 25%.

Williams will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD Standards and ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC. Through the work of Professional Learning Communities, teachers will implement a comprehensive action plan inclusive of response to intervention, with an emphasis on English Learner students not scoring on grade level on SBAC, i-Ready, BAS, and re-designation data in the 2022-2023 administration.

- Identify Designated and Integrated ELD time blocks school wide and include in the instructional schedule
- Use of Integrated and Designated ELD aligned to the CA ELD Framework
- Teachers will plan daily Designated ELD instruction utilizing the ELD Teacher's Edition, ELD Companion and ELD Vocabulary Cards from Wonders
- Teachers will provide 30 minutes of Designated English Language Development instruction, in addition to the required Integrated English Language Development instruction daily
- Teachers will differentiate Designated ELD instruction based on student ELD Levels and student needs in their classroom
- Teachers will design formative assessments for progress monitoring of ELD students and academic and language performance
- Teachers will utilize specific ELD instructional strategies to incorporate integrated ELD into all academic content areas
- Partnership with English Learners Services for Professional Learning
- Utilize ELD Instructional Coaches to support planning
- Utilize strategies for increasing collaborative academic conversations
- Use of Accountable /Productive Talk structures to process questions
- Utilize EL progress monitoring tool
- Use of RIRA to promote Listening/Speaking
- English Learners will participate in ELD Camp to prepare for ELPAC
- Utilize the ELPAC Practice Test for Teacher Professional Learning purposes and for Test Taking Strategies

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Goal Setting for English Learners
- Increase # of students re-designated by 10% according to ELPAC
- Spring 2023-2024 ELPAC data
- Spring 2023-2024 SBAC Data
- Compare i-Ready Diagnostic last four years
- FIAB and IAB Data
- Common Formative Assessment Data
- SBAC, iReady Diagnostic, and BAS

Owner(s):

- PLC Teams
- ILT
- Admin Team

Timeline:

- Quarterly
- Throughout each Wonders Unit
- Beginning, Middle and End of Year

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- ELD Instructional Coach support
- RTI and Inter-Act Fellows to support instruction
- Materials and Supplies for Close Reading strategies
- Paper/Charts/Poster
- Paper/Folders/Whiteboards
- Resources to support RIRA development
- Technology to support instruction and ELPAC, SBAC, and i-Ready assessments
- Resources to support Professional Learning: Close Reading Strategies
- Purchase Order to purchase ELD Companion, Guided Reading and ELD/ELA Framework

Specify enhanced services for EL students:

- ELD Instructional Coach support
- PL on Designated and Intergraded ELD each
- 30 minutes of Designated ELD instruction with be scheduled to each to grade level's Instrunstructional day
- Use of ELD Component from Wonders Curriculum
- Afterschool tutoring for English Learners
- ELD Camp - tutoring and test prep for English Learners
- Materials and Supplies for Close Reading strategies
- Paper/Charts/Poster
- Paper/Folders/Whiteboards
- Resources to support RIRA development
- Technology to support instruction and assessment
- Resources to support Professional Learning: Close Reading Strategies and RTI Model

Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level
- Intervention for English Learner Students based on the 4 domains tested on ELPAC (reading, writing, speaking and listening)

Action 3

Title: Comprehensive Reading Support & Intervention Program TK-6th

Action Details:

Williams will implement a comprehensive reading support and intervention program to ensure students make continuous progress and are able to demonstrate mastery of standards. Teachers will place an emphasis on students scoring significantly below grade level on SBAC, i-Ready Diagnostics and BAS in service of foundational skills and reading comprehension. Instruction and materials will address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency.

1. RTI to be provided for Kinder - 6th grade students based on students' BAS reading levels using Guided Reading
2. Provide ongoing Professional Development as needed for all teachers in Guided Reading for the purpose of providing RTI in the classroom

- 3. Wonders Leveled Readers will be utilized for small group intervention for grades Kinder - 6th.
- 4. RSP Staff will support classroom teachers in providing Tier 3 small group interventions in grades 1st - 3rd during the RTI and Foundational Skills Instructional Block of Time.
- 5. TK and Kindergarten Teachers will differentiate through small group instruction (Guided Reading) and intentionally plan engaging centers specifically designed to address foundational skills.
- 6. TK - 6th grade Teachers will hold i-Ready and BAS goal setting conversations with students.
- 7. TK - 6th grade teachers will utilize BAS for quarterly progress monitoring student reading levels.
- 8. i-Ready Program to be used for classrooms to provide blended learning opportunities.
- 9. Scholastics First Program (TK - 3rd Grade) and RAZ Kids Program (TK - 6th Grade) to provide extended practice and diagnostics with reading foundational skills.
- 10. Target English Learners level 1-3 to increase redesignation rate by 10 %

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Spring 2023-2024 SBAC Data
- Compare last four years i-Ready Diagnostic Data
- Common Formative Assessment Data
- BAS
- BPST
- ELPAC
- English Learners reclassification rate

Owner(s):

- RTI Support Team
- TSA
- RSP Teacher
- PLC Teams
- Admin Team
- ILT

Timeline:

- Weekly Assessments
- Quarterly Reviews

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Inter-Act Fellows Tutoring Contract
- Extra Pay Contracts for After School Tutoring for Certificated and Classified Staff
- Wonders Leveled Readers
- Contract for copy machine in support of instructional materials and assessment materials
- i-Ready Program
- ELD Standards
- Reading Tutors
- PLI - Technology

