

Williams Elementary

10621660113811

Principal's Name: Guadalupe Ponce

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

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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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (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 rewritten 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 - Guadalupe Ponce	X				
2. Chairperson - Antonia Gonzales		X			
3. Melondy Wharry		X			
4. Rigoberto Sandoval		X			
5. Ramona Zavala		X			
6. Alejandra Caldwell				X	
7. Angelica Juarez				X	
8. Sylvia Rocha				X	
9. Marina Rasso				X	
10. Laconda Horn				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
☒ ELAC reviewed the SPSA as a school advisory committee.
☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Williams Elementary			
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	Guadalupe Ponce		4/11/25
SSC Chairperson	Antonia Gonzales		4/11/25

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

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

FY 2025/26

Williams - 0550

ON-SITE ALLOCATION

3010	Title I	\$77,004 *
7090	LCFF Supplemental & Concentration	\$238,986
7091	LCFF for English Learners	\$38,808

TOTAL 2025/26 ON-SITE ALLOCATION	\$354,798
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* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$2,232
Program Budget	\$74,772
Total Title I Allocation	\$77,004

ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)

Williams Elementary 2025-2026 - SPSA Draft Edits

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	-75.4 pts	-86.2 pts	2023-2024	70 pts
SBAC ELA - Average distance from standard (Hispanic)	✓	-72 pts	-84.6 pts	2023-2024	-69.6 pts
SBAC ELA - Average distance from standard (Students w/ Disabilities)	✓	-131.4 pts	-154.5 pts	2023-2024	-139.5 pts
SBAC ELA - percentage of students met/exceeded standard	✓	32.3 %	19.8 %	2023-2024	24.8 %
SBAC Math - Average distance from standard	✓	-79 pts	-74.9 pts	2023-2024	-59.9 pts
SBAC Math - percentage of students met/exceeded standard	✓	33.4 %	19.8 %	2023-2024	24.8 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Problem of Practice Literacy

achievement gap in English Language Arts (ELA) for all students including Hispanic, African American, White, English Learners, and students with disabilities, given that their average distance from the standard is significantly below target, and a low percentage of these students are meeting or exceeding the standard?

The data indicates significant achievement gaps in English Language Arts (ELA) for Hispanic students and students with disabilities, with both groups demonstrating performance levels below the standard. This gap in achievement, evidenced by the average distance from the standard and the percentage of students meeting or exceeding the standard, highlights the need for targeted efforts to improve outcomes for these subgroups.

Problem Statement Math :

While students are making gains in closing the gap toward meeting math standards (as shown by the improvement in average distance from standard), fewer students are actually reaching proficiency. This suggests that while growth is occurring, it may not be sufficient to push more students over the proficiency threshold. Recent data further emphasizes the disparities, particularly among Hispanic students and students with disabilities:

- Overall SBAC ELA - Average Distance from Standard: -86.2 points (2023-2024), a decline from -75.4 points.
- Hispanic Students - Average Distance from Standard: -84.6 points (2023-2024), a decline from -72 points.
- Students with Disabilities - Average Distance from Standard: -154.5 points (2023-2024), a decline from -131.4 points.
- Overall SBAC ELA - Percentage of Students Meeting/Exceeding Standard: 19.8% (2023-2024), down from 32.3%.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Literacy Causes:

- Low utilization of assessments to inform instruction and support for students.
- Assessment data does not yield specific needs for instructional gaps of low performing student groups.
- Misalignment between CAASPP expectations and curriculum assessments
- Misalignment between instruction and CAASPP expectations
- Teachers have low expectations of students ability to achieve grade level content and meet standards on grade level assessments
- Low student engagement and student led learning
- Need for additional professional development on engagement strategies in support of literacy instruction

Data:

- SBAC ELA- Average Distance from Standard: -86.2 points (2023-2024), a decline from -75.4 points.
- Hispanic Students - Average Distance from Standard: -84.6 points (2023-2024), a decline from -72 points.
- Students with Disabilities - Average Distance from Standard: -154.5 points (2023-2024), a decline from -131.4 points.
- Overall SBAC ELA- Percentage of Students Meeting/Exceeding Standard: 19.8% (2023-2024), down from 32.3%.
- ELPI 52.2 for 2024

Math Causes:

- Gaps in foundational math skills
- Instructional practices that promote growth but not proficiency
- Misalignment between instruction and SBAC expectations
- Intervention strategies that help but don't push students to proficiency
- Low student engagement and math confidence
- Equity gaps affecting specific student groups
- Need for additional teacher professional development on math instruction

Data:

- Average Distance from Standard has improved from -79 points to -59.9 points in 2023-2024.
- Percentage of Students Meeting/Exceeding Standard has dropped from 33.4%to 19.8%in 2023-2024.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Literacy and Math Data to Inform Instruction:

- Need: Data-driven instructional decisions that target the specific needs of low-performing and disproportionate student groups.
- Solution:
 - Use i-Ready and CAASPP (including IABs and FIABs) to track student progress in real time and identify areas where intervention is most needed.
 - Create a Data Progress Monitoring Tool to monitor PLC teams and support with Professional Learning or planning time to target student groups, small group instruction or tutoring, based on student data
 - Regularly monitor progress and adjust instructional strategies based on the needs of White, Hispanics, African Americans, and students with disabilities, ensuring that students who are struggling receive the specific support they need.

Support for Students with Disabilities:

- Need: Students with disabilities have significant achievement gaps in ELA
- Solution:
 - Ensure adequate Special Education services, including one-on-one or small group instruction tailored to individual needs
 - Provide assistive technologies such as text-to-speech tools, audiobooks, or speech recognition software to help students with disabilities engage with ELA content
 - Professional development for special education teachers to equip them with the skills and resources needed to support diverse learners, including those with learning disabilities and emotional or behavioral challenges
 - Response to Intervention deployment for SPED students amount SPED teachers

Teacher Training and Planning Support:

- Need: Teachers may not be adequately prepared to support the diverse needs of students, particularly those from low-income, minority, or special education backgrounds. Implicit biases can also contribute to lower expectations for certain student groups.
- Solution:
 - Use TNTP Math Training Playbook to train teachers on best practices gleaned, provide refresher course for teachers needing additional support
 - Provide Professional Learning on Math Progressions for across grade level collaboration
 - Identify model teachers using math practices, 3 Read Strategies effectively for other teachers to observe
 - Promote collaboration between general education and special education teachers to ensure that all students, including those with disabilities, receive the support they need.
 - Provide ongoing professional development for educators focused on cultural competency, differentiating instruction, and supporting students with disabilities

Support for English Language Learners:

- Need: Hispanic students, and ELL's struggle with language barriers that hinder their ability to perform well in English Language Arts.
- Solution:
 - Increase access to ELD Instruction both designated and intra-grated instruction
 - Provide language development in RTI model with small group instruction in reading and writing
 - Professional development for teachers to better support ELL students through culturally responsive teaching strategies and differentiated instruction

Resources for Student Groups

- Need: Fund necessary resources for quality instruction, particularly for Hispanic, African American, Students with Disabilities, and low-income students.
- Solution:
 - Invest in professional development programs for teachers in Foundational Skills and Morphology Training to help teachers address the unique needs of their diverse student populations.
 - invest funds in the necessary accommodations, and supports, such as Academic/Social Emotional Mentors to help these students succeed in ELA

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increase ELASBAC and IREADY Scores by 10%

Partially Implemented

Implementation Status: Partially Implemented

The following challenges have impacted full implementation:

- Delayed Hiring: The recruitment of Teaching Fellows was postponed until October.
- Incomplete Training Process: The CCI process for Phase 2 of Foundational Skills training for teachers remains incomplete.
- Building Coherence in Foundational Skills: The PLC Team is still working to establish coherence in this area. Additional factors, including inconsistent adherence to the intervention schedule, lack of fidelity, and limited teacher clarity, have contributed to the disproportionate number of low-performing student groups related to this goal.
- Curriculum Alignment: Most PLC Teams are still working toward aligning the written, taught, and assessed curriculum.
 - K-2 teachers are developing proficiency in teaching reading foundations and understanding Common Core standards, as outlined in the *Common Core Companion*.
 - Grades 3-6 teachers are learning how to utilize FIABs and IABs effectively for instructional planning and design.
 - K-6 teams are still working to establish systemic coherence with essential standards and learning.
- Student Support Services:
 - Some students with disabilities are still in the process of formal identification for RSP or SDC SPED services, causing delays in timely academic support.
 - English Learner (EL) redesignation rates are not meeting the 25% target due to the lack of a structured ELD program for both integrated and designated ELD.
- Response to Intervention - Reading Lab started in late September due to not having Tutors to support with small groups. This only provided students with 2 months of reading intervention before taking i-Ready Diagnostic #2.

Budget:

- TSA provided support with PLC and individual teachers
- RCA provided support by pushing in to support struggling students in Math and Literacy
- Each teacher received a Purchase order for \$500
- Materials and supplies purchased to support Foundational Skills, Literacy, and Professional training
- Teaching Fellows were budgeted and assigned to Kinder- 2nd Grade classrooms
- Common Core Companions and Magnetic Reading was purchased
- Magnetic Reading
- Iready Tool Kit
- Teaching Fellows to support in classroom K-2

Action 2: Increase English Language Development Redesignation Rate

Partially Implemented

Implementation Status: Partially Implemented

- The following challenges have impacted full implementation:
- We successfully met our goal of re-designating 15% of English Learners (ELs) during the 2023-24 school year, with a total of 19 students achieving redesignation. According to the California Dashboard, 48 out of 101 students scored a 3 or 4 on the 2022-23 ELPAC.
- The TSAs and Instructional Coach have collaborated to provide additional intervention and enrichment for EL students in preparation for the ELPAC. This model has proven effective, leading to more students achieving redesignation.
- Designated ELD block of time for explicit ELD instruction schoolwide was partially implemented, with the expectation that Integrated ELD would be embedded across core subject areas throughout the day. However, teachers require further professional development to deliver designated ELD using the appropriate curriculum and materials effectively. Additionally, more training is needed to ensure the proper and effective integration of ELD instructional strategies across all core academic subjects.

Budget:

- TSA to provide instruction to English Language Learners and provided support to PLC teams and individual teachers in planning instruction

- RCA provided support academic and social-emotional support in and out of the classroom
- Each teacher received a Purchase order for \$350
- Materials and supplies purchased to support Foundational Skills, Literacy, and Professional training
- Teaching Fellows were budgeted and assigned to Kinder- 2nd Grade classrooms
- Purchase headphones for ELPAC, SBAC, and I-Ready Assessments
- Common Core Companions for all K-6 grade teachers
- Magnetic Reading materials to support EL and ELA instructions were purchased for students in 3rd-5th grade

Action 3: Comprehensive Reading Support & Intervention Program TK-6th

Partially Implemented

Implementation Status: Partially Implemented

Several challenges have impacted full implementation, affecting student progress and instructional effectiveness.

Instructional Challenges

- **Inconsistent RSP Services:** The RSP team has been collaborating with classroom teachers to provide targeted reading interventions using Guided Reading and Reading Mastery (SRA).
- **Monitoring Student Progress:** Kindergarten - 3rd grade has consistently used the Phonics Assessment to track student progress through both quantitative and qualitative data.
- **Professional Development Needs:** Teachers require continued training in foundational skills and morphology to help close academic gaps.
- **Instructional Strategies:** A common challenge identified is the need to implement research-based instructional strategies for effective reading intervention.

Implementation Delays

- **Delayed Hiring:** The recruitment of Teaching Fellows was postponed until October, impacting early intervention efforts.
- **Incomplete Training:** The CCI process for Phase 2 of Foundational Skills training remains unfinished, slowing progress in literacy instruction.

Building Coherence in Foundational Skills

- The PLC Team is still working to establish coherence in foundational skills instruction.
- **Key challenges include:**
 - Inconsistent adherence to the intervention schedule
 - Lack of fidelity in implementation
 - Limited teacher clarity, contributes to a disproportionate number of low-performing student groups

Student Support Services

- **Special Education Delays:** Some students with disabilities are still awaiting formal identification for RSP or SDC SPED services, causing delays in timely academic support.
- **English Learner (EL) Redesignation Rates:** Currently falling short of the 25% target due to the lack of a structured ELD program for both integrated and designated ELD.

Response to Intervention (RTI) - Reading Lab

- The Reading Lab began in late September due to a lack of available tutors to support small-group instruction.
- As a result, students only received two months of reading intervention before taking i-Ready Diagnostic #2, limiting their progress.

Budget:

- TSA to provide instruction to English Language Learners
- RCA provided support academic and social-emotional support in and out of the classroom
- Each teacher received a Purchase order for \$350
- Materials and supplies purchased to support Foundational Skills, Literacy, and Professional training
- Teaching Fellows were budgeted and assigned to Kinder- 2nd Grade classrooms
- Purchase headphones for ELPAC, SBAC, and I-Ready Assessments
- Common Core Companions for all K-6 grade teachers
- Magnetic Reading materials to support EL and ELA instructions were purchased for students in 3rd-5th grade

Action 4: Increase MATH SBAC and iReady Scores by 10%

Partially Implemented

Implementation Status: Partially Implemented

The following challenges have impacted full implementation:

- We have not met our goal of providing professional development to K-6th grade teachers in collaboration with TNTP. Training is focused on key instructional strategies, including:
 - 3-Reads Model
 - Math Task Prep Protocol
 - Select and Sequence
 - Debrief Strategies
- Additionally, we need to train specific teachers to lead TNTP initiatives within their PLC Teams. This model of instructional professional development will continue into the next school year.
- Furthermore, we have made significant progress in utilizing the Math Reflex Program, ensuring a targeted focus on improving mathematics instruction and student achievement
- Provides additional academic and SEL support to keep students on track. We will continue to refine instructional initiatives in 3rd-5th grade, focusing on:
 - Use of IABs/FIABs
 - Reflex Math
 - Anchor Charts
 - Small Group Instruction
- Next Steps & Continued Efforts
 - Expand professional development to strengthen foundational literacy and numeracy instruction further.
 - Enhance intervention efforts for all students, particularly in math and reading.
 - Continue targeted supports for White, Hispanic, Students with Disabilities and African American student groups to address disparities in achievement.
 - Monitor and refine MTSS implementation to ensure individualized academic and SEL interventions.

Budget:

- TSA to provide instruction to English Language Learners
- RCA provided support academic and social-emotional support in and out of the classroom
- Each teacher received a Purchase order for \$350
- Materials and supplies purchased to support Foundational Skills, Literacy, and Professional training
- Teaching Fellows were budgeted and assigned to Kinder- 2nd Grade classrooms
- Purchase headphones for ELPAC, SBAC, and I-Ready Assessments
- Common Core Companions for all K-6 grade teachers
- Magnetic Reading materials to support EL and ELA instructions were purchased for students in 3rd-5th grade

Action 5: Literacy TK- 2nd Grade Foundation Skills Program

Partially Implemented

Implementation Status: Partially Implemented

The following challenges have impacted full implementation:

- PLC Teams are still working toward building coherence in Foundational Skills. Key challenges include inconsistent adherence to the intervention schedule, lack of fidelity, and limited teacher clarity, all of which have contributed to the disproportionate number of low-performing student groups related to this goal.
- Additionally, most PLC Teams are still striving to align the written, taught, and assessed curriculum:
- K-2 Teachers are developing proficiency in teaching reading foundations and deepening their understanding of standards outlined in the *Common Core Companion*.
- Grades 3-6 Teachers are learning to effectively use FIABs and IABs for instructional planning and design.
- K-6 Teams continue working toward systematically creating coherence with essential standards and learning objectives.
- Some students with disabilities are still in the process of formal identification for RSP or SDC SPED services, causing delays in timely academic support.

- English Learner (EL) redesignation rates are not currently meeting the 25% target due to the absence of a structured ELD program for both integrated and designated ELD.

Budget:

- TSA to provide instruction to English Language Learners
- RCA provided support academic and social-emotional support in and out of the classroom
- Each teacher received a Purchase order for \$350
- Materials and supplies purchased to support Foundational Skills, Literacy, and Professional training
- Teaching Fellows were budgeted and assigned to Kinder- 2nd Grade classrooms
- Four Teaching Fellows were budgeted to support RTI- Response to Intervention Reading Lab
- Purchase headphones for ELPAC, SBAC, and I-Ready Assessments
- Common Core Companions for all K-6 grade teachers
- Magnetic Reading materials to support EL and ELA instructions were purchased for students in 3rd-5th grade

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increase ELA SBAC and IREADY Scores by 10%

Partially Effective

The implementation status remains partially implemented, with several challenges limiting full effectiveness. Delayed hiring and an incomplete training process hindered early intervention efforts. While progress has been made in building coherence in foundational skills and curriculum alignment, inconsistencies in intervention schedules and teacher clarity have impacted student outcomes. Teacher development in reading foundations is ongoing but not yet fully effective. Student support services have been ineffective, with delays in special education identification and EL redesignation rates falling below target due to a lack of structured ELD programs. Additionally, the late start of the Reading Lab reduced the impact of intervention efforts. Addressing these gaps will be essential for improving outcomes in the next academic year.

Action 2: Increase English Language Development Redesignation Rate

Partially Effective

The implementation status remains partially implemented, with notable progress in EL student redesignation but areas still requiring improvement. The goal of re-designating 15% of ELs was successfully met, with 19 students achieving this milestone. Collaboration between TSAs and the Instructional Coach proved effective, contributing to increased redesignation rates. However, while a designated ELD block was partially implemented, the integration of ELD across core subjects remains inconsistent. Teachers need further professional development to effectively use the designated ELD curriculum and integrate instructional strategies across subjects. Strengthening training and instructional support will be crucial for achieving full implementation.

Action 3: Comprehensive Reading Support & Intervention Program TK-6th

Partially Effective

The implementation status remains partially implemented, with several challenges affecting instructional effectiveness and student progress. Instructional challenges include inconsistent RSP services, a need for continued professional development in foundational skills and morphology, and a lack of research-based instructional strategies for reading intervention. Implementation delays such as the late hiring of Teaching Fellows and incomplete training for foundational skills have slowed progress. Building coherence in foundational skills remains a work in progress, with inconsistent intervention schedules, lack of fidelity, and limited teacher clarity contributing to low-performing student groups. Student support services face delays in special education identification and EL redesignation rates remain below the 25% target due to the absence of a structured ELD program. Additionally, the Response to Intervention (RTI) - Reading Lab had a late start, providing only two months of support before i-Ready Diagnostic #2, limiting its impact on student progress. Addressing these issues is essential for achieving full implementation and improving student outcomes.

Action 4: Increase MATH SBAC and iReady Scores by 10%

Partially Effective

The implementation status remains partially implemented, with challenges in fully meeting professional development goals for K-6th grade teachers in collaboration with TNTP. While training has focused on key instructional strategies—such as the 3-Reads Model, Math Task Prep Protocol, Select and Sequence, and Debrief Strategies—there is still a need to train specific teachers to lead TNTP initiatives within their PLC Teams. Despite these setbacks, progress has been made in utilizing the Math Reflex Program to enhance mathematics instruction and student achievement. Efforts to support students academically and socially-emotionally (SEL) continue, with a focus on IABs/FIABs, Reflex Math, Anchor Charts, and Small Group Instruction in 3rd-5th grade. Next steps include expanding professional development, strengthening intervention efforts in math and reading, addressing achievement disparities among White, Hispanic, Students with Disabilities, and African American student groups, and refining MTSS implementation to provide individualized academic and SEL interventions.

Action 5: Literacy TK- 2nd Grade Foundation Skills Program

Partially Effective

The implementation status remains partially implemented, with ongoing challenges in building coherence in Foundational Skills among PLC Teams. Key issues include inconsistent adherence to intervention schedules, lack of fidelity, and limited teacher clarity, which have contributed to the disproportionate number of low-performing student groups. Additionally, curriculum alignment remains a work in progress, as K-2 teachers continue developing proficiency in teaching reading foundations, while grades 3-6 teachers work on effectively utilizing FIABs and IABs for instructional planning. K-6 teams are still striving to systematically align essential standards and learning objectives.