Specify enhanced services for EL students:

- ELD instruction to target long term EL's
- EL progress monitoring by teacher and grade level
- SST referrals/meetings to track progress of students
- ELD Camp for English Learners for ELPAC preparation

Specify enhanced services for low-performing student groups:

ATSI Student Focus Groups:

1. Students with disabilities
 2. Foster Youth
 3. Homeless Youth
 4. African-American/Black Students
- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards

- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support (reading tutors)
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level
- Intervention: After School Tutoring in ELA and ELD of Students With Disabilities (Distance from Level 3)
- Intervention: After School Tutoring in ELA and ELD of Homeless Students (Distance from Level 3)
- Intervention: After School Tutoring in ELA & ELD of African American Students (Distance from Level 3)
- Intervention: After School Tutoring in ELA & ELD of White Students (Distance from Level 3)

Action 4

Title: Increase MATH SBAC and iReady Scores by 10%

Action Details:

Teachers will use challenging content in all lessons. The content of all math lessons will reflect the shifts required by the CCSS for Mathematics (focus, coherence & rigor).

1. PLC Teams will utilize the CAASPP Interim Assessment Blocks (IABs) and Formative Interim Assessment Blocks (FIABs), as well as the district's Scope & Sequence to identify essential standards and knowledge targets to engage in a backwards mapping process.
2. PLC Teams will utilize the Common Core Companion as well as other resources to deconstruct the identified essential standards by knowledge targets and essential skills, as well as use the CAASPP Item Specifications to identify question stems at the appropriate Depth of Knowledge and Rigor Level.
3. PLC Teams will create Common Formative Assessments that are intentionally aligned to the rigor of the IAB and FIAB Assessments using the GO Math Curriculum.
4. PLC Teams will plot their Common Formative Assessments on a CFA Planning Calendar along with Common Instructional Plans around Math Tasks based off of essential standards using the GO Math curriculum.
5. Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents.
6. Coherence: All lessons will intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.
7. Rigor: All lessons will intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
8. Teachers will use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards.
9. PLCs will participate in Professional Learning on Focus, Coherence and Rigor using the Math Progressions.
10. PLC teams will use Math Reflex to teach the math facts with automaticity.
11. PLC Teams will participate in Professional Learning in collaboration with TNTP (The New Teacher Project and implement The Math Task Prep Protocol, The 3 Reads Strategy, The Instructional Sequence, The Student Debrief, and the Exit Ticket)
12. All Grades will incorporate the following instructional strategies into their math instruction: The Math Task Prep Protocol, The 3 Reads Strategy, The Instructional Sequence, The Student Debrief, and the Exit Ticket.
13. PLC Teams will use the iReady Toolkit to supplement the adopted curriculum with conceptual math lessons that align with the rigor of the SBAC and iReady Assessments.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Spring 2023-2024 SBAC Data
- Compare last four years i-Ready Diagnostic Data
- Common Formative Assessment Data
- IAB and FIAB Data
- Math Reflex Data

Owner(s):

- PLC Teams
- ILT
- Admin Team

Timeline:

- Throughout each Math Unit
- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Materials and supplies for hands on lessons
- Paper/Charts/Poster
- Paper/Folders/whiteboards/white board markers
- Resources to support math development
- Technology to support instruction and assessment
- Materials and Supplies for Lesson Plans
- Purchase orders for Math Manipulative and Materials for Conceptual Understanding
- TNTP - Professional Learning
- iReady Teacher Toolkit

Specify enhanced services for EL students:

- Use of visuals and realia when teaching math lessons
- PLC agenda with specific feedback on Focus, Coherence, Rigor
- PLC agenda will include student data by sub groups and individual students

Specify enhanced services for low-performing student groups:

ATSI Student Focus Groups:

1. Students with disabilities
 2. Foster Youth
 3. Homeless Youth
 4. African-American/Black Students
- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
 - Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
 - Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level
 - Intervention - After School Tutoring in MATH for African American Students (Distance from Level 3)
 - Intervention - After School Tutoring in MATH for White Students (Distance from Level 3)
 - Intervention - After School Tutoring in MATH for Students With Disabilities (Distance from Level 3)
 - Intervention - After School Tutoring in MATH for Homeless Students (Distance from Level 3)

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No Food or Incentives**	6,980.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation Materials and Supplies **No Food or Incentives**	2,320.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs For Data Analysis Days	12,001.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	6,118.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Office Equipment Lease	4,928.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies for EL Students	4,928.00
G1A2	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Independent Contract 3 reading Tutors	40,000.00
G1A3	One-time School	Instruction	Subagreements			Education and Leadership Foundation : Independent Contract 2 Reading Tutors	10,500.00
G1A3	One-time School	Instruction	Cons Svc/Oth			Education Elements : PLI Initiatives For Lead Teachers	8,100.00
G1A4	One-time School	Instruction	Cons Svc/Oth			The New Teacher Project : TNTP Regional Contract	5,754.00

\$101,629.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	85.02 %	81.97 %	2022-2023	83.07 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Overall Implementation

Action #1 Williams Elementary School students will learn about character and competencies for Workplace Success through the following actions