In student support services, delays in formal identification for RSP and SDC SPED services have hindered timely academic interventions. Furthermore, EL redesignation rates remain below the 25% target due to the lack of a structured ELD program for both integrated and designated ELD. Continued efforts are needed to strengthen curriculum alignment, intervention fidelity, and targeted support for struggling student groups.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next Steps for the 2025-2026 School Year

- Strengthening Early Intervention & Support Services
 - Prioritize earlier hiring of Teaching Fellows and instructional staff to prevent delays in interventions.
 - Ensure timely identification of students needing RSP or SDC SPED services for earlier academic support.
 - Improve Response to Intervention (RTI) - Reading Lab by ensuring tutors are available at the beginning of the school year, allowing for longer periods of targeted intervention before assessments.
- Enhancing Professional Development & Teacher Training
 - Expand training for K-6 teachers in foundational reading skills, morphology, and intervention strategies to increase instructional effectiveness.
 - Provide additional professional development on structured ELD implementation, ensuring consistency in both designated and integrated ELD instruction across subjects.
 - Train lead teachers within PLC Teams to facilitate TNTP initiatives and improve collaboration on key instructional strategies, such as the 3-Reads Model, Math Task Prep Protocol, and Select and Sequence strategies.
- Improving Curriculum Alignment & Instructional Coherence
 - Fully align the written, taught, and assessed curriculum across grade levels to ensure consistency in instruction.
 - Support K-2 teachers in strengthening their proficiency in reading foundations while guiding grades 3-6 teachers in effectively utilizing FIABs and IABs for instructional planning.
 - Establish systematic coherence with essential standards and learning objectives across K-6 classrooms.
- Expanding Academic Interventions & Targeted Supports
 - Enhance intervention fidelity by ensuring consistent adherence to intervention schedules and improving teacher clarity on instructional goals.
 - Continue refining strategies to increase EL redesignation rates, such as structured ELD programs and targeted instructional support.
 - Strengthen multi-tiered support systems (MTSS) to provide individualized academic and social-emotional interventions, particularly for White, Hispanic, Students with Disabilities, and African American student groups.
 - Implement intervention supports for K-4 to support foundational skills in reading with Tier I/II students being provided extension opportunities. Tier III students will receive targeted academic support from their classroom teacher. For intermediate grades, Tier III academic support will be adjusted to support identified disproportionate student groups and those of highest need.

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- Maximizing the Impact of Math & Reading Support Programs
 - Improve math instruction by expanding the use of Math Reflex, Anchor Charts, Small Group Instruction, and IABs/FIABs in grades 3-5.
 - Provide additional coaching to teachers on research-based reading intervention strategies to close literacy gaps.

Section D: 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.

SSC:

On March 19, 2025, the SSC met and shared the following:

- Parents expressed the need for more in-class support
- More after-school tutoring for students.
- More field trips
- More communication between parents and teachers

ELAC:

Wednesday, March 5, 2025 -

- Additional language support
- Homework support
- After School Tutoring
- Help students bridge the gap in language proficiency.

Staff:

- On February 18, 2025, the Williams Staff met and shared the following feedback :
- Consistent Use of Research-Based Strategies – Implement Elkonin boxes, decodables, and phonemic awareness routines consistently across all classrooms.
 - Targeted Small Group & One-on-One Support – Expand RTI, leveled instruction, and personalized feedback to support students needing additional literacy interventions.
 - Enhanced Progress Monitoring – Strengthen data-driven decision-making with regular assessment and tracking of student growth.
 - Increased Use of Adaptive Learning Tools – Utilize iReady, Raz-Kids, and Magnetic Reading effectively to personalize learning and reinforce foundational skills.
 - More Parental Engagement – Provide resources and strategies to help families support literacy development at home.
 - Integration of SEL in Literacy Instruction – Continue embedding social-emotional learning (SEL) to enhance student engagement and motivation.
 - Ongoing Professional Development – Provide training on foundational literacy best practices, including TNTP strategies and RTI implementation.
 - More Time for Planning – Allocate dedicated time for teachers to plan effective literacy instruction.
 - Need for an Intervention Teacher – Hire a dedicated interventionist to provide additional literacy support.
 - Need for i-Ready Tool Kit – Ensure access to resources that complement iReady instruction.
 - Professional Development on i-Ready – Train staff on maximizing the program’s effectiveness.
 - Training for Paras and Interact Fellows – Provide professional learning opportunities to strengthen intervention

support.

- Hire More Reading Tutors – Increase the number of tutors available to provide targeted reading interventions.

Action 1 :

LITERACY TK- 2ND GRADE FOUNDATION SKILLS PROGRAM

Action Details:

SMART Goal:

By June 2026, 40% of K-2 students will score proficient in literacy as measured by i-Ready Diagnostic #3. Teachers will deliver explicit and systematic instruction in decoding and encoding words, including word part analysis and connected text reading, to build reading accuracy, automaticity, fluency, and comprehension.

Action Plan

Ongoing Professional Learning

- Provide ongoing coaching for leaders, coaches, and teachers using Foundational Skills Look Fors
- Support curriculum planning and summer programs.
- Analyze data and monitor progress regularly.
- Conduct focus groups, surveys, and site walks to assess current literacy practices.
- Set measurable goals based on findings.
- Develop a tool for ongoing progress monitoring in collaboration with teachers.

Instructional Support for Foundational Skills

- Focus on academic language, phonemic awareness, decoding, and word recognition.
- Implement daily reading to support accuracy, fluency, and comprehension.
- Use Common Formative Assessments (CFAs) to track student progress.

Tier 2 RTI Support

- Utilize RSP and RTI Programs to work in support of the same objective
- Create a schedule that both RTI and RSP can adhere
- Provide support for students needing extra help by assigning students to TST team
- Conduct root cause analysis for students not meeting standards and offer interventions.
- Provide enrichment for students who have mastered targets.

Implement Instructional Practice Guide (IPG)

- Follow the Instructional Practice Guide's key tenets, focusing on foundational skills and student ownership of learning.
- Feedback and data collection shared with staff provided on Wizard Updates

Consistent RTI Structures

- Ensure RTI is applied consistently across all grade levels.
- Monitor and adjust RTI interventions as needed.
- Regularly review progress, adjusting strategies as needed based on data.
- Admin will continue professional learning and coaching with TNTP for sustainability.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Core Instruction

- Evidence-Based Instructional Strategies:
 - Implementation of Orton-Gillingham strategies based on the Science of Reading.
 - Daily connected text reading and systematic phonics instruction using Magnetic Reading lessons.
 - Use of instructional resources such as leveled readers, assessment kits, and differentiated materials to meet diverse learning needs.
 - Schoolwide Instructional Assurances TK-6 to ensure consistent Tier 1 instruction aligned with grade-level curriculum and standards.
 - Integration of Blended Learning Technology (student tablets) to support instruction and assessment.
- Personnel & Resources:
 - ELF Tutors: Each K-1 classroom (8 classrooms) will have a tutor for 6 hours per day, Monday-Friday, to provide small-group support and individualized reading assistance.
 - Teachers: Deliver explicit, structured literacy instruction and conduct ongoing progress monitoring.
 - Instructional Coaches & TSAs: Provide professional development and coaching to enhance Tier 1 instruction.
- Parent & Community Engagement:
 - School-hosted Literacy Night to equip parents with strategies for supporting foundational skills at home.

Tier 2: Targeted Support

Focus: Small-group intervention for students needing additional literacy and social-emotional support.

- Evidence-Based Interventions:
 - Classroom-based Response to Intervention (RTI) for students not meeting, nearly meeting, or exceeding standards.
 - Small-group instruction focused on phonemic awareness, decoding, and fluency.
 - i-Ready Teacher Toolkit for differentiated instruction based on student needs.
 - Use of paper/charts/posters, whiteboards, and other instructional materials to support literacy intervention.
- Personnel & Resources:
 - Reading Intervention Teachers & ELF Tutors: Provide small-group instruction and individualized reading support.
 - General Education Teachers: Implement RTI strategies and track student progress using CFA data.
 - Subs for Professional Learning & Data Analysis: Provide teachers with release time for professional learning, data analysis, and intervention planning.
- Social-Emotional & Behavioral Support:
 - Small-group SEL instruction aligned with district PBIS and Restorative Practices (RP).
 - Behavior intervention plans for students needing additional support.

Tier 3: Intensive Support

Focus: Individualized interventions for students significantly below grade level in literacy and those requiring additional behavioral support.

- Evidence-Based Interventions:
 - One-on-one literacy interventions using structured literacy approaches such as Orton-Gillingham.
 - Intensive phonics and fluency instruction using materials and supplies specifically designed for foundational skills development.
 - Frequent progress monitoring through SST meetings and i-Ready assessments.
 - Use of adaptive learning technology for personalized instruction.
- Personnel & Resources:
 - Special Education Teachers & Reading Specialists: Provide intensive, individualized instruction.
 - School Counselors & Behavioral Interventionists: Implement targeted behavioral supports.
 - Sub Release for SST Meetings: Allow teachers to participate in data-driven discussions to identify student needs.
- Social-Emotional & Behavioral Support:
 - Restorative circles and conflict resolution strategies.
 - Individualized Behavior Intervention Plans (BIPs) aligned with PBIS strategies.

Alignment of Site Resources & Personnel to MTSS Practices

- Professional Learning & Coaching:
 - Orton-Gillingham training for teachers to deepen understanding of the Science of Reading.
 - TNTF partnership for professional learning, coaching, and curriculum planning.
 - Professional learning sessions on foundational literacy instruction for Kindergarten-3rd grade.
- Assessment & Data Monitoring:
 - Use of i-Ready, CFAs, and diagnostic tools for ongoing progress monitoring.
 - Data analysis and planning time are supported by sub-release days.
- Collaboration & Family Engagement:
 - Literacy Night to engage families in foundational literacy practices.
 - Cross-team collaboration between general education, intervention, and special education staff.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Language Learners (ELLs)

- Performance: -78.1 points below the standard on SBAC.
- Progress: 15% of ELL students are making progress toward English language proficiency, categorized in the orange (low-performance) group on the California Dashboard.
- Student Population: 75 students.
- ELPI 52.2%

White:

- Performance: -90.1 points below the standard on SBAC.
- Progress: 15% of students are making progress toward proficiency, categorized in the red (low-performance) group on the California Dashboard.
- Student Population: 44 students.

African American Students

- Performance: -118 points below the standard on SBAC.
- California Dashboard Status: Moved from red to orange indicators 17.5
- Student Population: 93 students

Students with Disabilities (SWD)

- Performance: -154.5 points below the standard on SBAC.
- Trend: Declined by 6.5 points from the 2024 SBAC results but doubled the # of students
- California Dashboard Status: Moved from Red to orange
- Student Population: 99 students.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Student Groups: English Learners, Hispanics, and Students with Disabilities:

- Williams Elementary will utilize Title I funds to contract California Teaching Fellows to support Tier III Response to Intervention (RTI) groups in reading. This initiative aims to provide targeted support for students performing below grade level.
- RTI Implementation: Frequency & Duration: Students will participate in 40-minute RTI sessions, four days per week through a deployment model involving multiple support staff.
- Support Team: Intervention will be delivered by classroom teachers, TSA, Academic Coach, certified tutor sub, Teaching Fellows, and support staff to ensure comprehensive literacy

support.

Budget

-
- TSA
- Academic Coach
- Certificated Tutor
- Attendance Assistant
- RSP Teacher
- ELF Fellows: Provide 5 days per week (6 hours per day) of additional instructional support.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Student Groups: English Learners, Hispanics, and Students with Disabilities:

With Title I funds, we will support English Language Learners by providing supplemental materials and resources for differentiated instruction, along with professional development for teachers and support staff to strengthen language acquisition and promote academic success. Additionally, we will allocate funds to hire a Teacher on Special Assignment (TSA), a Resource Counselor Assistant, and Academic/Social-Emotional Mentors to provide targeted instructional support, social-emotional guidance, and mentorship for English Learner students.

To further enhance student learning, Teaching Fellows will be hired to assist with Response to Intervention (RTI) and provide additional support in Kindergarten through 2nd-grade classrooms, ensuring early intervention and foundational skill development.

As a site: What are the planned actions to support this student group?

English Learner

- We plan to support English Learners by ensuring that teachers and support staff implement designated ELD Instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning
- Add tutoring during the after-school program
- ELPAC goal-setting conferences
- ELPAC Assembly to promote test-taking strategies and the importance of goal-setting
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs.

Hispanics

- We plan to support Hispanic students by ensuring that teachers and support staff implement designated ELD Instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning
- Add tutoring during the after-school program
- i-readyDiagnostic and SBAC goal-setting conferences
- SBAC Assembly to promote test-taking strategies and the importance of goal-setting
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs.

Students with Disabilities:

- We plan to support students with IEPs, including Dually Identified English Learners (ELs) with IEPs, by ensuring that teachers and support staff implement daily Designated ELD instruction to provide equitable access to core learning. Additionally, we will offer after-school tutoring to provide targeted academic support and reinforcement.
- To further enhance student achievement, we will conduct i-Ready Diagnostic and SBAC goal-setting conferences to help students track their progress and set meaningful academic goals. A SBAC Assembly will be

held to promote test-taking strategies and emphasize the importance of goal-setting.

- To strengthen school-home connections, we will maximize the role of our Home School Liaison to improve communication and services for families, ensuring they receive the necessary resources and support to aid their child's academic success.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these improvements in knowledge and learning through the following actions: • Effective Tier 1 Instruction: Teachers will implement high-quality Tier 1 instruction aligned with assessments to ensure consistency and effectiveness. • Data-Driven Instruction: PLC teams will meet regularly to analyze student data and adjust instruction accordingly. • Targeted Interventions: Tier 2 and Tier 3 interventions will be structured and tailored based on assessment results to meet student needs. • Professional Development: K-2 teachers will complete foundational literacy training, while 3-6 teachers will finalize a comprehensive assessment plan. • Instructional Support and Feedback: ◦ Administrators will conduct weekly classroom visits (Admin/AC) to observe instruction. ◦ Teachers will receive targeted feedback with follow-ups to ensure implementation. ◦ Patterns and trends will be identified to align professional learning with site needs. ◦ The reading foundational skills tool and collective commitments walkthrough tools will be utilized to collect data and provide feedback. Measuring Outcomes: • Success will be measured by reading foundational skills walkthrough data, focusing on Best Practices, with a target of 70% "yes" observations in Phonological and Phonic Awareness. • Teachers, grade-level PLCs, and administrators will collaborate to monitor progress and ensure continuous improvement.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will shape these behaviors by utilizing district benchmark assessments, i-Ready Diagnostic reading assessments, and SBAC Interim assessments, including FSA.Expected Outcomes: • Increased student engagement and literacy proficiency across all grade levels. • Growth in student performance on CFA, CSA, IAB, and FIAB assessments. • Effective collaboration within PLCs, leading to improved instructional practices. • Strengthened intervention structures, resulting in accelerated progress for struggling readers. Measuring Success: • Progress will be measured through growth from one assessment to the next and i-Ready Personalized Learning Lessons. • Our goal is to increase the number of students meeting their stretch growth by 20% in i-Ready Diagnostic 3 (D3) compared to last year's D3 results. • Teachers, grade-level PLCs, and administrators will consistently monitor outcomes to ensure progress and make necessary adjustments.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will ultimately achieve these impacts by: • Increasing the number of students meeting or exceeding SBAC reading standards from 31.3% to 36.3% and reducing the distance from standards met from -58.5 to -43.5. • Significantly increasing the number of students reading at or above grade level, closing achievement gaps. • Establishing a sustainable, data-driven instructional culture embedded in PLC practices. • Reducing the need for intensive Tier 3 interventions through strong foundational literacy development in early grades. • Ensuring high teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs. The Principal, ILT, CCT, PLCs, and teachers will continuously monitor outcomes to ensure progress and drive improvement.

Action 2 :

INCREASE ELA SBAC & IREADY PROFICIENCY TO 50%

Action Details:

SMART Goals:

1. **By the end of May 2026**, 50% of K-2 students will score **proficient** in literacy as measured by **i-Ready Diagnostic #3**.
2. **By the end of May 2026**, 50% of 3rd-6th grade students will score **proficient** in literacy as measured by **i-Ready Diagnostic #3 and SBAC data**.

Action Plan:

Instructional Strategies

- Teachers in grades TK-6 will implement Close Reading strategies using appropriate grade-level texts. Lessons will include oral and written tasks integrating Common Core Standards, requiring students to engage in critical thinking and comprehension.
- PLC Teams will utilize CAASPP Interim Assessment Blocks (IABs) and Formative Interim Assessment Blocks (FIABs), along with the district Scope & Sequence, to identify essential standards and knowledge targets for backward mapping. (*Schoolwide Focus: Claim 1, Targets 1, 2 & 4*)
- PLC Teams will use the Common Core Companion and CAASPP Item Specifications to deconstruct essential standards, align instruction with Depth of Knowledge rigor levels, and develop targeted question stems.
- Common Formative Assessments (CFAs) will be intentionally aligned with IAB/ FIAB rigor and integrated into the Wonders curriculum.
- PLC Teams will create a CFA Calendar with Common Instructional Plans based on essential standards and text from Wonders.
- Common Planning in PLCs will focus on designing daily student products demonstrating integration of reading, writing, listening, and speaking through multiple reads of selected Wonders texts.
- Intentional Student Progression:
 - Read 1: General understanding, key ideas, and details (Standards 1-3).
 - Read 2: Focus on author's craft and text structure (Standards 4-6).
 - Read 3: Integration of knowledge, ideas, and extended written responses across multiple texts (Standards 7-9).
- Instructional Lead Teacher Team (ILT) will ensure coherence across all grades by designing aligned student products using the Common Core Companion.
- PLC Teams & ILT will analyze student work and CFA data to ensure alignment with essential standards and knowledge targets.
- PLCs will examine student performance data to provide:
 - Classroom-based interventions & re-teaching for students not meeting/nearly meeting standards.
 - Enrichment opportunities for students who have mastered knowledge targets.
- PLC Teams will receive four half-day substitute coverages per month for professional learning, data analysis, and planning.
- ILT will provide Professional Learning on using the Common Core Companion to refine PLC practices related to reading, writing, listening, and speaking strategies.
- All teachers will use the Instructional Practice Guide (Tenets 1-3) to plan effective instruction, reflect on feedback, and strengthen instructional rigor.
- PLC Teams will utilize the i-Ready Toolkit to supplement the core curriculum with lessons aligned to SBAC and i-Ready assessment rigor.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Core Instruction

- Instructional Assurances: Grade-level curriculum and standards-based instruction for all students.
- Materials & Supplies:
 - Resources for Close Reading & Research-Based Strategies
 - Paper, charts, posters, folders, and whiteboards
 - Copy/Office Equipment Lease for instructional materials
 - Blended Learning Technology: Student tablets to support instruction and assessment
- Professional Learning & Teacher Support:
 - Close Reading & Foundational Skills Training
 - i-Ready Teacher Toolkit for instructional planning

- Professional Learning Book Studies (Foundational Skills Pedagogy, Common Core Companion)

Tier 2: Targeted Supports & Interventions

- Instructional Supports & Interventions:
 - Small-group instruction based on CFA data
 - Re-teaching of key concepts aligned with grade-level curriculum
- Professional Learning & Teacher Collaboration:
 - Substitutes for Teachers to engage in Professional Learning, Data Analysis, & Planning
 - Resources to support professional learning and instructional strategies

Tier 3: Intensive Supports & Interventions

- Targeted Interventions & Remediation:
 - Intensive, small-group, or one-on-one instruction for students significantly below grade level
 - Use of research-based interventions and scaffolding strategies
- Additional Support Resources:
 - Parent Involvement Resources to support EL instruction and intervention strategies

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

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Williams Elementary will utilize Title I funds to contract California Teaching Fellows to support Tier III Response to Intervention (RTI) groups in reading. This initiative aims to provide targeted support for students performing below grade level. RTI Implementation

- Frequency & Duration: Students will participate in 40-minute RTI sessions, four days per week through a deployment model involving multiple support staff.
- Support Team: Intervention will be delivered by classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff to ensure comprehensive literacy support.