- The School Culture Climate Team has identified goals in the area of Social Emotional Learning Competencies, with a new competency taught each month. As measured on the Spring Culture Climate Survey 81% with 270 responses.
- Students were provided opportunities to participate in district-funded Goal 2 field trips promoting career awareness such as Bricks For Kids, Ballet, Fresno Philharmonic, and College Campuses among others
- Quarter 4: 4th - 6th grade students will participate in Career Day where they will listen to a variety of speakers and learn about specific career options, educational background and training required, as well as duties and job benefits
- The School Culture and Climate Team implemented school-wide Student of the Month recognition program aligned to the SEL competencies to teach and reinforce personal traits for workplace competency and success carried out monthly. As measured on the Spring Culture Climate Survey 87% with 270 responses
- 4th - 6th Grade Classroom Teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Tier 2 and Tier 3 students were selected for Meaning Jobs to help provide them with a sense of duty and service learning as well as reinforcing workplace competencies
- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Admin Team will leverage parents as partners and volunteers to increase real-world opportunities for students.
- Personalized Learning Initiative (PLI) opportunity for professional learning for all lead teachers
- Implementation of Personalized Learning Initiative (PLI) to increase technology use in the classroom and blended learning utilizing technology

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

1. Continue implementations of Second Step Curriculum to provide students with the opportunity to learn about the Social-Emotional Learning Competencies (Growth Mindset, Self-Awareness, Social Awareness, Self-Efficacy, Self-Management).
2. Continue with Second Step implementation rolled and the Monday Morning Meetings identified as the day to conduct Second Step Lessons. These lessons target the Social-Emotional Learning Competencies that also build the skillset for workplace success.
3. Admin team will facilitate a referral process for parents/families to request the following online: Parent Conferences , Admin/Teacher Meeting or and Student Success Team Meeting
4. Students will participate in district-funded Goal 3 field trips promoting career awareness
5. Students identified as Tier 2 and Tier 3 will be selected to participate in a school-wide job fair to obtain school jobs to help provide them with a sense of duty and service learning as well as reinforcing workplace competencies
6. 4th - 6th grade will continue to participate in Career Day where they will listen to a variety of speakers and learn about specific career options, educational background and training required, as well as duties and and job benefits The School Culture and Climate Team will continue to implement and refine the school-wide Student of the Month recognition program aligned to the SEL competencies to teach and reinforce personal traits for workplace competency and success
7. 4th - 6th Grade Classroom Teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:	2 ELAC:	3 Staff:
Feedback from SS Meeting on 3/17/2023 • Members shared appreciation for Goal 2 field trips to help develop character	Feedback From ELAC 3/10/23 • Parents would like to see more events or field trips to help develop competencies	Staff Feedback: • Explain SEL Para and duties • Peach blossom field trip for Kindergarten, Ice skating field trip, Discovery center field trip, Color me Mine Field trip, Mobile painting event from "The Artist in Me"

Action 1

Title: Character and Competencies for Workplace Success

Action Details:

Williams Elementary School students will learn about character and competencies for Workplace Success through the following actions

- Students will participate in district-funded Goal 2 field trips promoting career awareness such as Technology, Bit-Wise, College Campuses among others

- Students will participate in a school-wide job fair to obtain school jobs to help provide them with a sense of duty and service learning as well as reinforcing workplace competencies
- 4th - 6th grade students will participate in Career Day where they will listen to a variety of speakers and learn about specific career options, educational background and training required, as well as duties and job benefits
- The School Culture and Climate Team will continue to implement and refine the school-wide Student of the Month recognition program aligned to the SEL competencies to teach and reinforce personal traits for workplace competency and success
- 4th - 6th Grade Classroom Teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements

Reasoning for using this action: ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Backwards map activities, person in charge, frequency of meeting, identify short term goal and create an org chart and calendaring events.
2. Lead will create a sign in sheet and turn in time sheets to VP
3. VP will log events and meeting on ATLAS Engagement Tool
4. Report data to teachers, School Culture & Climate Team, and other stakeholders through Parent Newsletter

Owner(s):

Principal
Vice Principal
Culture and Climate Team
ILT
Teachers

Timeline:

Weekly
Monthly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- PLI Initiative - Professional Learning for Lead Teaches
- Social Emotional Learning
- Career Day Speakers
- Transportation for Field Trips
- Chart paper- stock paper
- Speaker System
- Student Leadership
- SEL Competencies Posters
- Trophies medals -certificates

Specify enhanced services for EL students:

- RCA and Tier 2 Specialist, TST Members
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students
- RCA and Counseling services through restorative counselor and School psychologist groups
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students

Specify enhanced services for low-performing student groups:

- **ATSI Student Focus Groups:**
 1. Students with disabilities
 2. Foster Youth
 3. Homeless Youth
 4. African-American/Black Students
- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs
- Teachers will incorporate SEL learning into academic instruction

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	72.89 %	55.23 %	2022-2023	54.63 %
Suspension Rate - Semester 1	✓	2.65 %	4.55 %	2022-2023	4.22 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Overall Implementation

Action #1 Williams Elementary is committed to aligning efforts and will increase Goal 3 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities.

- Teachers and support staff have demonstrated interest in signing up and coaching all sports, including Wrestling for the first time here at Williams in the last 6 years
- Teachers and Coaches have encouraged ELD, AA, Foster Youth and SPED subgroups to participate in the following activities: Battle of the Books, and Sports
- Funds were earmarked to provide certificated and classified staff with extra pay contracts to coach after school sports and direct after school clubs and organizations resulting in high engagement and participation.
- Extra Curricular Activities will be incorporated into unstructured times of the school day (morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports

Action #2 Williams will develop an attendance management program to increase attendance rates and enhance time in class on task.

- Teachers will recognize students with "Good Attendance" 95% to 100% attendance rate quarterly by providing each student with an Attendance Certificate each quarter.
- Staff will incentivize participation and attendance at Saturday Academy with a quarterly field trip for students who attend 75% of the Saturday Academy dates each quarter
- Home School Liaison will provide Attendance Meeting monthly for students with "Chronic or Severely Chronic Attendance Rates.
- Recruit staff for an Attendance Mentoring Program for students with Chronic and Severely Chronic Attendance

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Action 1

- Identification of students in need of support through Targeted Support Team (TST) Tier 2 and Tier 3 was inconsistent after semester 1 due to lack of consistent personnel
- Inconsistent case management of Tier 2 & Tier 3 students
- Only able to refer 12 students for All For Youth Referral
- Admin will continue to strategically implemented opportunities that will engage all students through participation in Goal 3 activities such as sports and clubs
- Some extra curricular activities were incorporated during unstructured times of the school day - morning and lunch recess but needs to be done more consistently by hiring more NTAs.
- Noon Time Sports still need to be incorporated - this was inconsistent due to limited numbers of NTA available

- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- Maintain 1 RCA position to assist with case management of students and work closely with families to increase attendance rates
- Utilize Parent Newsletter, Parent Square and School Messenger to promote attendance and provide attendance information and supports for families to increase attendance rates

Action #3 The Williams School Culture & Climate Team will collaborate with teachers to reduce suspension rates and enhance time in class on task through consistent implementation of the Second Step curriculum. The School Culture Climate Team will work closely with the Tier 1 Specialist to conduct classroom observations and engage in Second Step Program Implementation data collection. Teachers and grade level teams will be incentivized for consistently implementing the curriculum. The admin team and instructional coach will provide support structures (peer observations, planning and modeling) to support any teachers struggling with full implementation.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

1. Money was set aside in Unit 7090 for a Teacher on Special Assignment to support with Tier 2 and Tier 3 structures for supports students.
2. Money was set aside from Budget 0172 for new uniforms and for teacher sports contracts
3. Money was also set aside to hire a 6-hour RCA to be able to provide social emotional support including daily Check In Check Out to increase attendance and positive behavior.
4. This position went unfilled for half of the school year before a long-term sub picked up the job and provided the services to students identified for Tier 2 and Tier 3 services.
5. Money was set aside for Teachers to provide tutoring after school for small groups of students. Only two teachers provided after school tutorials. The majority of these funds have not been expended as intended.
6. Money was set aside for interested classified staff to provide tutoring after school for small groups of students. Only one classified staff member has been providing after school tutorials. The majority of these funds have not been expended as intended.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

1. Admin Team will consistently monitor Behavior data on Power BI specifically to target African American, Hispanic and SPED Subgroups
2. TST Team will consistently progress monitor and manage caseload of students needing Tier 2 and Tier 3 supports
3. Improve SST process utilizing the TST Team to identify supports and resources for each child by assigning a case manager
4. Establishing protocols for students with repeated behaviors and office referrals by create a Behavior Support Plan for students with 5 referrals or more
5. Ensure that SPED students with consistent office referrals or negative behaviors have Behavior Goals and Behavior Intervention Plan on their IEP
6. The Admin Team will monitor the progress of specific student groups and the supports provided to meet goals set in the metrics.
7. Hand-In-Hand mentors will be hired in place of a 6-hour RCA. This will allow for more support in managing the growing caseload of students requiring Tier 2 and Tier 3 supports.
8. Continue to fund I-Ready Tool Professional Learning and staff and student access to the i-Ready Toolkit subscription to support in student academic gaps

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Feedback from SS Meeting on 3/17/2023

- Parents shared appreciation of our sports coaches and their dedication
- Council shared appreciation for Saturday Academy

2 ELAC:

Feedback From ELAC 3/10/23

- Parents would like to see more events or field trips to help develop competencies
- ELAC Mbre communities events

3 Staff:

ILT Feedback

- Sports club during recess and lunch time
- Engagement activities – pastries with parents pancake and pjs, reach out to organization for support

Staff Feedback:

- Start rewarding students with high or perfect attendance with awards, prizes and field trips. Additionally, reward high performing and well behaved students more.
- Add Attendance to IEP Goals" - Do you mean in the present levels? Or in progress reports?
- Add Reading Buddies
- Hire support for structured intermural for 1-6 for athletic pipeline during recess and lunch.
- Provide parents opportunities to engage with their children in a positive way
- we have a lot of tardies and absences - maybe offer reward for good attendance
- Peach blossom field trip for Kindergarten, Ice skating field trip, Discovery center field trip, Color me Mine Field trip, Mobile painting event from "The Artist in Me"
- Action 3- How can we implement a more direct systemic plan to keep track of students who have received presuspensions and should follow with a suspension. Have it placed in atlas when student receives presuspension and all office referrals need to be documented as well.