Tiered Support Structure

- Kindergarten: Differentiated instruction will take place within the classroom to address early literacy needs.
- Tier II & Tier III (Grades 1+):
 - Tier II (1 year below grade level) and Tier III (2+ years below grade level) students will receive targeted intervention from:

- [TSA](#)
- [Academic Coach](#)
- [Certificated Tutor](#)
- [Teaching Fellows](#)
- [RSP Teacher](#)
- Teaching Fellows: Provide 5 days per week (6 hours per day) of additional instructional support.

To ensure English Learners (ELs) receive the necessary support to develop language proficiency and achieve academic success, Williams Elementary has implemented a comprehensive approach that includes instructional strategies, targeted interventions, data-driven instruction, and professional learning for educators.

High-Quality Designated and Integrated ELD Instruction

- [30 Minutes of Daily Designated ELD Instruction](#): Scheduled into each grade level's instructional day to provide explicit language instruction.
- [Integrated ELD Support](#): Language development strategies will be embedded throughout all subject areas to enhance comprehension and academic vocabulary.
- [Utilization of Wonders ELD Component](#): Teachers will implement ELD-specific resources from the Wonders curriculum to support structured language acquisition.
- [Multicultural & Real-World Connections](#): Teachers will incorporate culturally relevant teaching strategies and real-world experiences to enhance engagement.

Targeted Interventions & Academic Support

- [Afterschool Tutoring for EL Students](#): Focused tutoring sessions will be provided to reinforce language development.
- [ELD Camp](#): Additional tutoring and test preparation for ELPAC to support language proficiency and reclassification goals.
- [Ongoing Progress Monitoring](#):
 - Teachers, TSA (Teacher on Special Assignment), and Certificated Tutors (CTs) will provide intervention support as needed.
 - Analysis of Common Formative Assessments (CFA), CSA, FIAB, IAB, and i-Ready to plan targeted instruction.
 - Goal-setting data chats based on ELPAC results and reclassification criteria will be shared with teachers, students, and parents to set individualized language development goals.

Professional Learning & Collaboration

- [PLC and District EL Coach Support](#):
 - Teachers will receive ongoing professional development through Professional Learning Communities (PLCs) and District EL Coaches to strengthen ELD instructional practices.
 - Training will focus on the deconstruction of ELD standards, implementation of specific ELD strategies, and integration of ELPAC-type tasks into daily instruction.
- [ILT \(Instructional Leadership Team\) Support](#):
 - The ILT will guide EL instructional planning by analyzing data trends and identifying best practices for improving language proficiency.
- [Common Assignment Data Analysis](#):
 - Teachers will regularly analyze student performance on common assessments to monitor progress and adjust instruction accordingly.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

White (WH):

Student Groups: English Learners, Hispanics, and Students with Disabilities:

With **Title I funds**, we plan to support **English Language Learners** by providing **supplemental materials and resources** for differentiated instruction, as well as **professional development** for teachers and support staff to enhance language acquisition and academic success.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

White (WH):

Student Groups: English Learners, Hispanics, and Students with Disabilities:

With Title I funds, we will support English Language Learners by providing supplemental materials and resources for differentiated instruction, along with professional development for teachers and support staff to strengthen language acquisition and promote academic success. Additionally, we will allocate funds to hire a Teacher on Special Assignment (TSA), a Resource Counselor Assistant, and Academic/Social-Emotional Mentors to provide targeted instructional support, social-emotional guidance, and mentorship for English Learner students.

To further enhance student learning, Teaching Fellows will be hired to assist with Response to Intervention (RTI) and provide additional support in Kindergarten through 2nd-grade classrooms, ensuring early intervention and foundational skill development.

As a site: What are the planned actions to support this student group?

English Learner

- We plan to support English Learners by ensuring that teachers and support staff implement designated ELD Instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning
- Add tutoring during the after-school program
- ELPAC goal-setting conferences
- ELPAC Assembly to promote test-taking strategies and the importance of goal-setting
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs.

Hispanics

- We plan to support Hispanic students by ensuring that teachers and support staff implement designated ELD Instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning
- Add tutoring during the after-school program
- i-ready diagnostic and SBAC goal-setting conferences
- SBAC Assembly to promote test-taking strategies and the importance of goal-setting
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs.

Students with Disabilities:

- We plan to support students with IEPs, including Dually Identified English Learners (ELs) with IEPs, by ensuring that teachers and support staff implement daily Designated ELD instruction to provide equitable access to core learning. Additionally, we will offer after-school tutoring to provide targeted academic support and reinforcement.
- To further enhance student achievement, we will conduct i-Ready Diagnostic and SBAC goal-setting conferences to help students track their progress and set meaningful academic goals. A SBAC Assembly will be held to promote test-taking strategies and emphasize the importance of goal-setting.
- To strengthen school-home connections, we will maximize the role of our Home School Liaison to improve communication and services for families, ensuring they receive the necessary resources and support to aid their child's academic success.

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these improvements in knowledge and learning through the following actions: - Effective Tier 1 Instruction: Teachers will implement high-quality Tier 1 instruction aligned with assessments to ensure consistency and effectiveness. - Data-Driven Instruction: PLC teams will meet regularly to analyze student data and adjust instruction accordingly. - Targeted Interventions: Tier 2 and Tier 3 interventions will be structured and tailored based on assessment results to meet student needs. - Professional Development: K-2 teachers will complete foundational literacy training, while 3-6 teachers will finalize a comprehensive assessment plan. - Instructional Support and Feedback: - Administrators will conduct weekly classroom visits (Admin/AC) to observe instruction. - Teachers will receive targeted feedback with follow-ups to ensure implementation. - Patterns and trends will be identified to align professional learning with site needs. - The reading foundational skills tool and collective commitments walkthrough tools will be utilized to collect data and provide feedback. Measuring Outcomes: - Success will be measured by reading foundational skills walkthrough data, focusing on Best Practices, with a target of 70% "yes" observations in Phonological and Phonic Awareness. - Teachers, grade-level PLCs, and administrators will collaborate to monitor progress and ensure continuous improvement.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these improvements in knowledge and learning through the following actions: - Effective Tier 1 Instruction: Teachers will implement high-quality Tier 1 instruction aligned with assessments to ensure consistency and effectiveness. - Data-Driven Instruction: PLC teams will meet regularly to analyze student data and adjust instruction accordingly. - Targeted Interventions: Tier 2 and Tier 3 interventions will be structured and tailored based on assessment results to meet student needs. - Professional Development: K-2 teachers will complete foundational literacy training, while 3-6 teachers will finalize a comprehensive assessment plan. - Instructional Support and Feedback: - Administrators will conduct weekly classroom visits (Admin/AC) to observe instruction. - Teachers will receive targeted feedback with follow-ups to ensure implementation. - Patterns and trends will be identified to align professional learning with site needs. - The reading foundational skills tool and collective commitments walkthrough tools will be utilized to collect data and provide feedback. Measuring Outcomes: - Success will be measured by reading foundational skills walkthrough data, focusing on Best Practices, with a target of 70% "yes" observations in Phonological and Phonic Awareness. - Teachers, grade-level PLCs, and administrators will collaborate to monitor progress and ensure continuous improvement.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will ultimately achieve these impacts by: - Increasing the number of students meeting or exceeding SBAC reading standards from 19.7% to 25% and reducing the distance from standards met from -86.35 to -70.0. - Significantly increasing the number of students reading at or above grade level, closing achievement gaps. - Establishing a sustainable, data-driven instructional culture embedded in PLC practices. - Reducing the need for intensive Tier 3 interventions through strong foundational literacy development in early grades. - Ensuring high teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs. The Principal, ILT, CCT, PLCs, and teachers will continuously monitor outcomes to ensure progress and drive improvement

Action 3 :

INCREASE ENGLISH LANGUAGE DEVELOPMENT REDESIGNATION RATE

Action Details:

SMART Goal:

By the end of the 2025-2026 school year, the number and percentage of English Learner (EL) students redesignated will increase by 25%. Williams will implement a comprehensive program to support English Learners at all stages of language acquisition and academic development, aligning with the ELD Standards and ELA/ELD Framework. The program will focus on increasing redesignation rates and improving proficiency levels on the ELPAC assessment. Through Professional Learning Communities (PLCs), teachers will execute a targeted action plan that integrates Response to Intervention (RTI) strategies, emphasizing support for EL students performing below grade level on SBAC, i-Ready, BAS, and redesignation data in the 2025-2026 administration.

Action Plan Instruction & Curriculum Implementation

- Establish school-wide Designated and Integrated ELD time blocks and embed them into the instructional schedule.
- Align Integrated and Designated ELD instruction with the California ELA/ELD Framework.
- Provide 30 minutes of daily Designated ELD instruction in addition to Integrated ELD across content areas.
- Differentiate Designated ELD instruction based on student ELD levels and individual language development needs.
- Plan and implement daily Designated ELD lessons using:
 - ELD Teacher's Edition
 - ELD Companion
 - ELD Vocabulary Cards from Wonders
- Integrate specific ELD instructional strategies into all academic content areas.
- Utilize Accountable/Productive Talk structures to facilitate academic discussions and process questions.

Assessment & Progress Monitoring

- Design and administer formative assessments to monitor EL students' academic and language development progress.
- Implement an EL progress monitoring tool to track student growth and inform instruction.
- Utilize the ELPAC Practice Test and ELPAC FIABs for:
 - Teacher professional learning
 - Test-taking strategies for students
- Conduct ELD Camps to help students prepare for the ELPAC assessment.

Professional Development & Support

- Collaborate with English Learner Services for ongoing Professional Learning opportunities.
- Utilize ELD Instructional Coaches to support lesson planning and instructional best practices.
- Implement strategies for increasing collaborative academic conversations within classrooms.
- Provide extra pay contracts for tutoring EL students in need of additional academic support.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1: Core Instruction & Universal Support
 - ELD Instructional Coach support to assist teachers in implementing effective ELD strategies.
 - RTI and Inter-Act Fellows to support classroom instruction and language development.
 - Technology resources to enhance instruction and support assessments, including ELPAC, CAASPP, and i-Ready.
 - Materials and supplies for Close Reading strategies, ensuring all students access grade-level texts and literacy instruction.

Tier 2: Targeted Instruction & Intervention

- ELD Companion, Guided Reading, and ELD/ELA Framework resources to provide structured language support for students requiring additional instruction.
- Paper, charts, and posters to support differentiated instruction and visual learning aids.

- Paper, folders, and whiteboards to facilitate small group instruction and student engagement in literacy activities.

Tier 3: Intensive Intervention & Support

- Additional targeted RTI interventions facilitated by Inter-Act Fellows and support staff for students performing significantly below grade level.
- Professional Learning resources focused on Close Reading strategies to equip educators with best practices for accelerating language acquisition and comprehension.
- Purchase orders for instructional resources to enhance intervention efforts and provide structured academic support for English Learners.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Language Learners (ELLs)

- Performance: -78.1 points below the standard on SBAC.
- Progress: 15% of ELL students are making progress toward English language proficiency, categorized in the orange (low-performance) group on the California Dashboard.
- Student Population: 75 students.

White:

- Performance: -90.1 points below the standard on SBAC.
- Progress: 15% of students are making progress toward proficiency, categorized in the red (low-performance) group on the California Dashboard.
- Student Population: 44 students.

African American Students

- Performance: -118 points below the standard on SBAC.
- California Dashboard Status: Moved from red to orange indicators 17.5
- Student Population: 93 students

Students with Disabilities (SWD)

- Performance: -154.5 points below the standard on SBAC.
- Trend: Declined by 6.5 points from the 2024 SBAC results but doubled the # of students
- California Dashboard Status: Moved from Red to orange
- Student Population: 99 students.

Williams Elementary will utilize Title I funds to contract California Teaching Fellows to support Tier III Response to Intervention (RTI) groups in reading

RTI Implementation

- Frequency & Duration: Students will participate in 40-minute RTI sessions, four days per week through a deployment model involving multiple support staff.
- Support Team: Intervention will be delivered by classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff to ensure comprehensive literacy support.

Tiered Support Structure

- Kindergarten: Differentiated instruction will take place within the classroom to address early literacy needs.
- Tier II & Tier III (Grades 1+):
 - Tier II (1 year below grade level) and Tier III (2+ years below grade level) students will receive targeted intervention from:
 - TSA
 - Academic Coach
 - Certificated Tutor
 - Teaching Fellows
 - RSP Teacher
 - Teaching Fellows: Provide 5 days per week (6 hours per day) of additional instructional support.

To ensure English Learners (ELs) receive the necessary support to develop language proficiency and achieve academic success, Williams Elementary has implemented a comprehensive approach that includes instructional strategies, targeted interventions, data-driven instruction, and professional learning for educators.

- 1. High-Quality Designated and Integrated ELD Instruction
 - 30 Minutes of Daily Designated ELD Instruction: Scheduled into each grade level's instructional day to provide explicit language instruction.
 - Integrated ELD Support: Language development strategies will be embedded throughout all subject areas to enhance comprehension and academic vocabulary.
 - Utilization of Wonders ELD Component: Teachers will implement ELD-specific resources from the Wonders curriculum to support structured language acquisition.
 - Multicultural & Real-World Connections: Teachers will incorporate culturally relevant teaching strategies and real-world experiences to enhance engagement.

Targeted Interventions & Academic Support

- Afterschool Tutoring for EL Students: Focused tutoring sessions will be provided to reinforce language development.
- ELD Camp: Additional tutoring and test preparation for ELPAC to support language proficiency and reclassification goals.
- Ongoing Progress Monitoring:
 - Teachers, TSA (Teacher on Special Assignment), and Certificated Tutors (CTs) will provide intervention support as needed.
 - Analysis of Common Formative Assessments (CFA), CSA, FIAB, IAB, and i-Ready to plan targeted instruction.
 - Goal-setting data chats based on ELPAC results and reclassification criteria will be shared with teachers, students, and parents to set individualized language development goals.

Professional Learning & Collaboration

- PLC and District EL Coach Support:
 - Teachers will receive ongoing professional development through Professional Learning Communities (PLCs) and District EL Coaches to strengthen ELD instructional practices.
 - Training will focus on the deconstruction of ELD standards, implementation of specific ELD strategies, and integration of ELPAC-type tasks into daily instruction.
- ILT (Instructional Leadership Team) Support:
 - The ILT will guide EL instructional planning by analyzing data trends and identifying best practices for improving language proficiency.
- Common Assignment Data Analysis:
 - Teachers will regularly analyze student performance on common assessments to monitor progress and adjust instruction accordingly.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Student Groups: English Learners, Hispanics, and Students with Disabilities:

With Title I funds, we plan to support English Language Learners by providing supplemental materials and resources for differentiated instruction, as well as professional development for teachers and support staff to enhance language acquisition and academic success.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Student Groups: English Learners, Hispanics, and Students with Disabilities:

With Title I funds, we will support English Language Learners by providing supplemental materials and resources for differentiated instruction, along with professional development for teachers and support staff to strengthen language acquisition and promote academic success. Additionally, we will allocate funds to hire a Teacher on Special Assignment (TSA), a Resource Counselor Assistant, and Academic/Social-Emotional Mentors to provide targeted instructional support, social-emotional guidance, and mentorship for English Learner students.

To further enhance student learning, Teaching Fellows will be hired to assist with Response to Intervention (RTI) and provide additional support in Kindergarten through 2nd-grade classrooms, ensuring early intervention and foundational skill development.

As a site: What are the planned actions to support this student group?

English Learner

- We plan to support English Learners by ensuring that teachers and support staff implement designated ELD Instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning
- Add tutoring during the after-school program
- ELPAC goal-setting conferences
- ELPAC Assembly to promote test-taking strategies and the importance of goal-setting
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs.

Hispanics

- We plan to support Hispanic students by ensuring that teachers and support staff implement designated ELD Instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning
- Add tutoring during the after-school program
- i-readyDiagnostic and SBAC goal-setting conferences
- SBAC Assembly to promote test-taking strategies and the importance of goal-setting
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs.

Students with Disabilities:

- We plan to support students with IEPs, including Dually Identified English Learners (ELs) with IEPs, by ensuring that teachers and support staff implement daily Designated ELD instruction to provide equitable access to core learning. Additionally, we will offer after-school tutoring to provide targeted academic support and reinforcement.
- To further enhance student achievement, we will conduct i-Ready Diagnostic and SBAC goal-setting conferences to help students track their progress and set meaningful academic goals. A SBAC Assembly will be held to promote test-taking strategies and emphasize the importance of goal-setting.
- To strengthen school-home connections, we will maximize the role of our Home School Liaison to improve communication and services for families, ensuring they receive the necessary resources and support to aid their child's academic success.

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these improvements in knowledge and learning through the following actions: • Effective Tier 1 Instruction: Teachers will implement high-quality Tier 1 instruction aligned with assessments to ensure consistency and effectiveness. • Data-Driven Instruction: PLC teams will meet regularly to analyze student data and adjust instruction accordingly. • Targeted Interventions: Tier 2 and Tier 3 interventions will be structured and tailored based on assessment results to meet student needs. • Professional Development: K-2 teachers will complete foundational literacy training, while 3-6 teachers will finalize a comprehensive assessment plan. • Instructional Support and Feedback: ◦ Administrators will conduct weekly classroom visits (Admin/AC) to observe instruction. ◦ Teachers will receive targeted feedback with follow-ups to ensure implementation. ◦ Patterns and trends will be identified to align professional learning with site needs. ◦ The reading foundational skills tool and collective commitments walkthrough tools will be utilized to collect data and provide feedback. Measuring Outcomes: • Success will be measured by reading foundational skills walkthrough data, focusing on Best Practices, with a target of 70% "yes" observations in Phonological and Phonic Awareness. • Teachers, grade-level PLCs, and administrators will collaborate to monitor progress and ensure continuous improvement.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will shape these behaviors by utilizing district benchmark assessments, i-Ready Diagnostic reading assessments, and SBAC Interim assessments, including FSA.Expected Outcomes: • Increased student engagement and literacy proficiency across all grade levels. • Growth in student performance on CFA, CSA, IAB, and FIAB assessments. • Effective collaboration within PLCs, leading to improved instructional practices. • Strengthened intervention structures, resulting in accelerated progress for struggling readers. Measuring Success: • Progress will be measured through growth from one assessment to the next and i-Ready Personalized Learning Lessons. • Our goal is to increase the number of students meeting their stretch growth by 20% in i-Ready Diagnostic 3 (D3) compared to last year's D3 results. • Teachers, grade-level PLCs, and administrators will consistently monitor outcomes to ensure progress and make necessary adjustments.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will ultimately achieve these impacts by: • Increasing the number of students meeting or exceeding SBAC reading standards from 31.3% to 36.3% and reducing the distance from standards met from -58.5 to -43.5. • Significantly increasing the number of students reading at or above grade level, closing achievement gaps. • Establishing a sustainable, data-driven instructional culture embedded in PLC practices. • Reducing the need for intensive Tier 3 interventions through strong foundational literacy development in early grades. • Ensuring high teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs. The Principal, ILT, CCT, PLCs, and teachers will continuously monitor outcomes to ensure progress and drive improvement.

Action 4 :

COMPREHENSIVE READING SUPPORT & INTERVENTION PROGRAM TK-6TH

Action Details:

SMART Goal:

By June 2026, 60% of K-6 students scoring significantly below grade level on SBAC, i-Ready Diagnostics, and the Phonics Inventory will demonstrate at least one year of growth in foundational reading skills and comprehension as measured by i-Ready progress monitoring and formative assessments. Additionally, the redesignation rate of English Learners (Levels 1-3) will increase by 10%.

Action Plan:

Tier 1:

- Implementation of a Comprehensive Reading Support Program aligned with state standards to ensure continuous student progress.
- Use of i-Ready to provide personalized learning opportunities and monitor student progress.
- Wonders Adaptive Program (K-6) for extended foundational skills practice.
- Scholastics First (TK-3) and Scholastic Word (3-6) for extended reading foundational skills practice and diagnostics.
- Amira Reading Program to provide AI-supported small-group instruction targeting foundational literacy skills.
- TK-Kindergarten Differentiation through guided reading, small group instruction, and engaging centers tailored to foundational skill development.
- Goal-Setting Conversations between TK-6 teachers and students to track progress and promote academic ownership.

Tier 2: Targeted Support (Intervention for Students Needing Additional Help)

- Response to Intervention (RTI) for K-6 based on the Foundational Skills Assessment to address gaps in phonological awareness, letter recognition, phonics, vocabulary, and fluency.
- Quarterly Progress Monitoring Assessments to track foundational skills and adjust instruction accordingly.
- Small Group Instruction with Wonders Leveled & Decodable Readers for targeted reading intervention in K-6.
- Targeted English Learner Support (Levels 1-3) to improve reading comprehension and foundational literacy skills, aiming for a 10% increase in redesignation rates.

Tier 3: Intensive Support (For Students Significantly Below Grade Level)

- RSP Staff Support (Grades 1-3) for Tier 3 small group interventions during the RTI and Foundational Skills Instructional Block.
- Amira AI Reading Tutor to provide individualized literacy intervention for struggling students.
- Additional Professional Development for Teachers in foundational reading skills to improve intervention strategies and ensure effective RTI implementation.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Tier 1: Universal Support (Core Instruction for All Students)
 - Implementation of ELD Standards to support English Language Development in all classrooms.
 - Use of Wonders Leveled Readers to provide differentiated reading instruction.
 - i-Ready Program for diagnostic assessments and personalized learning pathways.
 - Update Technology to enhance instruction, assessment, and student engagement.
 - Contract for copy machine to support instructional and assessment material preparation.
- Tier 2: Targeted Support (Intervention for Students Needing Additional Help)
 - Reading Tutors provide structured intervention for students needing additional reading support.
 - Extra Pay Contracts for After-School Reading Intervention/Tutoring for certificated and classified staff to support students nearing proficiency.
 - Inter-Act Fellows Tutoring Contract to provide small-group intervention and targeted academic support.
- Tier 3: Intensive Support (For Students Significantly Below Grade Level)
 - Partnership with the Family Wellness Center to provide wraparound support for students facing academic and social-emotional challenges.

- Individualized Reading Intervention through one-on-one tutoring sessions and intensive skill-building strategies

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Language Learners (ELLs)

- Performance: -78.1 points below the standard on SBAC.
- Progress: 15% of ELL students are making progress toward English language proficiency, categorized in the orange (low-performance) group on the California Dashboard.
- Student Population: 75 students.

White:

- Performance: -90.1 points below the standard on SBAC.
- Progress: 15% of students are making progress toward proficiency, categorized in the red (low-performance) group on the California Dashboard.
- Student Population: 44 students.

African American Students

- Performance: -118 points below the standard on SBAC.
- California Dashboard Status: Moved from red to orange indicators 17.5
- Student Population: 93 students

Students with Disabilities (SWD)

- Performance: -154.5 points below the standard on SBAC.
- Trend: Declined by 6.5 points from the 2024 SBAC results but doubled the # of students
- California Dashboard Status: Moved from Red to orange
- Student Population: 99 students.

Tier 1

Williams Elementary will utilize Title I funds to contract California Teaching Fellows to support Tier III Response to Intervention (RTI) groups in reading. This initiative aims to provide targeted support for students performing below grade level.

RTI Implementation

- Frequency & Duration: Students will participate in 40-minute RTI sessions, four days per week through a deployment model involving multiple support staff.
- Support Team: Intervention will be delivered by classroom teachers, TSA, Academic Coach, Certificated Tutor, Teaching Fellows, and support staff to ensure comprehensive literacy support.

Tiered 2 & 3

- Kindergarten: Differentiated instruction will take place within the classroom to address early literacy needs.
- Tier II & Tier III (Grades 1+):
 - Tier II (1 year below grade level) and Tier III (2+ years below grade level) students will receive targeted intervention from:
 - TSA
 - Academic Coach
 - Certificated Tutor
 - Teaching Fellows
 - RSP Teacher
 - Teaching Fellows: Provide 5 days per week (6 hours per day) of additional instructional support.

To ensure English Learners (ELs) receive the necessary support to develop language proficiency and achieve academic success, Williams Elementary has implemented a comprehensive approach that includes instructional strategies, targeted interventions, data-driven instruction, and professional learning for educators.

- High-Quality Designated and Integrated ELD Instruction
- 30 Minutes of Daily Designated ELD Instruction: Scheduled into each grade level's instructional day to provide explicit language instruction.
- Integrated ELD Support: Language development strategies will be embedded throughout all subject areas to enhance comprehension and academic vocabulary.
- Utilization of Wonders ELD Component: Teachers will implement ELD-specific resources from the Wonders curriculum to support structured language acquisition.
- Multicultural & Real-World Connections: Teachers will incorporate culturally relevant teaching strategies and real-world experiences to enhance engagement.

Targeted Interventions

- Afterschool Tutoring for EL Students: Focused tutoring sessions will be provided to reinforce language development.
- ELD Camp: Additional tutoring and test preparation for ELPAC to support language proficiency and reclassification goals.
- Ongoing Progress Monitoring:
 - Teachers, TSA (Teacher on Special Assignment), and Certificated Tutors (CTs) will provide intervention support as needed.
 - Analysis of Common Formative Assessments (CFA), CSA, FIAB, IAB, and i-Ready to plan targeted instruction.
 - Goal-setting data chats based on ELPAC results and reclassification criteria will be shared with teachers, students, and parents to set individualized language development goals.

Professional Learning

- PLC and District EL Coach Support:
 - Teachers will receive ongoing professional development through Professional Learning Communities (PLCs) and District EL Coaches to strengthen ELD instructional practices.
 - Training will focus on the deconstruction of ELD standards, implementation of specific ELD strategies, and integration of ELPAC-type tasks into daily instruction.
- ILT (Instructional Leadership Team) Support:
 - The ILT will guide EL instructional planning by analyzing data trends and identifying best practices for improving language proficiency.
- Common Assignment Data Analysis:
 - Teachers will regularly analyze student performance and plan next steps in instruction

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Student Groups: English Learners, Hispanics, and Students with Disabilities:

With Title I funds, we plan to support English Language Learners by providing supplemental materials and resources for differentiated instruction, as well as professional development for teachers and support staff to enhance language acquisition and academic success.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Student Groups: English Learners, Hispanics, and Students with Disabilities:

With Title I funds, we will support English Language Learners by providing supplemental materials and resources for differentiated instruction, along with professional development for teachers and support staff to strengthen language acquisition and promote academic success. Additionally, we will allocate funds to hire a Teacher on Special Assignment (TSA), a Resource Counselor Assistant, and Academic/Social-Emotional Mentors to provide targeted instructional support, social-emotional guidance, and mentorship for English Learner students.

To further enhance student learning, Teaching Fellows will be hired to assist with Response to Intervention (RTI) and provide additional support in Kindergarten through 2nd-grade classrooms, ensuring early intervention and foundational skill development.

As a site: What are the planned actions to support this student group?

English Learner

- We plan to support English Learners by ensuring that teachers and support staff implement designated ELD Instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning
- Add tutoring during the after-school program
- ELPAC goal-setting conferences
- ELPAC Assembly to promote test-taking strategies and the importance of goal-setting
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs.

Hispanics

- We plan to support Hispanic students by ensuring that teachers and support staff implement designated ELD Instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning
- Add tutoring during the after-school program
- i-ready diagnostic and SBAC goal-setting conferences
- SBAC Assembly to promote test-taking strategies and the importance of goal-setting
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs.

Students with Disabilities:

- We plan to support students with IEPs, including Dually Identified English Learners (ELs) with IEPs, by ensuring that teachers and support staff implement daily Designated ELD instruction to provide equitable access to core learning. Additionally, we will offer after-school tutoring to provide targeted academic support and reinforcement.
- To further enhance student achievement, we will conduct i-Ready Diagnostic and SBAC goal-setting conferences to help students track their progress and set meaningful academic goals. A SBAC Assembly will be held to promote test-taking strategies and emphasize the importance of goal-setting.
- To strengthen school-home connections, we will maximize the role of our Home School Liaison to improve communication and services for families, ensuring they receive the necessary resources and support to aid their child's academic success

Progress Monitoring: Outcomes

Reasoning for using this action

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these improvements in knowledge and learning through the following actions: - Effective Tier 1 Instruction: Teachers will implement high-quality Tier 1 instruction aligned with assessments to ensure consistency and effectiveness. - Data-Driven Instruction: PLC teams will meet regularly to analyze student data and adjust instruction accordingly. - Targeted Interventions: Tier 2 and Tier 3 interventions will be structured and tailored based on assessment results to meet student needs. - Professional Development: K-2 teachers will complete foundational literacy training, while 3-6 teachers will finalize a comprehensive assessment plan. - Instructional Support and Feedback: - Administrators will conduct weekly classroom visits (Admin/AC) to observe instruction. - Teachers will receive targeted feedback with follow-ups to ensure implementation. - Patterns and trends will be identified to align professional learning with site needs. - The reading foundational skills tool and collective commitments walkthrough tools will be utilized to collect data and provide feedback. Measuring Outcomes: - Success will be measured by reading foundational skills walkthrough data, focusing on Best Practices, with a target of 70% "yes" observations in Phonological and Phonic Awareness. - Teachers, grade-level PLCs, and administrators will collaborate to monitor progress and ensure continuous improvement.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. We will achieve these improvements in knowledge and learning through the following actions: - Effective Tier 1 Instruction: Teachers will implement high-quality Tier 1 instruction aligned with assessments to ensure consistency and effectiveness. - Data-Driven Instruction: PLC teams will meet regularly to analyze student data and adjust instruction accordingly. - Targeted Interventions: Tier 2 and Tier 3 interventions will be structured and tailored based on assessment results to meet student needs. - Professional Development: K-2 teachers will complete foundational literacy training, while 3-6 teachers will finalize a comprehensive assessment plan. - Instructional Support and Feedback: - Administrators will conduct weekly classroom visits (Admin/AC) to observe instruction. - Teachers will receive targeted feedback with follow-ups to ensure implementation. - Patterns and trends will be identified to align professional learning with site needs. - The reading foundational skills tool and collective commitments walkthrough tools will be utilized to collect data and provide feedback. Measuring Outcomes: - Success will be measured by reading foundational skills walkthrough data, focusing on Best Practices, with a target of 70% "yes" observations in Phonological and Phonic Awareness. - Teachers, grade-level PLCs, and administrators will collaborate to monitor progress and ensure continuous improvement.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. We will ultimately achieve these impacts by: - Increasing the number of students meeting or exceeding SBAC reading standards from 31.3% to 36.3% and reducing the distance from standards met from -58.5 to -43.5. - Significantly increasing the number of students reading at or above grade level, closing achievement gaps. - Establishing a sustainable, data-driven instructional culture embedded in PLC practices. - Reducing the need for intensive Tier 3 interventions through strong foundational literacy development in early grades. - Ensuring high teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs. The Principal, ILT, CCT, PLCs, and teachers will continuously monitor outcomes to ensure progress and drive improvement

Action 5 :

INCREASE MATH PROFICIENCY ON SBAC AND I-READY TO 50%

Action Details:

SMART Goal:

By June 2026, 40% of K-2 students will score proficient in Mathematics as measured by i-Ready Diagnostic #3. Teachers will incorporate challenging content in all lessons, ensuring alignment with the Common Core State Standards (CCSS) for Mathematics, focusing on focus, coherence, and rigor.

Action Plan Curriculum Alignment & Instructional Practices

- Focus: Lessons will emphasize grade-level clusters and standards at the appropriate depth, following the district's Scope & Sequence and progressions documents.
- Coherence: Lessons will connect mathematical concepts within and across grade levels using coherence maps to support student learning progressions.
- Rigor: Instruction will intentionally target conceptual understanding, procedural skill & fluency, and application as required by CCSS.
- Teachers will implement the 8 Mathematical Practices to ensure students develop deep conceptual understanding of mathematical standards.

Professional Learning Communities (PLCs) & Assessment Practices

- PLC Teams will analyze and implement CAASPP Interim Assessment Blocks (IABs) and Formative Interim Assessment Blocks (FIABs) in alignment with district Scope & Sequence.
- Backward Mapping: PLC Teams will identify essential standards and knowledge targets to structure instruction effectively.
- Standards Deconstruction: Utilizing the Common Core Companion and CAASPP Item Specifications, PLCs will define knowledge targets, essential skills, and question stems at the appropriate Depth of Knowledge (DOK) and rigor level.
- Common Formative Assessments (CFAs): PLC Teams will design CFAs aligned to IAB and FIAB rigor using the GO Math Curriculum and i-Ready Toolkit.
- CFA Planning Calendar: PLC Teams will schedule CFAs and align them with Common Instructional Plans focusing on math tasks grounded in essential standards.
- Data Analysis & Intervention:
 - PLC Teams will analyze CFA data to adjust instruction.
 - Classroom-based RTI interventions will support students at different proficiency levels.

Instructional Strategies for Mathematical Thinking All grades will integrate the following high-impact mathematical instructional strategies into daily lessons:

- The Math Task Prep Protocol
- The 3 Reads Strategy
- The Instructional Sequence
- The Student Debrief
- The Exit Ticket

Targeted Skill Development & Math Fluency

- Math Reflex and Math Frax will be implemented to develop automaticity in math facts and strengthen conceptual understanding in the fractions domain.
- The i-Ready Toolkit will supplement the adopted curriculum with conceptual math lessons aligned to SBAC and i-Ready assessments.

Professional Learning & Teacher Collaboration

- PLCs will engage in Professional Learning focused on Focus, Coherence, and Rigor using Math Progressions.
- Collaborative Planning: Teachers will participate in structured PLC sessions to refine instructional strategies and assess student progress.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

Tier 1: Core Instruction for All Students

- Standards-Based Math Instruction: Implementation of grade-level math tasks with focus, coherence, and rigor.
- Math Instructional Strategies: The Math Task Prep Protocol, The 3 Reads Strategy, The Instructional Sequence, The Student Debrief, and the Exit Ticket.
- Use of Math Practices: Integration of the 8 Mathematical Practices to enhance conceptual understanding.

- Technology Support: i-Ready Teacher Toolkit for supplemental conceptual math lessons aligned to SBAC and i-Ready assessments.

Tier 2: Targeted Support for Students Nearly Meeting Standards

- Small Group Interventions: Targeted reteaching and support based on Common Formative Assessment (CFA) data.
- Math Reflex & Math Frax: Digital tools to strengthen fluency and conceptual understanding in fractions.
- Professional Learning: TNTP training for teachers to improve instructional strategies.
- Additional Instructional Materials: Purchase orders for math manipulatives and materials for conceptual understanding.

Tier 3: Intensive Interventions for Students Below Grade Level

- Personalized Learning & Intervention: Use of i-Ready interventions tailored to student needs.
- Extended Learning Opportunities: Small-group instruction and individualized support.
- Hands-on Learning Resources: Materials and supplies for hands-on lessons to reinforce foundational skills.

Student Motivation & Recognition (All Tiers)

- Incentives & Awards:
 - Math Reflex Awards for students mastering fact fluency.
 - Stretch Goal Awards for students meeting math growth targets.
 - General awards and medals for math achievements.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Math Data:

English Language Learners (ELLs)

- Performance: -85.3 points below the standard on SBAC.
- Progress: 10.1% of ELL students are making progress
- Categorized in the orange (low-performance) group on the California Dashboard.
- Student Population: 35 students.

White Students

- Performance: -74.6 points below the standard on SBAC.
- Trend: decrease by 15.7 points from the 2023 SBAC results.
- California Dashboard Status: Yellow performance level
- Student Population: 63 students.

Students with Disabilities (SWD)

- Performance: -141.9 points below the standard on SBAC.
- Trend: Declined by 29.1 points from the 2023 SBAC results.
- California Dashboard Status: Orange performance level
- Student Population: 51 students.

ALL Students

- Performance: -74.6 points below the standard on SBAC.
- Trend: decrease by 15.7 points from the 2023 SBAC results.
- California Dashboard Status: Yellow performance level
- Student Population: 277 students.

To ensure consistency in math instruction, the Common Core Standards, 8 Mathematical Practices and Instructional Practice Guide (IPG) will guide lesson planning and teaching. The TNTP Playbook will

also be utilized as a tool to standardize teaching practices, ensuring all lessons align with best practices and are data-driven.Action Plan Summary:

Standardized Practices

-
- Incorporate 8 Mathematical Practices into all math lessons
- Utilize the Instructional Practice Guide (IPG) for standardized instruction
- Leverage the TNTP Playbook to ensure consistency in teaching practices

Tutors Support for

Kindergarten: Differentiated instruction for early math skills

- ILT support for math planning and data analysis
- Math Instruction with Visuals & Real-World Connections:
 - Use of visuals, charts, manipulatives, and real-world objects
 - Best practices: Explicit instruction, scaffolded support, and differentiated instruction tailored to student needs

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Student Groups: English Learners, Hispanics, and Students with Disabilities:

With Title I funds, we plan to support English Language Learners by providing supplemental materials and resources for differentiated instruction, as well as professional development for teachers and support staff to enhance language acquisition and academic success.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Student Groups: English Learners, Hispanics, and Students with Disabilities:

With Title I funds, we will support English Language Learners by providing supplemental materials and resources for differentiated instruction, along with professional development for teachers and support staff to strengthen language acquisition and promote academic success. Additionally, we will allocate funds to hire a Teacher on Special Assignment (TSA), a Resource Counselor Assistant, and Academic/Social-Emotional Mentors to provide targeted instructional support, social-emotional guidance, and mentorship for English Learner students.

To further enhance student learning, Teaching Fellows will be hired to assist with Response to Intervention (RTI) and provide additional support in Kindergarten through 2nd-grade classrooms, ensuring early intervention and foundational skill development.

As a site: What are the planned actions to support this student group?

English Learner

- We plan to support English Learners by ensuring that teachers and support staff implement designated ELD Instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning
- Add tutoring during the after-school program
- ELPAC goal-setting conferences

- ELPAC Assembly to promote test-taking strategies and the importance of goal-setting
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs.

Hispanics

- We plan to support Hispanic students by ensuring that teachers and support staff implement designated ELD Instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning
- Add tutoring during the after-school program
- i-readyDiagnostic and SBAC goal-setting conferences
- SBAC Assembly to promote test-taking strategies and the importance of goal-setting
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs.

Students with Disabilities:

- We plan to support students with IEPs, including Dually Identified English Learners (ELs) with IEPs, by ensuring that teachers and support staff implement daily Designated ELD instruction to provide equitable access to core learning. Additionally, we will offer after-school tutoring to provide targeted academic support and reinforcement.
- To further enhance student achievement, we will conduct i-Ready Diagnostic and SBAC goal-setting conferences to help students track their progress and set meaningful academic goals. A SBAC Assembly will be held to promote test-taking strategies and emphasize the importance of goal-setting.
- To strengthen school-home connections, we will maximize the role of our Home School Liaison to improve communication and services for families, ensuring they receive the necessary resources and support to aid their child's academic success.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

Teachers will effectively implement **Tier 1 instruction** with aligned assessments to ensure all students receive high-quality, standards-based instruction.

PLC teams will meet consistently to analyze data, collaborate, and adjust instruction based on student performance.

Tier 2 and Tier 3 interventions will be structured and targeted according to assessment results, providing differentiated support to address student needs and accelerate progress.

40

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

- Increased student engagement and literacy proficiency across all grade levels.
- **Growth in student performance on CFA, CSA, IAB, and FIAB assessments.**
- **Effective collaboration within PLCs, leading to refined instructional practices.**
- **Strengthened intervention structures, resulting in accelerated progress for struggling readers**

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

- A significant increase in students performing at or above grade level, effectively closing achievement gaps.
- A sustainable, data-driven instructional culture embedded in **PLC** practices.
- Reduced need for intensive **Tier 3** interventions due to strong foundational literacy development in early grades.
- High teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

2025-2026 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 to Support Instruction **No food or incentives**	772.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Materials and Supplies **No food or incentives**	2,232.00
G1A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Generation Changers : 3 five-hour mentors Generation Changers	74,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7937		141,007.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	91,979.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease	6,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2063		36,651.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified Supplemental Pay Contract	499.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,658.00

\$354,798.00

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	75.2 %	80.6 %	2024-2025	85 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

The Fall Climate & Culture Student Survey results indicate that 75.2% of students reported favorable perceptions of student-centered and real-world learning experiences, falling below the target of 80.6% for the 2024-2025 school year. While there has been progress, with an increase to 80%, there is still a need to strengthen engagement through authentic, real-world applications of learning.