Action 1

Title: Provide Opportunities in Arts, Athletics & School Activities

Action Details:

SMART GOAL

Williams Elementary is committed to aligning efforts and will increase Goal 3 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities.

1. Strategically implemented opportunities that will engage all students through participation in Goal 3 activities such as:

- Sports Program
- Chefs Club
- Journalism Club

- Reading Club
 - Technology Club
 - Gardening Club
 - Art Club
 - Spelling Bee
 - Battle of the Books
 - Cheerleading
 - Drama Club
 - AMD Club
2. Encourage ELD, AA, Foster Youth and SPED subgroups to participate in the following activities: Battle of the Books, Drama Club.
3. School will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.
4. Funds will be earmarked to provide certificated and classified staff with extra pay contracts to coach after school sports and direct after school clubs and organizations
5. Extra Curricular Activities will be incorporated into unstructured times of the school day (morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports
7. Noon Time Sports will be incentivized in order to increase student interest, engagement and participation
8. Engagement will be recorded in order to track the actual number and percentage of students involved in and connected to a school extra-curricular activity or sport

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Backwards map activities, person in charge, frequency of meeting, identify short term goal and create an org chart and calendaring events.
2. Lead will create a sign in sheet and turn in timesheets to VP
3. VP will log events and meeting on ATLAS Engagement Tool
4. Report data to teachers, Culture and Climate Team, and other stakeholders through Parent Newsletter

Owner(s):

Vice Principal

Principal

TSA

Coaches

Teachers

School Culture & Climate Team

Timeline:

Monthly

Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Staff will develop relational capacity with students to improve positive self-image and confidence while participating in Goal 3 activities.
- VAPA performance opportunities
- All students participating will be entered in the ATLAS System under student engagement.
- Extra & Co-curricular Teacher Supplemental Salaries/ancillary services
- Purchase order for Materials, Supplies, Trophies and Club Meetings

Specify enhanced services for EL students:

- Engagement data for involvement in school activities, arts, and athletics
- Tracking parent volunteers to increase parent involvement
- VP will track parent participation in parent meetings

Specify enhanced services for low-performing student groups:

ATSI Student Focus Groups:

1. Students with disabilities

2. Foster Youth

3. Homeless Youth

4. African-American/Black Students
- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school

• Teachers will encourage these specific students to participate in extra-curricular activities and school clubs

• Teachers will incorporate SEL learning into academic instruction

Action 2

Title: Increase Attendance Rate

Action Details:

Williams will develop an attendance management program to increase attendance rates and enhance time in class on task.

- Utilize TST Team to identify Chronic and Severe Attendance students
- Implement Mentoring program for students with chronic absenteeism
- 1 full time RCA position to assist with case management of students and work closely with families
- Utilize the services of the Hand-in-Hand Mentors to support students in the classroom and outside of the classroom with Tier 2 and Tier 3 needs.
- Utilize the services of a full-time Home School Liaison to track student attendance, make phone calls, conduct home visits, and recruit students for Saturday Academy
- Home Visits will be conducted weekly for chronically absent students by the HSL, Tier 2 Specialist and the RCA.
- Implement a character-building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task.
- Implement attendance incentive program for students through the collaboration of the RCA and the Tier 2 Specialist.
- Have students participate in Saturday Academy to make up absences
- Incentivize attendance at Saturday Academy to increase attendance recovery rates.
- Increase greater levels of parent engagement through Parent University
- Hold monthly SST meetings for students with academic, behavior, and attendance concerns
- Include Attendance Rate in IEP Goals if student has Chronic or Severe Attendance Rate
- Incorporate Excellent Attendance certificates for those students who have 100% -95% Attendance Rate

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Increased Attendance Reports
- Reduced Suspension Rate Reports
- Share Power BI reports on Chronic Absenteeism Data with Teachers on a monthly basis
- Utilize the HSP to support parents with Attendance Meetings

Owner(s):

- Teachers
- TSA
- Tier 2 Specialist
- RCA
- Attendance Clerk
- Office Manager
- Admin Team
- Teacher and Staff Mentors
- TST Team

Timeline:

- Weekly
- Monthly
- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Attendance incentives for individual students, classrooms, and school wide
- Certificates for Perfect Attendance
- Williams Student Store incentives
- Teacher release time to participate in SST

Specify enhanced services for EL students:

- RCA contact
- Tier 2 Specialist Check In Check Out
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students

Specify enhanced services for low-performing student groups:

ATSI Student Focus Groups:

1. Students with disabilities
 2. Foster Youth
 3. Homeless Youth
 4. African-American/Black Students
- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
 - Teachers will encourage these specific students to participate in extra-curricular activities and school clubs
 - Teachers will incorporate SEL learning into academic instruction
 - Intervention - Staff Mentoring for African American Students with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)
 - Intervention - Staff Mentoring for Students with Disabilities with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)

Action 3

Title: Multi Tiered Levels of Support to Lower Suspension Rate

Action Details:

Williams will develop a behavior management, character building program to reduce suspension rates and enhance time in class on task. Second Step Lesson strategies for all learners will enhance campus safety for all students and moderate negative behaviors of students resulting in fewer conflicts with staff and other students.