2024 Fall Survey: 79%of students reported favorably in the student-centered/real-world experience domain

- African American student group: 75%
- Students with Disabilities: 72%
- White student group: 68%

2025 Spring Survey: 80%of students reported favorably in the student-centered/real-world experience domain

- African American student group: 75%
- Students with Disabilities: 70%
- White student group: 72%

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Causes:

- Teachers need to plan and give survey at optimal times
- School not prioritize survey
- No incentive to take the survey - no student motivation
- Limited real-world connections in instructional practices, reducing student engagement and relevance.

- Inconsistent implementation of student-centered learning strategies across grade levels and subjects.
- Need for professional development to support teachers in integrating project-based learning (PBL) and real-world applications into instruction.
- Gaps in curriculum alignment to ensure students experience meaningful, hands-on learning opportunities.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Needs:**
- Teachers need to strategically plan and administer surveys at optimal times to ensure meaningful student participation and accurate data collection
 - Prioritize the survey
 - Inform students regarding the importance of providing feedback with incentives and clear purpose, students may lack the motivation to take the survey seriously, leading to lower engagement and unreliable responses
 - Development of lesson plans and materials that incorporate real-world applications and student-driven learning
 - [Access to technology, and digital tools to facilitate interactive, hands-on learning](#)
 - [Cross-curricular collaboration to ensure real-world connections are integrated across subjects](#)
 - Create opportunities for student Engagement & Voice
 - To improve participation and data quality, teachers will need to integrate surveys into the learning process
 - Need incentives or feedback to encourage student investment
 - [Expansion of extracurricular and enrichment programs that provide real-world learning experiences like coding clubs, or service-learning projects](#)
 - Collaboration with local businesses, professionals, and higher education institutions to provide students with mentorship, internships, and career-related learning experiences
 - Increased guest speaker events, career panels, and field trips to expose students to real-world applications of their learning
 - [Development of service-learning opportunities that connect students to real-world problem-solving in their communities](#)

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Character and Competencies for Workplace Success

Partially Implemented

- Actual Implementation & Effectiveness:**
- Culture Climate Survey Spring to Sping: Successfully implemented with an 81% student satisfaction rate on the Spring Culture Climate Survey, demonstrating strong engagement.
 - Career Awareness Field Trips: Students participated in various district-funded experiences, enhancing real-world learning opportunities.
 - Career Day: Planned for Quarter 4, offering exposure to diverse career paths and educational requirements.
 - Student Recognition Program: The Student of the Month initiative was fully implemented, reinforcing SEL competencies and workplace success traits.
 - exposure to project-based learning. exposure to industry sectors.
- Budget:**
- TSA and RCA provided support to students with social-emotional and academic needs
 - Each teacher received a Purchase order for \$350
 - Materials and supplies purchased to support Professional training in Morning Meetings and Second Step
 - 3 Academic/Social Emotional Mentors to support struggling students in and out of the classroom
 - Teaching Fellows were budgeted and assigned to Kinder- 2nd Grade classrooms
 - Club Contracts for teachers by quarter to engage and connect with students in and out of the classroom

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Character and Competencies for Workplace Success

Ineffective

Implementation Status: Partially Implemented

Several challenges have impacted full implementation, affecting student progress and instructional effectiveness.

- Culture Climate Survey Spring to Spring: Successfully implemented with an 81% student satisfaction rate on the Spring Culture Climate Survey, demonstrating strong engagement.
- Career Awareness Field Trips: Students participated in various district-funded experiences, enhancing real-world learning opportunities.
- Career Day: Was not planned for the goal was to offer exposure to diverse career paths and educational requirements.
- Student Recognition Program: The Student of the Month initiative was not implemented,
- 100th Club was successfully implemented to reinforce SEL competencies and workplace success traits.
- Career Research Assignments: This was partially executed to support and Integrate with the 4th-6th grade curriculum, providing structured learning on career pathways.

While these initiatives were partially successful, continued enhancements in career exploration, guest speaker diversity, and hands-on workplace learning opportunities could further strengthen the program's impact.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Next Steps

- Culture Climate Surveys
 - Build on the 81% student satisfaction rate by introducing interactive SEL activities and increasing student voice in competency selection.
 - Provide targeted professional development for teachers to deepen SEL integration across subjects
- Expand Career Awareness Field Trips
 - Increase the variety and frequency of career field trips to expose students to a broader range of industries
 - Partner with local businesses and organizations to provide hands-on learning experiences
- Reestablish & Enhance Career Day
 - Implement Quarter 4 Career Day as originally planned, ensuring a diverse range of guest speakers from various fields
 - Include interactive sessions to improve engagement and understanding of career pathways.
- Revamp the Student Recognition Program
 - Continue the 100th Club initiative while expanding recognition opportunities for students excelling in SEL and academic areas.
- Improve Career Research Assignments
 - Fully integrate career pathway research assignments into the 4th-6th grade curriculum.
 - Incorporate project-based learning and career exploration technology tools to enhance student engagement and application of learning.
- Enhance Guest Speaker & Hands-on Learning Opportunities
 - Expand the range of guest speakers for Career Day and classroom visits
 - Develop hands-on learning experiences, such as career-based projects, mentorship programs, and workplace simulations

Section D: 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.

SSC:

O

On March 19, 2025, the SSC met and shared the following:

- Parents expressed the need for more in-class support
- More after-school tutoring for students.
- More field trips
- More communication between parents and teachers

ELAC:

Wednesday, March 5, 2025 -

- Additional language support
- Homework support
- After School Tutoring
- Help students bridge the gap in language proficiency.

Staff:

On February 18, 2025, the Williams Staff met and shared the following feedback :

- Consistent Use of Research-Based Strategies – Implement Elkonin boxes, decodable, and phonemic awareness routines consistently across all classrooms.
- Targeted Small Group & One-on-One Support – Expand RTI, leveled instruction, and personalized feedback to support students needing additional literacy interventions.
- Enhanced Progress Monitoring – Strengthen data-driven decision-making with regular assessment and tracking of student growth.
- Increased Use of Adaptive Learning Tools – Utilize iReady, Raz-Kids, and Magnetic Reading effectively to personalize learning and reinforce foundational skills.
- More Parental Engagement – Provide resources and strategies to help families support literacy development at home.
- Integration of SEL in Literacy Instruction – Continue embedding social-emotional learning (SEL) to enhance student engagement and motivation.
- Ongoing Professional Development – Provide training on foundational literacy best practices, including TNTIP strategies and RTI implementation.
- More Time for Planning – Allocate dedicated time for teachers to plan effective literacy instruction.
- Need for an Intervention Teacher – Hire a dedicated interventionist to provide additional literacy support.
- Need for i-Ready Tool Kit – Ensure access to resources that complement iReady instruction.
- Professional Development on i-Ready – Train staff on maximizing the program's effectiveness.
- Training for Paras and Interact Fellows – Provide professional learning opportunities to strengthen intervention support.
- Hire More Reading Tutors – Increase the number of tutors available to provide targeted reading interventions.

Action 1 :

CHARACTER AND COMPETENCIES FOR WORKPLACE SUCCESS

Action Details:

SMART Goal:

By the end of the school year, Williams Elementary will increase student participation in school clubs, sports, and engagement activities by **15%** as accurately reflected in the Engagement Portal in Atlas. To achieve this, student rosters will be consistently updated in Atlas to ensure accurate tracking of student involvement. Additionally, students will develop workplace competencies through:

Actions:

- Participation in district-funded Goal 2 and CTE field trips to explore career opportunities in technology, college campuses, and various career sectors.
- Engagement in a school-wide job fair to foster a sense of responsibility and service learning.
- Attendance at a Career Day for 4th-6th grade students, exposing them to diverse career paths, required education, job responsibilities, and benefits.
- Implementation and refinement of the Student of the Month program, aligned with SEL competencies, to reinforce personal traits essential for workplace success.
- 4th-6th grade teachers incorporate research-based assignments that help students explore career pathways and educational requirements.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Career Awareness & Preparation
 - Career Day Speakers – Invite professionals from diverse industries to share insights on career paths, required education, and job expectations.
 - Student Leadership – Provide leadership opportunities that empower students to develop workplace and teamwork skills.
 - School-wide Jobs Fair – Offer hands-on learning experiences to instill a sense of duty and service learning.
 - CTE & Goal 2 Field Trips – Facilitate district-funded trips to technology sites, college campuses, and career sectors to enhance career exploration.
 - Transportation for Field Trips – Ensure accessibility to off-campus career awareness opportunities.
- 2. Recognition & Motivation
 - Student of the Month Program – Recognize students demonstrating SEL competencies and workplace readiness traits.
 - Trophies, Medals, Certificates – Celebrate student achievements in leadership, engagement, and participation in school activities.
- 3. Resources for SEL Instruction & Engagement
 - SEL Competencies Posters – Display key SEL principles throughout classrooms to reinforce positive behavior and workplace skills.
 - Chart Paper & Stock Paper – Support career-related research projects and interactive learning activities.
 - Speaker System – Improve communication and engagement during school-wide SEL events and assemblies.
- 4. Staffing & Support
 - Extra Pay Contract for Lead Teacher – Provide compensation for coordinating SEL activities, student leadership, and engagement programs.
 - Extra Pay Contracts for quarterly Club contracts

Multi-Tiered Support System

Tier 1 Instruction & School-Wide Practices

- Strengthening Tier 1 classroom instruction by aligning with IPG Tenets 1-3 to ensure high-quality teaching and learning.
- Improving school-wide climate and culture through consistent, research-based practices.
-
- Enhancing the effectiveness of Instructional Leadership Teams (ILT), Professional Learning Communities (PLC), and Climate & Culture Teams (CCT) to drive continuous improvement.

-
- Implementing common assurances for curriculum, instruction, and assessment at Tier 1, while providing Tier 2 and Tier 3 interventions as needed.
-
- Providing Targeted Student Support
-
- Utilizing Restorative and Community Approaches (RCA) and Intervention Specialists (IS) to support students' academic and behavioral success.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

English Language Learners (ELLs)

- Performance: -78.1 points below the standard on SBAC.
- Progress: 15% of ELL students are making progress toward English language proficiency, categorized in the orange (low-performance) group on the California Dashboard.
- Student Population: 75 students.

White:

- Performance: -90.1 points below the standard on SBAC.
- Progress: 15% of students are making progress toward proficiency, categorized in the red (low-performance) group on the California Dashboard.
- Student Population: 44 students.

African American Students

- Performance: -118 points below the standard on SBAC.
- California Dashboard Status: Moved from red to orange indicators 17.5
- Student Population: 93 students

Students with Disabilities (SWD)

- Performance: -154.5 points below the standard on SBAC.
- Trend: Declined by 6.5 points from the 2024 SBAC results but doubled the # of students
- California Dashboard Status: Moved from Red to orange
- Student Population: 99 students.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds, we plan to support English Learners by providing support to teachers in the classroom, supplementing classroom technology, and supplementing materials and supplies.

- Students participate in targeted RTI opportunities built into their daily schedule

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Academic & Behavioral Support
 - Provide certificated and classified supplemental contracts to deliver timely interventions.
 - Focus on immediate academic and behavioral improvements for ELs and SWDs.
- Family & Community Engagement
 - Supply food, materials, and resources to strengthen family-school connections.
 - Reinforce parent involvement and community engagement through ongoing family events.
- Enrichment & Real-World Learning
 - Expand student experiences with assemblies, guest speakers, and real-world field trips.
 - Ensure diverse learning opportunities that enhance engagement and cultural awareness.
- Leadership & Student Engagement
 - Implement meaningful student jobs to foster leadership and responsibility.
 - Increase student participation by offering more clubs and enrichment opportunities.

As a site: What are the planned actions to support this student group?

- 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 counselors and School psychologist groups
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students
- Encourage culturally relevant curriculum through clubs and activities to build shared knowledge and engage English Learners. Goal 2 clubs will include opportunities to increase multicultural experiences within real-world experiences.
- Celebrating cultural holidays, such as Dia de Muertos, Dia de Las Madres, Dia de Nino , Chinese New Year, etc.
- Professional learning opportunities for Teachers

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Increased Student Engagement ◦ Expand clubs and enrichment opportunities to encourage student participation and involvement. • Targeted Support for Tier 3 Students ◦ Improve identification and support for Tier 3 students through the MTSS framework. ◦ Assign case managers to ensure individualized assistance and intervention. • Data-Driven Interventions ◦ Utilize student-driven decision-making to provide timely academic and behavioral interventions for immediate improvements. • Family & Community Engagement ◦ Strengthen family-school connections through continued family events. ◦ Reinforce parent involvement and community engagement to support student success. • Diverse Learning Experiences ◦ Provide greater access to assemblies, guest speakers, and real-world field trips to enrich student learning. • Leadership & Responsibility Development ◦ Continue implementing meaningful student jobs that foster leadership and responsibility within the school community.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. • Improvements in Student Achievement & Well-Being ◦ Noticeable gains in student achievement and social-emotional well-being due to effective Tier I, II, and III interventions. • Increased Student Engagement ◦ Increased participation in extracurricular activities, leading to higher school engagement and a stronger sense of belonging. • Mentorship & Peer Relationship Development ◦ Strengthened mentorship and club programs, fostering positive peer relationships and leadership skills. • Expanded Career Exploration ◦ Broadened career exploration opportunities through job fairs, career days, and networking with industry professionals. • Enhanced Family Engagement ◦ Increased family participation in school events, with new activities tailored to community needs based on parental feedback. • Structured SEL Initiatives ◦ Implementation of a structured approach to SEL (Social-Emotional Learning) through rallies and assemblies, improving overall school climate and student well-being. • Collaborative Staff Efforts ◦ Greater staff collaboration to support both academic and social-emotional development, supported by supplemental contracts for enrichment programs.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Sustained Student Growth ◦ Achieve sustained growth in academics, social-emotional learning, and leadership through a well-rounded support system. • Fully Developed MTSS Framework ◦ Implement a fully developed MTSS framework with consistent progress tracking, intervention adjustments, and wraparound services tailored to students' needs. • Diverse Clubs & Enrichment Programs ◦ Embed a diverse range of clubs and enrichment programs into the school culture, ensuring long-term student engagement and academic success. • Increased Graduation & Postsecondary Readiness ◦ Boost graduation rates and postsecondary readiness by providing exposure to career pathways and real-world experiences. • Self-Sustaining Mentorship Model ◦ Establish a self-sustaining mentorship model where older students mentor younger peers, fostering a peer-to-peer leadership cycle. • Highly Engaged School Community ◦ Cultivate a highly engaged school community with regular, well-attended family events and active parental involvement in school planning and decision-making. • Student Employment Program ◦ Develop an established student employment program that reinforces life skills, responsibility, and career readiness. • Positive & Inclusive School Environment ◦ Create a positive and inclusive school environment where students feel valued, motivated, and prepared for future success.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		48.7 %	2023-2024	30 %
Chronic Absenteeism - (Two or More Races)	✓		60.6 %	2023-2024	40 %
Chronic Absenteeism - (White)	✓		57.8 %	2023-2024	37.2 %
Suspension Rate	✓	3 %	8.9 %	2023-2024	6 %
Suspension Rate - (Hispanic)	✓	1 %	8.6 %	2023-2024	6 %
Suspension Rate - (Socioeconomically Disadvantaged)	✓	1 %	8.8 %	2023-2024	6 %
Suspension Rate - (Students w/ Disabilities)	✓	5 %	20.2 %	2023-2024	10 %
Suspension Rate - (White)	✓	1 %	12.8 %	2023-2024	6 %

District Goals (DRAFT): Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Chronic absenteeism

Chronic absenteeism remains a significant challenge, with an overall rate of 48.1%, indicating minimal improvement from the previous year. The issue is particularly concerning among student subgroups, with 60% of Two or More Races students and 57.2% of White students identified as chronically absent. These high rates suggest barriers to consistent attendance, including potential disengagement, lack of family support, transportation challenges, or other socio-economic factors.

Suspension Rates

Current suspension rates significantly exceed the required thresholds across all student groups, particularly among Hispanic students (8.27%), socioeconomically disadvantaged students (8.47%), students with disabilities (19.87%), and White students (12.47%). The overall suspension rate stands at 8.57%, far above the 3% target, indicating a need for improved behavior intervention strategies and alternatives to exclusionary discipline.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Chronic absenteeism Causes:

Several factors could be contributing to the high rates of **chronic absenteeism**, particularly among students identified as **Two or More Races (60%)** and **White (57.2%)**, as well as the overall school population (48.1%). Possible causes include:

School-Related Factors:

- Lack of Engagement: Students may feel disconnected from school due to a lack of meaningful relationships, relevant curriculum, or engaging activities
- School Climate & Culture: 71% of students reported not having a trusted adult on campus based on the Culture Climate Survey Spring 2024. An unwelcoming school environment can discourage attendance
- Limited Early Intervention: Ineffective or delayed attendance monitoring and follow-up
- Families may not fully understand the impact of chronic absenteeism or the resources available to support attendance

Socioeconomic Barriers:

- Transportation Issues: A lack of reliable transportation can make it difficult for students to attend school consistently
- Parent/Guardian Work Schedules: Some families may struggle with getting students to school on time due to work conflicts
- Health & Wellness Challenges: Chronic illness, mental health issues, or lack of access to healthcare may contribute to frequent absences
- Home Responsibilities: Some students may miss school due to caregiving responsibilities or other household obligations
- Families experiencing homelessness or frequent moves may struggle with school attendance.
- Limited access to community resources for mental health, social services, or after-school programs can contribute to absenteeism.
- Peer pressure or a culture of absenteeism among friend groups can discourage regular attendance.

Suspension Causes:

1. Inconsistent Implementation of Restorative Practices – Limited use of proactive behavior interventions and restorative approaches before resorting to suspension
2. Lack of Culturally Responsive and Trauma-Informed Practices – Students, especially from historically marginalized groups, may not feel understood or supported in the discipline process
3. Gaps in Tiered Behavioral Supports – Limited or inconsistent intervention strategies to support students with behavioral challenges before they escalate
4. Disproportionate Impact on Vulnerable Student Populations – Higher suspension rates for students with disabilities and socioeconomically disadvantaged students suggest a need for targeted support
5. Limited Family and Community Engagement in Behavior Interventions
6. Families may not be fully engaged in the discipline process, leading to missed opportunities for early intervention
7. Tier 2 Specialist - not hired
8. Culture Climate Specialist - not involved

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Chronic absenteeism Needs:

Addressing chronic absenteeism requires a multi-faceted approach that includes family incentives, culturally responsive instruction, a positive school climate, and increased student leadership opportunities. Early intervention strategies, such as real-time attendance tracking and proactive outreach by a home school liaison, are essential in identifying at-risk students. Addressing barriers like transportation challenges and basic needs support for foster and homeless youth can further improve attendance. Additionally, implementing attendance incentive programs, classroom-based initiatives, and individualized student support can motivate students to attend regularly. Strengthening family and community partnerships through parent education, outreach, and flexible support services will also contribute to reducing absenteeism.

Family Engagement

- Monthly attendance meetings with rewards for families
- Parent education workshops on the impact of chronic absenteeism
- Community partnerships to provide resources and support

- Engaging, inclusive curriculum that reflects diverse backgrounds
- Positive school climate initiatives, such as mentorship programs and peer support groups
- Student leadership opportunities in decision-making and school activities

Monitoring

- Real-time attendance tracking with a dedicated attendance clerk
- Proactive outreach, including home visits and direct family communication
- Multi-Tiered Systems of Support with counseling, incentives, and mentors

Barriers

- Transportation assistance, including bus passes and carpooling options
- Basic needs support for foster youth and homeless students through Project Access
- Flexible on-campus support services, such as mental health resources and family counseling

Incentives

- Attendance recognition programs like the “91% Club” and certificates
- Classroom-based attendance initiatives with friendly competitions
- Individualized student support through goal-setting and personalized interventions

Suspension Rate:

Stronger Tiered Behavioral Supports

- Expansion of Positive Behavioral Interventions and Supports with clear, school-wide behavior expectations and reinforcement strategies
- Data-driven early identification and intervention strategies for students with behavioral challenges
- Increased access to TST, Tier 2 Behavioral specialists, counselors, and interventionists to support students

Targeted Support for High-Risk Student Groups

- Development of individualized behavior intervention plans (BIPs) for students with disabilities and other at-risk groups
- Increased access to mental health resources and counseling services for students facing challenges that contribute to behavior issues
- Greater coordination between SPED services and general education teams to ensure appropriate behavioral support

Increased Family and Community Engagement

- Parent workshops on positive discipline strategies and behavior management at home
- Strengthened communication between school and families regarding student behavior and available support resources
- Collaboration with community organizations to provide mentorship, conflict resolution programs, and wraparound services

Culturally Responsive and Trauma-Informed Practices

- Training for staff on implicit bias, cultural competency, and trauma-informed care to better support historically marginalized students.
- Fidelity to the implementation of SEL (Second Step program)
- Development of a mentorship program to provide students with trusted adult relationships for guidance and support.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Provide Opportunities in Arts, Athletics & School Activities

Fully Implemented

SPSA Implementation:

- Williams Elementary has made significant strides in increasing Goal 3 participation by expanding opportunities for students to engage in clubs, athletics, co-curricular activities, and visual and performing arts. The school has prioritized inclusivity by actively encouraging participation among ELD, African American, Foster Youth, and SPED students, particularly in activities such as Battle of the Books and sports programs.
- A key driver of success has been the enthusiastic involvement of teachers and support staff, who have demonstrated a strong commitment by signing up to coach sports teams and lead extracurricular clubs. To support these efforts, funds were allocated to provide extra pay contracts for certificated and classified staff, ensuring sustained engagement in after-school programs.
- Additionally, the school has worked to integrate extracurricular activities into unstructured times of the school day, such as morning and lunch recess, through programs like Art Club, Dance, and Organized Noon-Time Sports. These efforts have resulted in high levels of student participation and engagement, reinforcing a positive school culture and fostering a sense of belonging among students.
- Moving forward, Williams Elementary will continue to build on these initiatives, expanding access to extracurricular opportunities and enhancing student involvement across all grade levels.

Budget & Resource Allocation

- **Tier 2 & Tier 3 Support:** Funds in Unit 7090 were allocated for a Teacher on Special Assignment (TSA) and Restorative and Climate Assistant (RCA) to provide social-emotional and academic support. However, the TSA position remained unfilled for half the school year, delaying intervention services. A long-term substitute eventually took on the role.
- **Teacher Support & Classroom Resources:** Each teacher received a \$350 purchase order to acquire classroom materials and resources. Additionally, materials and supplies were purchased to support professional training in Morning Meetings and the Second Step curriculum to strengthen classroom climate and SEL instruction.
- **Academic & Social-Emotional Mentors:** Three mentors were hired to provide targeted academic and SEL support for struggling students both inside and outside the classroom.
- **Extracurricular Engagement:** Budget 0172 funded new uniforms and teacher coaching contracts to expand sports participation among ELD, African American, Foster Youth, and SPED student groups. Additionally, club contracts were offered to teachers on a quarterly basis to facilitate stronger student-teacher connections through extracurricular activities.

Action 2: Increase Attendance Rate**Partially Implemented****SPSA Implementation:**

Williams Elementary has made minimal progress in developing an attendance management program to increase attendance rates and address disparities among low-performing student groups.

- Efforts to identify and support students in need through the Targeted Support Team (TST) were inconsistent after Semester 1 due to a lack of consistent personnel and case management for Tier 2 and Tier 3 students. Additionally, only 12 students were referred for the All for Youth program, indicating the need for a more structured and proactive referral process.
- To engage students and promote attendance, the school began incorporating extracurricular activities during unstructured times, such as morning and lunch recess. However, implementation was inconsistent due to a shortage of Noon-Time Aides (NTAs). The Noon-Time Sports program remains incomplete and requires additional staffing to ensure consistency.
- Attendance incentive efforts were initiated, with teachers recognizing students who achieved a 91% attendance rate through quarterly certificates and monthly incentives. However, these efforts need to be expanded and reinforced to maximize their impact. The following still has not been implemented: Home-School Liaison will host monthly attendance meetings for students with chronic or severely chronic attendance rates. Additional strategies are needed to provide ongoing support and intervention.
- Recruiting additional staff to support attendance initiatives, including NTAs for structured recess activities.
- Strengthening case management for Tier 2 & Tier 3 students to ensure consistent support and intervention.
- Expanding attendance incentives to improve student motivation and participation.
- Launching an Attendance Mentoring Program to provide targeted support for students with chronic absenteeism.

Budget & Resource Allocation

- **Tier 2 & Tier 3 Support:** Funds in Unit 7090 were allocated for a Teacher on Special Assignment (TSA) and Restorative and Climate Assistant (RCA) to provide social-emotional and academic support. However, the TSA position remained unfilled for half the school year, delaying intervention services. A long-term substitute eventually took on the role.
- **Teacher Support & Classroom Resources:** Each teacher received a \$350 purchase order to acquire classroom materials and resources. Additionally, materials and supplies were purchased to support professional training in Morning Meetings and the Second Step curriculum to strengthen classroom climate and SEL instruction.
- **Academic & Social-Emotional Mentors:** Three mentors were hired to provide targeted academic and SEL support for struggling students both inside and outside the classroom.
- **Early Learning Support:** Teaching Fellows were budgeted and assigned to Kinder - 2nd Grade classrooms, ensuring additional instructional support for early learners.
- **Extracurricular Engagement:** Budget 0172 funded new uniforms and teacher coaching contracts to expand sports participation among ELD, African American, Foster Youth, and SPED student groups. Additionally, club contracts were offered to teachers on a quarterly basis to facilitate stronger student-teacher connections through extracurricular activities.

Action 3: Multi Tiered Levels of Support to Lower Suspension Rate

Partially Implemented

Williams Elementary has taken deliberate steps to reduce suspension rates and improve student engagement by enhancing the implementation of the Second Step curriculum through collaboration between the School Culture & Climate Team, TSA, RCA, and Academic/Social Emotional Mentors:

- Williams does not have a Tier 1 Specialist assigned to our school
- Tier 2 Specialist was only here for one semester
- The School Culture & Climate Team has provided professional learning to support teachers with resources and help ensure that the curriculum is being delivered effectively.
- To support teachers struggling with full implementation, the administration team and instructional coach have provided structured support, including:

Not Fully Implemented:

- Peer observations to facilitate collaboration and model best practices were not fully implemented
- Planning support to help teachers integrate the Second Step curriculum into daily instruction.
- Modeling lessons to enhance teacher understanding and effectiveness in delivering SEL instruction.

While these efforts have strengthened implementation, continued data collection, targeted teacher support, and incentives will be essential in ensuring long-term sustainability and effectiveness in reducing suspension rates and improving classroom engagement

Budget & Resource Allocation

- Tier 2 & Tier 3 Support: Funds in Unit 7090 were allocated for a Teacher on Special Assignment (TSA) and Restorative and Climate Assistant (RCA) to provide social-emotional and academic support. However, the TSA position remained unfilled for half the school year, delaying intervention services. A long-term substitute eventually took on the role.
- Teacher Support & Classroom Resources: Each teacher received a \$350 purchase order to acquire classroom materials and resources. Additionally, materials and supplies were purchased to support professional training in Morning Meetings and the Second Step curriculum to strengthen classroom climate and SEL instruction.
- Academic & Social-Emotional Mentors: Three mentors were hired to provide targeted academic and SEL support for struggling students both inside and outside the classroom.
- Early Learning Support: Teaching Fellows were budgeted and assigned to Kinder - 2nd Grade classrooms, ensuring additional instructional support for early learners.
- Extracurricular Engagement: Budget 0172 funded new uniforms and teacher coaching contracts to expand sports participation among ELD, African American, Foster Youth, and SPED student groups. Additionally, club contracts were offered to teachers on a quarterly basis to facilitate stronger student-teacher connections through extracurricular activities.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Provide Opportunities in Arts, Athletics & School Activities

Effective

Williams Elementary has successfully expanded student engagement through a variety of extracurricular activities, such as sports, arts, and co-curricular programs, fostering a positive school culture and improving academic achievement. By prioritizing inclusivity for ELD, African American, Foster Youth, and SPED students, the school ensures equitable access to these opportunities, addressing achievement and engagement gaps. Teacher and staff involvement, including coaching sports and leading clubs, strengthens relationships with students and supports program sustainability. Providing extra pay contracts for staff ensures continued participation and high-quality programs. Integrating activities into unstructured times, like recess, maximizes student engagement and reduces negative behaviors while fostering a sense of belonging. The high levels of student participation demonstrate the effectiveness of these initiatives, contributing to improved school culture, social development, and overall academic success.

Action 2: Increase Attendance Rate

Partially Effective

Williams Elementary has made limited progress in implementing an effective attendance management program due to inconsistent interventions, staffing shortages, and limited student engagement strategies. While attendance incentives, extracurricular activities, and some targeted support were introduced, their impact was hindered by a lack of consistent case management for Tier 2 & Tier 3 students and insufficient Noon-Time Aides (NTAs) to support structured activities. Additionally, key initiatives, such as the Home-School Liaison's monthly attendance meetings, were not implemented. Moving forward, the school must prioritize staff recruitment,

stronger case management, expanded attendance incentives, and a structured Attendance Mentoring Program to effectively reduce absenteeism and close disparities among student groups.

Action 3: Multi Tiered Levels of Support to Lower Suspension Rate

Ineffective

Williams Elementary has made intentional efforts to reduce suspension rates and enhance student engagement through the implementation of the Second Step curriculum. Collaboration between the School Culture & Climate Team, TSA, RCA, and Academic/Social Emotional Mentors has provided professional learning and resource support for teachers. However, challenges remain, including the lack of a Tier 1 Specialist and a Tier 2 Specialist only being available for one semester. While administration and instructional coaches have offered structured support, peer observations, planning assistance, and lesson modeling were not fully implemented, limiting the program's effectiveness. Moving forward, continued data collection, targeted teacher support, and strategic incentives will be crucial to ensuring consistent implementation, reduced suspension rates, and improved classroom engagement.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

Changes for the 2025-2026 School Year

Strengthening Attendance Management and Support

- Hire Additional Personnel – Ensure consistent case management for Tier 2 & Tier 3 students by securing a full-time Tier 1 and Tier 2 Specialist for the entire year.
- Hire an Additional Attendance Assistant to monitor and support families with attendance using EquityMax Funds
- Expand Attendance Incentives – Increase student motivation through more frequent and diverse attendance rewards beyond certificates, such as recognition events and classroom incentives.
- Enhance Family Engagement – The Home-School Liaison will conduct monthly attendance meetings for students with chronic absenteeism and proactively collaborate with families on intervention plans.
- Increase Staffing for Unstructured Time Activities – Recruit more Noon-Time Aides (NTAs) to provide structured recess activities and ensure consistent implementation of the Noon-Time Sports program. Set aside funds for additional NTA supports to support with supervision during unstructured times and support reduce suspension by monitoring areas with high traffic or potential for misbehavior example: restroom hallways
- Launch an Attendance Mentoring Program – Assign staff mentors to chronically absent students for personalized support, relationship-building, and goal-setting.

Expanding Student Engagement Through Extracurriculars

- Increase Access to Clubs and Athletics – Provide more co-curricular activities and diverse club offerings to engage a broader range of student interests and encourage participation from historically marginalized groups. Set aside funds for additional club and co-curricular contracts
- Ensure Consistency in Extracurricular Offerings – Establish a clear, structured schedule for morning and lunch recess activities, ensuring that programs like Art Club, Dance, and Noon-Time Sports are fully implemented throughout the year.
- Increase Teacher and Staff Participation – Expand teacher contracts for after-school coaching and club leadership to sustain high levels of student engagement.

Improving Behavioral Supports and SEL Implementation

- Hire additional Academic and Social Emotional t – Ensure consistent implementation of SEL programs and proactive behavior interventions to reduce suspension rates and promote a positive school culture.
- Enhance Second Step Curriculum Implementation – Provide structured professional learning, including peer observations, lesson modeling, and planning support to help teachers fully integrate SEL instruction into daily routines.
- Increase Restorative Practices – Expand restorative justice interventions and trauma-informed practices to address student behavior proactively rather than reactively.

Addressing Resource and Staffing Gaps

- Ensure Full Implementation of Tiered Support Systems (MTSS/PBIS) – Strengthen Tier 1, 2, and 3 interventions by providing consistent personnel, structured case management, and expanded student support services.
- Increase Mentorship and Check-Ins for At-Risk Students – Expand Academic/Social Emotional Mentor support to ensure that struggling students receive daily check-ins, interventions, and

individualized support.

- **Improve Data Collection and Monitoring** – Implement regular data collection and analysis to track student participation, attendance trends, and behavioral progress, using the data to refine intervention strategies.

Section D: 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.

SSC:	ELAC:	Staff:
On March 19, 2025, the SSC met and shared the following: • Parents expressed the need for more in-class support • More after-school tutoring for students. • More field trips • More communication between parents and teachers	Wednesday, March 5, 2025 - • Additional language support • Homework support • After School Tutoring • Help students bridge the gap in language proficiency.	On February 18, 2025, the Williams Staff met and shared the following feedback : • Consistent Use of Research-Based Strategies – Implement Elkonin boxes, decodables, and phonemic awareness routines consistently across all classrooms. • Targeted Small Group & One-on-One Support – Expand RTI, leveled instruction, and personalized feedback to support students needing additional literacy interventions. • Enhanced Progress Monitoring – Strengthen data-driven decision-making with regular assessment and tracking of student growth. • Increased Use of Adaptive Learning Tools – Utilize iReady, Raz-Kids, and Magnetic Reading effectively to personalize learning and reinforce foundational skills. • More Parental Engagement – Provide resources and strategies to help families support literacy development at home. • Integration of SEL in Literacy Instruction – Continue embedding social-emotional learning (SEL) to enhance student engagement and motivation. • Ongoing Professional Development – Provide training on foundational literacy best practices, including TNTP strategies and RTI implementation. • More Time for Planning – Allocate dedicated time for teachers to plan effective literacy instruction. • Need for an Intervention Teacher – Hire a dedicated interventionist to provide additional literacy support. • Need for i-Ready Tool Kit – Ensure access to resources that complement iReady instruction. • Professional Development on i-Ready – Train staff on maximizing the program’s effectiveness. • Training for Paras and Interact Fellows – Provide professional learning opportunities to strengthen intervention

- support.
- Hire More Reading Tutors – Increase the number of tutors available to provide targeted reading interventions.

Action 1 :

INCREASE ATTENDANCE RATE

Action Details:

SMART Goal:

By June 2026, Williams Elementary will decrease the amount of chronic absenteeism from the current 48.3% to our target of 38.7% while increasing the overall site ADA from 87.0% to 91%, supporting students to be on target to graduate as measured by District Attendance reports and District ADA reports.

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
- Implement a character-building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task.
- Implement an attendance incentive program for students through the collaboration of the RCA and the Tier 2 Specialist.
- Incentivize attendance to increase attendance rates percentage rates by providing students with a Monthly Certificate for 91% or better attendance rate
- 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 the student has a Chronic or Severe Attendance Rate
- Incorporate Excellent Attendance certificates for those students who have a 100% -95% Attendance Rate

Tier 1

- Connecting with parent/family about truancy concerns through phone call
- 1st Truancy Letter
- HSL Home Visitations
- 2nd Truancy Letter/Attendance Intervention Meeting
- TST/SART Meeting
- Post SART Meeting
- Referral to Regional CWAS
- Attendance Incentives- Individual Students and Classrooms

Tier 2

- SEL-Morning Meeting, Second Step, calm down corners, meaningful work-classroom jobs, and buddy systems.
- Behavioral-STOIC, Champs, classroom management plans, clear expectations, guidelines for success, behavioral incentives, class-wide behavioral interventions, small group interventions, and positive behavior
- Academic Interventions: Tutoring, modified work, and small group intervention
- Attendance- connecting with parent concerns through phone call or Parent Square
- Health-nurse documentation in Atlas and yellow nurse's card when students are sent to the nurse's office

Tier 2/3 Structures

- School-wide referral process through TST
- Rocket Time RTI program
- Intervention Specialist
- All4Youth
- SST/IEPs/Parent Meetings

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- Targeted Supports Team(TST) will work collaboratively with site administrators to design and implement interventions and supports, collect data, and monitor progress.
- The team meets monthly to identify targeted support based on student needs.
- Team approaches are based on the philosophy of the least restrictive accommodation before the student study team.
- Maintain common understanding of MTSS framework and continue building capacity
- Continue improving classroom Tier 1 (IPGenets 1-3) and school-wide Tier 1 Climate and Culture practices and School Wide Commitments
- Continue building efficacy of Tier 1 teaming structures (i.e., ILT, PLC, CCT)
- Continue to focus on consistent implementation of District-wide discipline guidelines.
- Consistent implementation of common assurances for Tier 1 (curriculum, instruction, and assessment)
- RCA and Home School Liaison will provide home visits to support improving student attendance

Maintaining Accurate Attendance Record:

- OA and Attendance Assistant will use the following reports daily on the Atlas portal:
- Teachers Not Taking Attendance Report- used to confirm the teacher has accounted for all students
- Attendance Verification Log- used to denote which parents have been contacted due to student absences
- Attendance Rates (ADA)-using 90% as the baseline metric for attendance rate
- Attendance Chronic Absence Elementary- used to identify individual student attendance rates to monitor for chronic absences moving into Tiers 2 & 3
- Attendance Chronic Absence Elementary used to identify individual student attendance rates
- OA will progress monitor the following evidence to support Truancy status:
- HSL will follow SARB protocol through the Department of Prevention and Intervention (DPI)
- Collective school-wide commitment to using the second Step for explicit social-emotional learning instruction to support positive behavior outcomes.
- Collective commitment to daily lessons that build a sense of belonging and create stability.
- Classroom Meetings and school-wide assemblies to promote the importance of daily attendance

Tier 1

- OA- Office phone calls to clear absences
- VP/CCT-Attendance incentives for individual students, classrooms, and school-wide
- OM- Certificates for Perfect Attendance and 91% club
- Williams Student Store incentives

Tier 2

- OA/HSL-Connecting with parent/family about truancy concerns through phone call
- 1st Truancy Letter
- 2nd Truancy Letter/Attendance Intervention Meeting
- VP-Students processed through TST
- VP- connecting with parent concerns through phone call or Parent Square
- Health-nurse documentation in Atlas and yellow nurse's card when students are sent to the nurse's office

Tier 2/3 Structures

- HSL Home Visitations
- OM-Referral to SART
- AI4Youth
- VP-SST/IEPs/Parent Meetings
- Teacher release time to participate in SST organized by academic coach
- Student Compact
- SART Contract
- Referral to DPI for SARB

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify English learner students in Red and all the areas that they are identified in.