Support Staff will be hired as part of the Multi-Tiered Systems of Support:

- Site-Funded Teacher on Special Assignment (TSA) to assist with:

- Tier 1 & 2 Behavior Management
- Enforcing Formal Behavior Support Plans
- Provide teacher coverage for participation in SSTs & 504s
- Extended student supervision
- Student Behavior Goal Setting & Management
- helping to provide social emotional support
- Assisting Test Coordinator
- 1 Resource Counselor Assistant (RCA) positions (1.0 FTE) and 2 Hand-in-Hand Mentors to assist with case management of students and work closely with families:
 - ongoing social emotional professional learning
 - helping to provide social emotional support
 - providing check-in and check-out support in the classrooms
 - supervising the Alternate Recess Classroom
 - increase student supervision (before, during, and after school)
 - assist with home visits and connecting parents to support and/or services

Tier I Supports:

- Daily Morning meetings
- Second Step Lessons
- Weekly Class meetings
- Two times a year Behavior Assemblies
- Recognition of students monthly exhibiting Social Emotional Learning Competencies (Student of the Month)
- Quarterly Recognition assembly
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)
- "Ready to Learn" relaxation - Mindfulness throughout the day
- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- 2 x10 Relationship Building
- Specialized Field Trips for Tier 1 Supports for 4th, 5th and 6th grade (Blackbeard's and Wild Waters)
- PLI - Technology

Tier II Supports

- Services and Supports from Restorative Practice Counselor
- Resource Counselor Assistants
- "Cool Down" Area in every classroom
- Student 'Check-In' program with RCA and Tier 2 Specialist
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist.
- Leadership Cohort (Grade 5-6)
- Peer Mediation
- Student jobs
- Specialized Field Trips for students in need of Tier 2 Supports
- Structured Recess Activities

Tier III Supports

- Behavior Support Plan Levels 2 and 3
- Office referrals
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Restorative Circles
- Social Skills Groups: K-3, 4-6
- Individual counseling
- Threat Assessment
- Manifestation Determination meetings
- Expanded IEPs
- ICET referrals
- Parent Training
- "Attendance Matters" groups
- Girl Power Mentoring Program
- Specialized Field Trips for students in need of Tier 3 Supports
- Social/Emotional Support Center
- Structured Recess Activities
- Purchase games and activities for the Structured Recess Room

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Reduced Suspension and Expulsion Reports
- Reduced number of behavior referrals to office Report
- Log of Student use of Social/Emotional Room

Owner(s):

- Restorative Practice Counselor
- RCA
- Hand-in-Hand Mentors
- Tier 2 Specialist
- School Psychologist
- Admin Team
- Teachers

Timeline:

- Monthly
- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- RCAand TSA
- Hand-in-Hand Mentors
- Tier 2 Specialist
- School Psychologist
- Campus Assistant
- Restorative Practice Counselor
- Substitutes for SST and IEP days
- Social/Emotional Support Center

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- RP Counselor, RCA, Tier 2 Specialist, and teacher contact Counseling services through restorative counselor and School psychologist groups
- Targeted Support Team Meetings bi-monthly with RCA, Tier 2 Specialist, Hand-in-Hand Mentors, RP Counselor, School Psych, and Administration
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students.

ATSI Student Focus Groups:

1. Students with disabilities
 2. Foster Youth
 3. Homeless Youth
 4. African-American/Black Students
- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
 - Teachers will encourage these specific students to participate in extra-curricular activities and school clubs
 - Teachers will incorporate SEL learning into academic instruction
 - Intervention - Staff Mentoring of African American Students with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)
 - Intervention - Staff Mentoring for Students with Disabilities with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand to Mind : Hand 2 Mind - 3 Mentors	69,000.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	TSA Position: Rigoberto Sandoval	155,581.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	RCA Position: Ramona Zavala	70,258.00

\$294,839.00

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓	89.99 %	64.24 %	2022-2023	90 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Overall Implementation

Action 1 The Williams Administration Team will actively continue to recruit staff members that reflect the diversity of the community at all levels of the school's personnel: classified support staff, office/administration staff, and the teaching staff.

- Staff retention has increased over the past few years as a result of implementing a focused plan around supporting staff members professional goals and needs
- Culture Climate Team has identified goals on increasing Organizational Environment as measured by the Staff Culture Climate Surveys. Actions such as staff recognition, spirit gear, increased celebrations have resulted in an increase from 64% to 81% in "Organizational Environment" domain.
- Principal works in partnership with Fresno Unified Teacher Residency Program to actively seek out more Black/African-American Teacher Candidates
- Admin Team actively recruits to hire a fair representation of our student population including our Black/African-American subgroup and other sub groups to reflect our diverse population
- PLC Team Members have developed cohesive relationships that have transcended outside the PLC structure resulting in teacher retention

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

- Currently, Williams has a limited number of open teaching position with low
- Not able to fill open Paraprofessional vacancies and substitute paraprofessional positions for Kinder and SPED students
- Team will continue to search for quality candidates Continue partnership with 4A department to recruit support staff and teachers

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

- Budget allocations directed for events to increase number family engagement opportunities such as after school family events, Pre-School/Kinder/6th Grade Graduations, ELAC and SSC Meetings,

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

1. Continue include our Teaching and Classified Support Staff as part of the hiring panel with an emphasis of hiring the most qualified person that reflects our diverse student community

2. Continue with Culturally Proficient Professional Learning for all staff

3. Admin recruit a diverse parent and staff group for our School Site Council

4. Partner with the 4AProgram to provide Reading Tutoring Services for low-performing Black/African-American students through the district's Springboard Program

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: Feedback from SS Meeting on 3/17/2023 No feedback or comment was shared regarding this goal	2 ELAC: Feedback From ELAC 3/10/23 - Parents would like to see more events or field trips to help develop competencies - ELAC appreciates the office staff - request to be selective on the staff we hire- they should be courteous	3 Staff: No Feedback for this goal was provided from ILT Team or Staff
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Action 1

Title: Recruitment of Staff reflecting our Diverse Community

Action Details:

The Williams Administration Team will actively continue to recruit staff members that reflect the diversity of the community at all levels of the school's personnel: classified support staff, office/administration staff, and the teaching staff.

1. Continue to recruit and retain staff that is well vested in our current initiatives.

2. Actively recruit personal reflective of our community, specifically our African-American students and other subgroups.

3. Work in partnership with Fresno Unified's Teacher Residency Program to actively seek out more Black/African-American Teacher Candidates

4. Continue to actively seek out Classified Support Staff reflective of our student population to work in collaboration with teachers in the classroom

5. Administration will work with the Culture Climate Team to identify goals around staff retention

6. Hire Noon Time Assistants and Classified Staff reflective of our student subgroups for student supervision and coordination of noon-time activities

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Compare Fall and Spring Staff, Parent and Culture Climate Data in the following domains:

- Student Wellness
- Family Engagement
- Organization Environment
- School Environment

Owner(s):

Administration Team
Culture Climate Team
Teacher Team
ILT
PLC
Classified Staff
NTA Team

Timeline:

By June of 2024

Describe Direct Services to Staff in support of students, including materials and supplies required (curriculum and instruction):

- Include a diverse representation of Teaching and Classified Support Staff on Hiring Panels
- Continue to provide Culturally Proficient Teaching Training to ALL staff
- Increase recruitment of diverse parent participants for School Site Council and Parent University as well as the District Advisory Committee

Specify enhanced services for Staff in support of EL students:

- Continue to provide Culturally Proficient Teaching Training to ALL staff
- Provide After School Tutorial Services for English Learner Students

Specify enhanced services for Staff to support low-performing student groups:

- Continue to provide Culturally Proficient Teaching Training to ALL staff
- Provide After School Tutorial Services for low-performing students
- Provide Reading Tutoring Services for low-performing Black/African-American students through the district's Springboard Program

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students’ education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	99.98 %	90.91 %	2022-2023	95 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Overall Implementation

Action #1: Williams Elementary will increase the inclusive opportunities for parents to become actively engaged in the education, advocacy, and student success planning for their students.

1. Administration Team was able to recruit parents and community members that have actively participated in ELAC, SSC

2. Utilizing technology and social media has strengthen school to home communication utilizing the following: Parent Square, School Messenger, Class Dojo and Smore for Parent Newsletter. This is reflective on the Spring administration of the Culture Climate Survey with an increase of family responses from Fall to Spring administration of the Culture Climate Surveys

3. Tier 2 Specialist and Resource Counselor Assistants work with targeted students to help increase parent inclusion and participation in Parent Meetings, Sports and other school related functions

Fall to Spring Climate/Culture Family Survey

- Family Engagement Domain--overall 91% to 81% decrease from the Fall survey

Fall to Spring Climate/Culture Student Survey

- Family Engagement Domain--overall 61% to 71% increase from the Fall survey
-

2

Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

1. Parent Conferences for struggling students were not scheduled on a consistently.

2. Due to time and staffing our team was not able to schedule quarterly parent conferences consistently

3. TSA were able to provide support for parents and students, but a protocol needs to be developed by the TST Team for progress monitoring

4. TSA Team has collaborate with teachers to provide parents with appropriate intervention materials to support their students but process needs to be streamlined

5. SST and TST was not able to identify struggling students and invite/recruit to participate in after school AMD Club due to lack of staff to spearhead club. Admin team will recruit staff member to lead AMD Club

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

1. Utilizing technology and social media has strengthen school to home communication utilizing the following: Parent Square, School Messenger, Class Dojo and Smore for Parent Newsletter. Purchase order for Smores

online newsletter platform will be needed to support communication for all stakeholders

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2023/24 SPSA.