According to the California Dashboard, Williams English Language Learners are in the orange, low-performance level with 51 %of the students making progress of at least one English Language Performance Index level. This is an incline of 3.1% from 2023 which includes 89 students.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Multiple Races (MR):

White (WH):

- Williams will utilize Title 1 funds to contract a Teacher on Special Assignment and Social Emotional/Academic Mentors that will support our Tier III Response to Intervention groups in reading. Students will participate in 30-minute RTI sessions 5 days per week through a deployment model with the classroom teachers, Teacher on Special Assignment, Teaching Fellows (in grades K-2), and support staff. Kindergarten students will receive differentiated instruction within their classroom.
- Tier 2 and 3 support (for 1 Year Below Grade Level and 2+ Years Below Grade Level students) will be provided Teacher on Special Assignment Teaching Fellows (in grades K-6), and RSP teacher
- 8 (3.5 hours) Teaching Fellows will support grades K and 1 classrooms with a tutor assigned to each class
- Classroom technology to support student learning will be provided to each classroom
- Classrooms will be provided with supporting materials through the GVC(Guaranteed Viable Curriculum)

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Multiple Races (MR):

White (WH):

- Williams will utilize Title 1 funds to contract a Teacher on Special Assignment and Social Emotional/Academic Mentors that will support our Tier III Response to Intervention groups in reading. Students will participate in 30-minute RTI sessions 5 days per week through a deployment model with the classroom teachers, Teacher on Special Assignment, Teaching Fellows (in grades K-2), and support staff. Kindergarten students will receive differentiated instruction within their classroom.
- Tier 2 and 3 support (for 1 Year Below Grade Level and 2+ Years Below Grade Level students) will be provided Teacher on Special Assignment Teaching Fellows (in grades K-6), and RSP teacher
 - 8 (3.5 hours) Teaching Fellows will support grades K and 1 classrooms with a tutor assigned to each class

- Classroom technology to support student learning will be provided to each classroom
- Classrooms will be provided with supporting materials through the GVC(Guaranteed Viable Curriculum)
- Materials and supplies to support student engagement Certificated subs to support data chats, planning days, ILT/CCTwalks, etc.
- Staff fellowship to support classroom/student connectedness Classroom technology to support daily instruction Professional Learning to support the ongoing capacity building of each other

As a site: What are the planned actions to support this student group?

- **Multiple Races (MR):**
White (WH):
Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences.
- Teacher on Special Assignment
- RCA contact
- Tier 2 Specialist Check In Check Out
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students
- Teachers will analyze data on CFA, CSA, FIAB, IAB, and i-Ready for EL students and plan targeted instruction.
- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal setting and data chats based on ELPAC results and EL re-designation goal-setting reports to be shared with teachers, students, and parents.
- Teachers will incorporate ELPAC-type tasks within their daily instruction.
- Ongoing progress monitoring by teachers, TSA, and CT
- Intervention time as needed.
- EL students will receive Integrated and Designated ELD instruction daily through differentiation.
- Professional Learning will be provided alongside District EL Coach support.
- Deconstruction of ELD Standards
- Specific ELD Strategies
- Analyze data for common assignments to monitor and make instructional decisions.]

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. - Decrease chronic absenteeism by 5% - Increase overall ADA by 5% - Increase the number of students meeting standard on grade CFA's, CSA's, FIAB's, and IAB's - Decrease the number of students receiving Tier II & III Academic Supports - Decrease suspensions for All student groups (meet the target of 1.5% overall) - Increase the number of students attending and receiving schoolwide attendance incentives by 5%	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Chronic Absenteeism: - Maintain chronic absenteeism to 15% less Decrease Distance from Standard by 15 pts or more each year Increase % of students meeting or exceeding standards on SBAC in ELA and Math by 10% - Decrease suspension rates to 1.5% for All students Increase the number of students that are redesignated each year Improve family relationships between school and staff (as measured by District Climate and Culture Survey) Maintain the decreasing number of students receiving Tier 2 & 3 Academic Supports	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. Chronic Absenteeism: Improved academic performance-decrease Distance from Standard by 15 points or more each year Increase % of students meeting or exceeding standards on SBAC in ELA and Math by 10% Eliminate LTELs by continuing to increase ELs who are being redesignated on time Maintain decreasing number of students receiving Tier 2 & 3 Academic Supports

Action 2 :

MULTI -TIERED LEVELS OF SUPPORT TO LOWER SUSPENSION RATE

Action Details:

SMART Goal: By the end of June 2026 Williams will reduce the suspension rate per year by 50% by developing a behavior management 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.**

Actions:

- Williams will develop a behavior management 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.
- The TST Team is enhancing student support through various initiatives and staffing additions as part of the Multi-Tiered Systems of Support. A partnership with community partners, along with RCA and TSA programs, aims to provide comprehensive assistance. Hand-in-Hand Mentors will support students through case management and family engagement. A Tier 2 Specialist, School Psychologist, and Campus Assistant will offer targeted interventions, while a Restorative Practice Counselor will help foster positive behavior.
- Additionally, a Site-Funded Teacher on Special Assignment (TSA) will focus on Tier 1 and 2 behavior management, enforcing Formal Behavior Support Plans, supporting social-emotional needs, and providing teacher coverage for SSTs and 504s. A Resource Counselor Assistant (RCA) and two Hand-in-Hand Mentors will help with case management, check-in/check-out support, supervision (including Alternate Recess Classroom), and connecting families to resources. Substitutes will be available for SST and IEP days, ensuring continuous student support. The Social/Emotional Support Center will serve as a key resource for addressing students' mental health and emotional needs.

Tier I Supports:

- Teachers- Daily Morning meetings
- Teachers-Second Step Lessons every Monday
- VP- Two times a year Behavior Assemblies
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)

- Teachers- Calming corners in classrooms
- All Staff- Wizard Ticket System
- NTA- Student Incentive Store
- CCT reviews each year-STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- Specialized Field Trips for Tier 1 Supports for 3rd-6th Grade (Grizzlies Game, Blackbeards, and Wild Waters)

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
- 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 Support
- Social/Emotional Support Center
- Structured Recess Activities
- Purchase games and activities for the Structured Recess Room

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

The TST Team is advancing efforts to support students by implementing various initiatives and partnerships. Key actions include collaborating with the Family Wellness Center to enhance student well-being, engaging RCA and TSA programs, and utilizing Hand-in-Hand Mentors for additional guidance. A Tier 2 Specialist, School Psychologist, and Campus Assistant will provide targeted interventions, while a Restorative Practice Counselor will help foster positive behavior. Additionally, substitutes will be available for SST and IEP days to ensure continuity in student support. The Social/Emotional Support Center will serve as a key resource for addressing students' mental health and emotional needs.

- Students will receive instruction around positive classroom behavior expectations (CHAMPS/MAC)
- Utilize DPI TSA to work in partnership with staff to increase ratios of positive interactions, school engagements, time-on-task, and reduce time out of classrooms through increasing effective Tier 1 behavior intervention
- strategies and best first practices
- Disaggregate misbehavior/suspension data to identify how student groups (SPED, EL, American, foster youth) are progressing
- Students will receive instruction around School-Wide Expectations

1. Keep your hands, feet, and objects to yourself,
2. Use appropriate language, including body language
3. Follow directions the first time they are given)

- Students will receive instruction around guidelines for Success
- Students will participate in daily morning Meetings
- Students will receive instruction using the district SEL curriculum Second Step
- Students will participate in Meaningful Work as needed
- Students will be taught to use and consistently a calming corner as agreed upon through the site's collective commitments
- Recognition, incentives, and rewards for students who demonstrate good behavior
- Materials and supplies for incentives and recognition
- Multi-tiered Support System (MTSS):
- Maintain a common understanding of the MTSS framework and continue building capacity in leadership, teachers, and classified staff
- Continue improving classroom Tier 1 (IPGenets 1-3) and school-wide Tier 1 Climate and Culture practices aligned to common assurances around our foundational collective commitments.
- Continue building efficacy of Tier 1 teaming structures to include progress monitoring of collective commitments.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Language Learners student population is performing at the lowest level in areas of English Language Arts with -84.7 points distance from standards met on SBAC. English Language Learners are making progress toward English language proficiency with 50.6% progress in the orange, low-performance group, with 79s students:

Williams Elementary will utilize Title I funds to contract a Resource Counselor Assistant (RCA) to provide both academic and social-emotional support for Tier III students. The RCA will also assist with Response to Intervention (RTI) reading groups, with students participating in 40-minute RTI sessions four days per week through a deployment model involving classroom teachers, a TSA, an Academic Coach, certificated tutors, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classrooms.

To further support students, Williams Elementary will implement various initiatives, including a "Cool Down" area in every classroom, a student check-in program with the RCA and Tier II Specialist, and restorative justice practices guided by the school psychologist. Additional programs such as a Leadership Cohort for grades 5-6, peer mediation, student jobs, specialized field trips, and structured recess activities will be available to support students needing Tier II interventions.

For Tier III supports, the school will implement behavior support plans, office referrals, bi-monthly SST meetings, restorative circles, social skills groups, individual counseling, threat assessments, manifestation determination meetings, expanded IEPs, ICET referrals, and parent training. Programs like "Attendance Matters" groups, the Girl Power Mentoring Program, and specialized field trips will further assist students requiring Tier III interventions. A Social/Emotional Support Center will be established, along with a structured recess area equipped with games and activities.

Tier I supports will focus on proactive measures such as daily morning meetings, Second Step lessons, weekly class meetings, bi-annual behavior assemblies, and monthly student recognition for social-emotional learning competencies. Additional initiatives include quarterly and end-of-year recognition assemblies, mindfulness activities, the Wizard Ticket incentive system, student incentive stores, and weekly pizza drawings. The school will also implement the STOIC/CHAMPS/MAC model, emphasizing a 3:1 positive-to-negative interaction ratio and relationship-building strategies like the 2x10 approach. Specialized field trips will be offered for Tier I students in grades 3-6.

These strategies aim to improve student well-being and academic success, particularly addressing the needs of Hispanic students, English Language Learners, and White students, who are currently performing at a very low level according to the California Dashboard (-87 points below standard on SBAC). To support English Language Learners, Williams Elementary will provide targeted language development support, sheltered instruction strategies, and small group interventions focusing on both academic and language acquisition skills. White students who are struggling will receive tailored academic interventions, mentorship opportunities, and access to additional social-emotional resources to ensure equitable support.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

Williams will utilize Title 1 funds to contract a Resource Counselor Assistant for both Academic and Social Emotional support our Tier III students. RCA will also support with Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 5 days per week through a deployment model with the classroom teachers, TSA, AcademicCoach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

White (WH):

Williams will utilize Title 1 funds to contract a Resource Counselor Assistant for both Academic and Social Emotional support our Tier III students. RCA will also support with Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 5 days per week through a deployment model with the classroom teachers, TSA, AcademicCoach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Hispanic (HI):

Socio-economically Disadvantaged (SED):

Students with Disabilities (SWD):

Williams will utilize 7090/7091 funds to contract a Teacher on Special Assignments and Academic/ Social Emotional Tutors, which will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 5 days per week through a deployment model with the classroom teachers, TSA, AcademicCoach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

1 Teacher on Special Assignment

3 Academic & Social Emotional Mentors/Tutors

White (WH):

Williams will utilize 7090/7091 funds to contract a Teacher on Special Assignments and Academic/ Social Emotional Tutors, which will support our Tier III Response to Intervention groups in reading. Students will participate in forty-minute RTI sessions 5 days per week through a deployment model with the classroom teachers, TSA, AcademicCoach, Certificated Tutor, Teaching Fellows, and support staff. Kindergarten students will receive differentiated instruction within their classroom.

1 Teacher on Special Assignment

3 Academic & Social Emotional Mentors/Tutors

As a site: What are the planned actions to support this student group?

Hispanic (HI):

Socio-economically Disadvantaged (SED):

Students with Disabilities (SWD):

Williams Elementary is committed to supporting all students through a comprehensive multi-tiered system of academic and social-emotional interventions. Using Title I funds, the school will contract a Resource Counselor Assistant to provide targeted support for Tier III students, including those identified as Hispanic, English Language Learners, White students performing below standard, and students with disabilities. A structured RTI model will offer intensive reading support, while initiatives such as restorative justice, structured recess, leadership programs, and social-emotional learning activities will create a positive and inclusive school environment. To support students with disabilities, the school will implement individualized behavior support plans, expanded IEP services, social skills groups, and sensory-friendly spaces to enhance learning accessibility. Tier I strategies will focus on proactive relationship-building, incentives, and behavioral frameworks to support student success. By implementing these interventions, Williams Elementary aims to improve student well-being and academic achievement, ensuring equitable opportunities for all learners.

White (WH):

Williams Elementary is committed to supporting all students through a comprehensive multi-tiered system of academic and social-emotional interventions. Using Title I funds, the school will contract a Resource Counselor Assistant to provide targeted support for Tier III students, including those identified as Hispanic, English Language Learners, White students performing below standard, and students with disabilities. A structured RTI model will offer intensive reading support, while initiatives such as restorative justice, structured recess, leadership programs, and social-emotional learning activities will create a positive and inclusive school environment.

To support White students who are struggling academically, the school will provide targeted interventions such as small-group instruction, differentiated teaching strategies, and individualized academic support through RTI. Additionally, mentorship programs, after-school tutoring, and academic coaching will be available to ensure these students receive the necessary resources to improve their performance. To support students with disabilities, the school will implement individualized behavior support plans, expanded IEP services, social skills groups, and sensory-friendly spaces to enhance learning accessibility.

Tier I strategies will focus on proactive relationship-building, incentives, and behavioral frameworks to support student success. By implementing these interventions, Williams Elementary aims to improve student well-being and academic achievement, ensuring equitable opportunities for all learners.

- PL on Designated and Intergraded ELD
- 30 minutes of Designated ELD instruction will be scheduled to each to grade level's Instructional day
- Use of ELD Component from Wonders Curriculum
- Afterschool tutoring for English Learners
- ELD Camp - tutoring and test prep for English Learners
- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences
- Teachers will analyze data on CFA, CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction
- Designated support in developing language proficiency
- Integrated language support throughout the instructional day
- Goal setting and data chats based on ELPAC results and EL re-designation goal-setting reports to be shared with teachers, students, and parents. Teachers will incorporate ELPAC-type tasks within their daily instruction
- Ongoing progress monitoring by teachers, TSA, and CT Intervention time as needed
- EL students will receive Integrated and Designated, ELD instruction daily through differentiation.
- Professional Learning will be provided by PL alongside District EL Coach support
- Deconstruction of ELD Standards Specific ELD Strategies
- Analyze data for common assignments to monitor and make instructional decisions

Progress Monitoring: Outcomes

Reasoning for using this action



Strong Evidence



Moderate Evidence



Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<i>We will achieve these changes in knowledge and learning...</i> Include how these outcomes will be measured and who will monitor them. • Suspensions: ◦ Increase student engagement in morning meetings and Second Step SEL lessons to improve self-awareness and emotional regulation. ◦ Consistently implement Tier 1 strategies to reduce minor classroom disruptions. ◦ Increase family awareness of school-wide expectations and available resources through engagement efforts. ◦ Improve student participation in behavior assemblies, incentives, and recognition programs. ◦ Site teams (TST, SST, MTSS) to identify Tier 2/3 supports for targeted interventions. • Engagement: ◦ Classroom walkthroughs will focus on site collective commitments, including: ▪ A/B Partners ▪ Anchor Charts ▪ Clear transitions from "I do" to "We do" ◦ Outcomes will be measured by walkthrough data, with 70% of classroom observations showing implementation of collective commitments in the short term. ◦ Monitoring will be conducted by the Principal, VP, TSA, Academic Coach, and teachers. This summary highlights key strategies for improving student engagement and reducing suspensions through targeted interventions and consistent classroom practices.	<i>Shape these behaviors...</i> Include how these outcomes will be measured and who will monitor them. Summary: • Suspensions: ◦ Decrease in office discipline referrals (ODRs) due to proactive behavior supports. ◦ Increase in positive adult-student relationships through mentoring programs and SEL support. ◦ Strengthened school-wide climate and culture, measured by an increase in students meeting behavior expectations in common areas. ◦ Improved academic engagement and reduced lost instructional time. ◦ Greater collaboration between families, school staff, and community partners, enhancing support networks. ◦ Effective use of data-driven decision-making for timely interventions and adjustments. • Engagement: ◦ Increase in performance on RTI assessments, iReady Diagnostics, SBAC Interim assessments, and SBAC summative assessments. ◦ Outcomes are measured by growth from assessment to assessment and the number of students meeting typical/stretch growth on iReady diagnostics. ◦ Monitoring of outcomes by the Principal, VP, TSA, Academic Coach, teachers, and grade-level PLCs. This summary outlines key strategies aimed at reducing suspensions and improving student engagement through data-driven decisions, mentoring, and collaboration among families, staff, and community partners.	<i>And ultimately achieve these impacts.</i> Include how these outcomes will be measured and who will monitor them. • Suspensions: ◦ Continued reduction in behavioral incidents and an overall increase in positive behavior school-wide. ◦ Students demonstrate stronger SEL skills, leading to better peer relationships, emotional resilience, and conflict resolution. ◦ Increased academic achievement and student success, resulting in a more positive and structured learning environment. ◦ Strong community-school partnerships supporting long-term student success beyond the classroom. ◦ Equitable access to behavior supports, ensuring all students, especially those needing Tier 3 interventions, receive appropriate and effective assistance. • Engagement: ◦ Increase the percentage of students moving at least one ELPI level on the ELPAC Summative Assessment from 36% to 50%. ◦ Outcomes measured by the increased percentage of students moving at least one ELP level on the ELPAC Summative Assessment. ◦ Monitoring of outcomes by the Principal, VP, TSA, Academic Coach, and teachers. This summary highlights efforts to reduce suspensions, enhance social-emotional skills, improve academic achievement, and increase student progress on language assessments through targeted support and collaboration

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	91.8 %	91.6 %	2024-2025	92.7 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Problem of Practice:

Based on the 2024 Fall Climate & Culture staff survey results, there has been a 5% decline in staff satisfaction in the organizational culture domain. Specifically, the percentage of favorable responses decreased from Fall 2024 to Spring 2025. Two key areas show a need for improvement:

1. Recognition for Staff Work: The question "We have a culture that provides staff with recognition for the work we do" received an 82% favorable response, which represents a 7% decrease.
2. Involvement in Planning and Decision-Making: The question "We have a culture that provides staff with opportunities to be involved in planning and decision making" received a 91% favorable response, showing a 3% decrease.

These declines suggest that staff feel less recognized for their efforts and less involved in decision-making processes. To address this, it is important to examine the factors contributing to these perceptions and implement strategies that foster a culture of recognition and collaborative decision-making. This problem of practice highlights the need to identify and address gaps in communication, leadership involvement, and staff engagement to strengthen organizational culture and improve overall staff satisfaction.

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Causes:

- Limited input or voice from classified staff regarding recognition efforts that resonate with all staff members.
- Limited participation during all-staff fellowship, indicating a need for more inclusive engagement.
- High workloads, perceived unrealistic expectations, or lack of time to complete tasks can make staff feel undervalued, even if recognition efforts are in place.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Needs:

- Increased inclusivity in recognition efforts to ensure all staff, including classified staff, have a voice in what types of recognition is meaningful and effective.
- Enhanced participation and engagement in all-staff fellowship activities to foster a sense of community and collaboration.
- Addressing workload concerns by reevaluating expectations and providing sufficient time and resources to ensure staff do not feel overwhelmed, would contribute to a greater sense of value and appreciation.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Recruitment of Staff reflecting our Diverse Community

Partially Implemented

- Increased inclusivity in recognition efforts to ensure all staff at Williams Elementary, including classified staff, have a voice in determining what types of recognition are meaningful and effective.
- Enhanced participation and engagement in all-staff fellowship activities to foster a stronger sense of community and collaboration.
- Addressing workload concerns by reevaluating expectations and providing sufficient time and resources, ensuring staff do not feel overwhelmed, which would contribute to a greater sense of value and appreciation.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Recruitment of Staff reflecting our Diverse Community

Partially Effective

Overall, implementation has been successful, and staff is participating in community-building activities where 91% of staff reported favorably in the organizational culture domain on the Spring Climate & Culture staff survey in 2025.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Utilize the Climate and Culture Team to plan and engage staff in events to support all staff
- Continue to provide fellowship opportunities for all staff members.
- Offer Supplemental Contracts for the Sunshine Committee.
- Reduce stress and fatigue by providing quarterly sub-release time for teacher planning.

Section D: 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.

SSC:

On March 19, 2025, the SSC met and shared the following:

- Parents expressed the need for more in-class support
- More after-school tutoring for students.
- More field trips
- More communication between parents and teachers

ELAC:

Wednesday, March 5, 2025 -

- Additional language support
- Homework support
- After School Tutoring
- Help students bridge the gap in language proficiency.