1. Admin team will facilitate a referral process for parents/families to request the following online: Parent Conferences, Admin/Teacher Meeting or and Student Success Team Meeting
2. TST Team will progress monitor and manage caseload of students needing Tier 2 and Tier 3 supports
3. Improve the Student Success Team process utilizing the TST Team to help case manage Tier 2 and Tier 3 students
4. Establish protocols for students with repeated behaviors and office referrals including scheduling an SST meeting with identified behavior and/or academic goals
5. Administration Team will actively recruit parents for participation in School Site Council , English Language Advisory Committee and advertise Parent University classes to increase participation
6. Administration and the Culture Climate Team will continue to monitor Culture Climate Surveys for Families, Staff and Students and goal set for Fall and Spring administration
7. Student Recognition Events will be scheduled during ELAC and Parent University Meetings in order to increase parent attendance and participation
8. Administration and TSA Team will create parent workshops to provide parents with appropriate intervention materials/strategies to support their students

Step 4: Educational Partner Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC: Feedback from SS Meeting on 3/17/2023 No feedback or comment was shared regarding this goal	2 ELAC: Feedback From ELAC 3/10/23 - Parents appreciate the security mesurares both the locked doors and closed gate at kinder dismissal - Parents shared that Mr. Tony and Mr. Sandoval are doing a great job.	3 Staff: Feedback from ILT Team - Utilizæ our ELAC Parent Community to support with different activities through out the year Sports during recess and lunch time - Engagement activities – pastries with parents pancake and pjs, reach out to organization for support
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Action 1

Title: Increased Parent Participation and Inclusion

Action Details:

Williams Elementary will increase the inclusive opportunities for parents to become actively engaged in the education, advocacy, and student success planning for their students.

1. Admin team will facilitate a referral process for parents/families to request the following online: Parent Conferences, Admin/Teacher Meeting or and Student Success Team Meeting
2. Parent Conferences for struggling students will be scheduled quarterly with TSA support and monitored using ATLAS Dashboard
3. Administration Team will actively recruit parents for participation in ELAC, Parent University, and other parent meetings.

- 4. Student Recognition Events will be scheduled during ELAC and Parent University Meetings in order to increase parent attendance and participation.
- 5. TSA Team will collaborate with teachers to provide parents with appropriate intervention materials to support their students.
- 6. Tier 2 Specialist and Resource Counselor Assistant will work with targeted parents to help increase parent inclusion and participation in Parent Conferences, ELAC and Parent University
- 7. SST and TST will identify struggling students and invite/recruit to participate in after school AMD Club

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Power BI Chronic Absenteeism Data page, monitor the following student groups: Students with Disabilities, English Learners, African American Students, Foster Youth and Homeless Youth
- ATALS Dashboard: Grade Distribution, Behaviors and Attendance for all students and monitor the following student groups: Students with Disabilities, English Learners, African American Students, Foster Youth and Homeless Youth
- Track and monitor the % of students have a "D" or "F" in one or more core subjects, with in each grade level, class, and the following student groups: Students with Disabilities, English Learners, African American Students, Foster Youth and Homeless Youth
-

Owner(s):

Classroom Teachers
Parents
Administration Team
TSA
ILT
OM/HSL/OA

Timeline:

Montly
Quarterly
Semester

Describe Direct Services to Families in support of students, including materials and supplies required (curriculum and instruction):

- Materials and supplies to support Quarterly Parent Conferences for struggling students
- Material and supplies to support parent meeting, purchase incentives to increase participation
- Purchase Order to provide student with Agenda/Planners to keep track of assignments/tasks and goal monitoring,
- Target Students will be invited to form part of the AMD Club to provide them with organizational materials and learn and practice organizational skills
- Materials, supplies and incentives to support the participation in the AMD Club. Club will also provide opportunities for students to monitor their academic goals under the guidance of the club advisor
- All students will be expected to participate in their parent conference for goal setting and progress monitoring
- Purchase orders for awards, medals and trophies to provide opportunities for students to earn special awards recognition ceremony to honor their work and effort

Specify enhanced services for Families of EL students:

- Administration Team will actively recruit target parents for participation in ELAC and Parent University
- Student Recognition Events will be scheduled during ELAC and Parent University Meetings in order to increase parent attendance and participation
- Administration/TSA Team will create parent workshops to provide parents with appropriate intervention materials to support their students

Specify enhanced services for Families of low-performing student groups:

- Admin team will facilitate a referral process for parents/families to request the following online: Parent Conferences , Admin/Teacher Meeting or and Student Success Team Meeting

2023-2024 Budget for SPSA/School Site Council

State/Federal Dept 0550 Williams Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies **No Food or Incentives**	6,980.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation Materials and Supplies **No Food or Incentives**	2,320.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs For Data Analysis Days	12,001.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	6,118.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			: Office Equipment Lease	4,928.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies for EL Students	4,928.00
G1A2	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Independent Contract 3 reading Tutors	40,000.00
G1A3	One-time School	Instruction	Subagreements			Education and Leadership Foundation : Independent Contract 2 Reading Tutors	10,500.00
G1A3	One-time School	Instruction	Cons Svc/Oth			Education Elements : PLI Initiatives For Lead Teachers	8,100.00
G1A4	One-time School	Instruction	Cons Svc/Oth			The New Teacher Project : TNTP Regional Contract	5,754.00
G3A3	Title 1 Basic	Guidance & Counseling Services	Subagreements			Hand to Mind : Hand 2 Mind - 3 Mentors	69,000.00
G3A3	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	TSA Position: Rigoberto Sandoval	155,581.00
G3A3	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000	RCA Position: Ramona Zavala	70,258.00
							\$396,468.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$78,300.00
Sup & Conc	7090	\$248,886.00
LCFF: EL	7091	\$44,928.00
One-time School	7099	\$24,354.00
Grand Total		\$396,468.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$101,629.00
G3 - Increase student engagement in their school and community	\$294,839.00
Grand Total	\$396,468.00