Staff:

On February 18, 2025, the Williams Staff met and shared the following feedback :

- Consistent Use of Research-Based Strategies – Implement Elkonin boxes, decodables, and phonemic awareness routines consistently across all classrooms.
- Targeted Small Group & One-on-One Support – Expand RTI, leveled instruction, and personalized feedback to support students needing additional literacy interventions.
- Enhanced Progress Monitoring – Strengthen data-driven decision-making with regular assessment and tracking of student growth.
- Increased Use of Adaptive Learning Tools – Utilize iReady, Raz-Kids, and Magnetic Reading effectively to personalize learning and reinforce foundational skills.
- More Parental Engagement – Provide resources and strategies to help families support literacy development at home.
- Integration of SEL in Literacy Instruction – Continue embedding social-emotional learning (SEL) to enhance student engagement and motivation.
- Ongoing Professional Development – Provide training on foundational literacy best practices, including TNTP strategies and RTI implementation.
- More Time for Planning – Allocate dedicated time for teachers to plan effective literacy instruction.
- Need for an Intervention Teacher – Hire a dedicated interventionist to provide additional literacy support.
- Need for i-Ready Tool Kit – Ensure access to resources that complement iReady instruction.
- Professional Development on i-Ready – Train staff on maximizing the program's effectiveness.
- Training for Paras and Interact Fellows – Provide professional learning opportunities to strengthen intervention support.
- Hire More Reading Tutors – Increase the number of tutors available to provide targeted reading interventions.

Action 1 :

STAFF ENGAGEMENT

Action Details:

GOAL:

Williams will create a safe and supportive environment that promotes inclusiveness in building relationships, honoring diversity, and collaboration with all stakeholders. The Williams Administration Team will actively continue to recruit staff members who reflect the diversity of the community at all levels of the school's personnel: classified support staff, office/administration staff, and the teaching staff.

ACTIONS:

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 Teacher Residency Program to actively seek out highly qualified 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
7. Admin will work with the Culture Climate Team to develop goals around the following data from the Staff Spring Culture Climate Survey.
 - On the Culture Climate Survey for staff we had 100% of the staff respond favorably to the following question I feel valued at this school, up 13% points from the fall.
 - According to the Organizational Environment Domain on the Staff Culture Climate Survey we increase 3% points from the Fall to the Spring Survey ending at 94% (highest since 2021).
 - According to the Organizational Environment Domain on the Staff Culture Climate Survey we decrease 12% points from the Fall to the Spring Survey on the following Question: This school prepares me to meet to the needs of my students.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- **Staff Support and Engagement:**
 - Establish a liaison for each staff group (certificated, classified, support staff) to ensure clear communication and support.
 - Offer various incentives, including T-shirts, sweatshirts, and Roeding "merch," as well as materials and supplies to foster staff morale.
 - Conduct regular "check-ins" with staff members to maintain a supportive environment.
 - Provide all-staff fellowship opportunities, including quarterly meals, team-building activities, and staff appreciation events.
 - Organize staff recognition activities such as Sunshine Club events (birthdays, new babies, deaths, retirements) and social events like potlucks and paint nights.
- **Professional Development and Training:**
 - Continue training in the Second Step curriculum, with onboarding for new teachers.
 - Implement a Teacher Spotlight to help onboard new teachers and integrate them into the school community.
 - Continue providing **Culturally Proficient Teaching Training** to all staff to ensure inclusive and effective teaching practices.
- **Opportunities for Involvement:**
 - Increase staff involvement in team-building activities, allowing for greater collaboration and shared goals.
 - Expand opportunities for staff to voice their opinions and contribute to decision-making through ILT/CCT and other platforms.
 - Encourage classified staff involvement, ensuring their perspectives are represented and valued.
 - Offer opportunities for staff to share their talents with students through supplemental contracts and after-school clubs, enhancing student engagement and enrichment.
 - **Include a diverse representation of teaching and classified support staff on hiring panels** to ensure equitable hiring practices.
- **Diverse Family and Community Engagement:**
 - Increase recruitment of **diverse parent participants** for the School Site Council, Parent University, and the District Advisory Committee, ensuring broader community involvement and perspectives.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- **ELD Professional Development:**
 - Teachers will receive training on using specific English Language Development (ELD) strategies from the **Wonders ELD section**.
 - **Analysis of Data:** Teachers will analyze CFA, CSA, FIAB, IAB, and i-Ready data for EL students to plan targeted instruction.
 - **Designated Language Support:** Focus on developing language proficiency and integrated language support throughout the instructional day.
 - **Goal-setting and Data Chats:** Set goals based on ELPAC results and EL reclassification reports, sharing these with teachers, students, and parents.
- **Support for EL Students:**
 - The **Academic Coach** and support staff will conduct an **ELPAC camp** with EL students before the ELPAC administration.
 - **Monitoring Progress:** Admin, teachers, Academic Coach, and CT will monitor progress and provide intervention time as needed.
 - **Daily ELD Instruction:** EL students will receive both Integrated and Designated ELD instruction daily through differentiation.
- **Professional Learning and Conferences:**
 - The **Academic Coach** will provide professional learning with support from the District EL Coach, focusing on:
 - Deconstructing EL Standards.
 - Teaching specific EL strategies.
 - Analyzing data from common assignments to make instructional decisions.
 - **Dual Language Teachers:**
 - Attend the **ATDLE Two-Way and Dual Language Education Conference** in the 2025-2026 school year.
 - Participate in district **DLI PLCs** and professional development.

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

N/A

Using 7090/7091 funds only: What are the planned expenses to support this student group?

N/A

As a site: What are the planned actions to support this student group?

N/A

Progress Monitoring: Outcomes

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

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
We will achieve these changes in knowledge and learning... Include how these outcomes will be measured and who will monitor them. • Higher Staff Retention: Reduced turnover leads to a stable, experienced teaching staff. • Positive School Culture: A culture that prioritizes well-being, collaboration, and staff appreciation fosters long-term job satisfaction. • Mentorship and Professional Growth: New teachers receive mentorship while veteran teachers continue to grow professionally, creating a self-sustaining support system. • Enhanced School-Community Relationships: Increased engagement in shared events and activities strengthens relationships between staff, students, and families. • Improved Student Success: Consistent, well-supported teachers contribute to better academic outcomes for students. • Thriving Work Environment: A positive, inclusive workplace where staff feel valued, leading to higher motivation and retention.	Shape these behaviors... Include how these outcomes will be measured and who will monitor them. • Reduced Teacher Burnout: Ongoing SEL support, well-being check-ins, and social-emotional professional development help lower stress levels. • Stronger Staff Relationships: Increased collaboration results in a more cohesive and supportive school culture. • Higher Staff Retention: Teachers feel more valued, connected, and supported in their professional growth, leading to better retention. • Increased Staff Participation: Higher involvement in community-building events such as game nights, picnics, and gatherings. • Enhanced School Spirit: Greater engagement in school spirit initiatives strengthens unity among staff and students. • Improved Mentorship and Professional Growth: Effective mentorship and growth opportunities enhance instructional practices and student achievement.	And ultimately achieve these impacts. Include how these outcomes will be measured and who will monitor them. • Higher Staff Retention: Reduces turnover and fosters a stable, experienced teaching staff. • Positive School Culture: A culture focused on well-being, collaboration, and staff appreciation promotes long-term job satisfaction. • Support System: New teachers receive mentorship, and veteran teachers continue to grow professionally, creating a self-sustaining system. • Enhanced School-Community Relationships: Staff, students, and families engage in shared events, strengthening community ties. • Improved Student Success: Consistent, well-supported teachers lead to better academic outcomes for students. • Thriving Workplace: A positive and inclusive environment where staff feel valued, leading to greater motivation and retention.

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

Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	95 %	89.1 %	2024-2025	90.2 %

Section A: Use the metrics above to identify the problem(s), causes, and needs.

PROBLEM OF PRACTICE (POP): Based on the metrics in this Current Goal, identify the problem(s) of practice.

Problem of Practice:

Although there has been a positive increase in family engagement at Williams, with a 2% rise in favorable responses from Fall 2023 to Fall 2024 and a 13% increase in favorable responses regarding meaningful family engagement opportunities (with an overall average of 97%), there remains a slight decrease of 1% in the feeling of involvement among parents from Spring 2024 to Fall 2024. This indicates that while families are engaged in opportunities, there is a need to strengthen their ongoing sense of connection and involvement in their child’s learning journey at school. Further efforts are needed to bridge this gap and ensure consistent, sustained family involvement

CAUSES: List the major causes (3-5) that lead to the problem(s) you stated above.

Causes:

- Limited Parent Involvement in Family Nights: Despite extended opportunities, there was still a lack of parent involvement in family night events.
- Focused Family Engagement Programs: Williams focused on providing additional opportunities for parent involvement, such as extending the A4 program targeting African American students below grade level in reading.
- Multiple Schoolwide Family Events: Events like Pastries With Grown-Ups, Barn Dance, Muffins with Mom, and Fall Harvest were aligned to invite more parent participation.
- Community Outreach: The Student Council partnered with Council Member Padilla to distribute tamales and volunteered for various community outreach events, fostering engagement but still facing challenges in broader parent involvement.
- Partnership with Success Together: Williams collaborated with Success Together to provide family engagement and learning opportunities to increase home literacy.
- Lack of Technology Access: Families’ lack of access to technology hindered their ability to take the Climate and Culture Survey, limiting data collection and further engagement opportunities.

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Needs:

- Partnership with community partners and FUSD Departments like A4 Program to support and increase participation
- Continue with efforts to promote staff and student participation which targets student groups with one year or more below grade level in reading
- Alignment of School-Wide Family Events by backwards mapping events lead by VP, OM, CCT, ELC and other key staff for ongoing alignment of family events
- Stakeholder voice on types of events (e.g., Muffins with Mom, Donuts with Dad, Pastries with Grandparents, Barn Dance, Dia de Las Madres, and Dia de Los Muertos) for parent engagement.
- Community Outreach: Continued community-building opportunities through collaboration
- Partnership with Success Together: Continued partnership with Success Together to provide family engagement and learning opportunities that increase home literacy.

Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Increased Parent Participation and Inclusion

Partially Implemented

- Increased Parent Engagement: Williams Elementary increased opportunities for parents to engage in their children's education, advocacy, and success planning.
- Parent Participation: The Administration Team successfully recruited parents and community members for active participation in the School Site Council (SSC) but struggled to do so for the English Language Advisory Committee (ELAC).
- Improved Communication: Technology tools such as Class Dojo, Parent Square, and Smore for the weekly Wizard Parent Newsletter strengthened school-to-home communication, reflected in an increase in family responses on the Spring Culture Climate Survey compared to Fall.
- Support for Targeted Students: Tier 2 Specialists and Resource Counselor Assistants worked with targeted students to help increase parent inclusion and participation in meetings, sports, and other school-related events.
- Family Survey Results: There was a 6% increase in the Family Engagement domain from Fall 2024 to Spring 2025
- Staff Survey Results: There was a 5% decrease in the Family Engagement domain from Fall 2024 to Spring 2025
- Student Survey Results: There was a 2% decrease in the Family Engagement domain from Fall 2024 to Spring 2025

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Increased Parent Participation and Inclusion

Partially Effective

This action was fully implemented as Williams provided monthly Family Engagement Hour Learning sessions, extended the A4 program from Fall through Spring, and held quarterly family engagement opportunities to build literacy at home. These initiatives offered educational learning experiences and models to help parents strengthen their partnerships in their children's literacy journeys.

Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

No significant changes will occur, as we have seen consistent favorable growth. However, we would like to see improved family participation in responding to the Climate and Culture Survey. To increase participation, we plan to:

- Promote the Survey through Multiple Channels: Use Class Dojo, Parent Square, and the weekly Wizard Parent Newsletter to remind families to complete the survey.
- Offer Incentives: Provide small incentives, such as gift cards or school supplies, for families who complete the survey.
- Host Parent Information Sessions: Hold virtual or in-person meetings to explain the importance of the survey and how family feedback helps improve the school environment.
- Language Accessibility: Ensure the survey is available in multiple languages, such as Spanish, to reach a wider audience.
- Provide Reminder Notices: Send out multiple reminders, including texts and emails, throughout the survey period to encourage participation.

Section D: 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.

SSC:

On March 19, 2025, the SSC met and shared the following:

- Parents expressed the need for more in-class support
- More after-school tutoring for students.
- More field trips
- More communication between parents and teachers

ELAC:

Wednesday, March 5, 2025 -

- Additional language support
- Homework support
- After School Tutoring
- Help students bridge the gap in language proficiency.

Staff:

On February 18, 2025, the Williams Staff met and shared the following feedback :

- Consistent Use of Research-Based Strategies – Implement Elkonin boxes, decodables, and phonemic awareness routines consistently across all classrooms.
- Targeted Small Group & One-on-One Support – Expand RTI, leveled instruction, and personalized feedback to support students needing additional literacy interventions.
- Enhanced Progress Monitoring – Strengthen data-driven decision-making with regular assessment and tracking of student growth.
- Increased Use of Adaptive Learning Tools – Utilize iReady, Raz-Kids, and Magnetic Reading effectively to personalize learning and reinforce foundational skills.
- More Parental Engagement – Provide resources and strategies to help families support literacy development at home.
- Integration of SEL in Literacy Instruction – Continue embedding social-emotional learning (SEL) to enhance student engagement and motivation.
- Ongoing Professional Development – Provide training on foundational literacy best practices, including TNTP strategies and RTI implementation.
- More Time for Planning – Allocate dedicated time for teachers to plan effective literacy instruction.
- Need for an Intervention Teacher – Hire a dedicated interventionist to provide additional literacy support.
- Need for i-Ready Tool Kit – Ensure access to resources that complement iReady instruction.
- Professional Development on i-Ready – Train staff on

- maximizing the program's effectiveness.
- Training for Paras and Interact Fellows – Provide professional learning opportunities to strengthen intervention support.
- Hire More Reading Tutors – Increase the number of tutors available to provide targeted reading interventions.

Action 1 :

Increased Parent Participation and Inclusion

Action Details:

GOAL:

By June 2026, Williams will show an increase of 5% in the Fall Climate and Culture Family, Staff, and Student Survey in favorable gain on the family engagement domain by creating a safe and supportive environment that promotes inclusiveness in building relationships, celebrating diversity, and collaboration with all stakeholders. We will encourage a parent and community sense of belonging to foster a positive climate and culture in which families and the community feel welcomed and included in the decision-making process.

ACTIONS:

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 tutoring.
8. Admin will work with CCT and ASP to backwards map parent engagement activities to increase participation and inclusion at Williams Elementary
9. Williams will work with Parent University to calendar event to support parents and engage them in school related functions
10. Williams will hold literacy and Math Night to highlight our current focus and provide families with both school and community resources

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- 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

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

- 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

Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

English Language Learners (ELLs)

- Performance: -78.1 points below the standard on SBAC.
- Progress: 15% of ELL students are making progress toward English language proficiency, categorized in the orange (low-performance) group on the California Dashboard.
- Student Population: 75 students.

White:

- Performance: -90.1 points below the standard on SBAC.
- Progress: 15% of students are making progress toward proficiency, categorized in the red (low-performance) group on the California Dashboard.
- Student Population: 44 students.

African American Students

- Performance: -118 points below the standard on SBAC.
- California Dashboard Status: Moved from red to orange indicators 17.5
- Student Population: 93 students

Students with Disabilities (SWD)

- Performance: -154.5 points below the standard on SBAC.
- Trend: Declined by 6.5 points from the 2024 SBAC results but doubled the # of students
- California Dashboard Status: Moved from Red to orange
- Student Population: 99 students.

Math Data:

- English Language Learners (ELLs)
 - Performance: -85.3 points below the standard on SBAC.
 - Progress: 10.1% of ELL students are making progress
 - Categorized in the orange (low-performance) group on the California Dashboard.
 - Student Population: 35 students.

White Students

- Performance: -74.6 points below the standard on SBAC.
- Trend: decrease by 15.7 points from the 2023 SBAC results.
- California Dashboard Status: Yellow performance level
- Student Population: 63 students.

Students with Disabilities (SWD)

- Performance: -141.9 points below the standard on SBAC.
- Trend: Declined by 29.1 points from the 2023 SBAC results.
- California Dashboard Status: Orange performance level
- Student Population: 51 students.

ALL Students

- Performance: -74.6 points below the standard on SBAC.
- Trend: decrease by 15.7 points from the 2023 SBAC results.
- California Dashboard Status: Yellow performance level
- Student Population: 277 students.

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Williams will utilize Title 1 funds to contract California Teaching Fellows to support our Tier III Response to Intervention (RTI) groups in reading. Students will participate in thirty-minute RTI sessions five days weekly through a deployment model involving classroom teachers, the Academic Coach, Certified Tutor sub, ELF Tutors, and support staff.

Tier 2 and 3 support (for students 1 year below grade level and 2+ years below grade level) will be provided by the Teacher on Special Assignment Academic Coach, Certificated Tutor, Teaching Fellows, and RSP teacher. A total of 3-4 Teaching Fellows (3.5 hours) will be involved in delivering these services.

As a site: What are the planned actions to support this student group?

Williams will continue to prioritize Tier 1, first-good instruction in ELA and Math throughout the year through ongoing professional development, classroom observations, and teacher feedback using the IPG tool and the PLC+ rubric.

The school will embed the consistent use of academic discourse, talk moves/accountable talk, and language frames during both Integrated and Designated ELD instruction. Teachers will utilize specific ELD strategies from the Wonders ELD section and incorporate multicultural experiences within real-world contexts.

Teachers will analyze CFA, CSA, FIAB, IAB, and i-Ready data for EL students to plan targeted instruction. Designated support will be provided to develop language proficiency, and integrated language support will be implemented throughout the instructional day. Goal-setting and data chats based on ELPAC results and EL reclassification goal-setting reports will be shared with teachers, students, and parents.

EL students will receive integrated and designated ELD instruction daily through differentiation. The Academic Coach, with support from the District EL Coach, will provide professional learning for teachers. This will include the deconstruction of ELD standards, teaching and learning cycles, and specific ELD strategies implemented in instruction. Teachers will also analyze data for common assignments to monitor progress and make instructional decisions.

- EL Parent Training:
 - Provide training on ELD Proficiency Level Continuum, ELPAC, Reclassification, RFEP, and Seal of Biliteracy.
 - Support EL parents in sustaining their child's home language and developing multilingual proficiency.
- Parent Participation:
 - Define a transparent process to ensure EL parent participation in providing input into the SPSA and other EL matters through ELAC.
 - Provide awards and incentives to recognize EL parent involvement in ELAC and other parent activities.

Home/School Communication:

- Home School and Community Liaisons for effective home/school communication.
- Family Engagement Hour led by HSL in collaboration with Parent University
- ELPAC goal-setting conferences to support student progress
- ELPAC Assembly to promote test-taking strategies and the importance of goal-setting
- Parent-teacher conferences in the home language to ensure effective communication and understanding
- Parent Wizard Newsletter
- Utilize Parent Square as the district-wide communication platform
- Distribute flyers in primary languages to enhance accessibility

- Update the marquee with ongoing events and communications
- Offer parent learning opportunities from the site and district to further engage parents in their child's educational journey.

Progress Monitoring: Outcomes

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

Short-Term (Learning)
Expect to see

We will achieve these changes in knowledge and learning...

Include how these outcomes will be measured and who will monitor them.

We will achieve these changes in knowledge and learning by:

- Scheduling weekly classroom visits to ensure that all EL students receive daily designated and integrated ELD that aligns with their needs.
- Providing professional learning designed to support effective instruction for ELs, including designated and integrated ELD, scaffolding strategies, and the use of ELD lessons provided by district English Language Services.
- Identifying patterns and trends to align professional learning with site-specific needs.
- Measuring outcomes through increased academic discourse and student engagement during ELD instructional time.

Medium-Term (Change in Behavior or Performance)
Want to see

Shape these behaviors...

Include how these outcomes will be measured and who will monitor them.

We will shape behaviors by:

- Holding individual data chats at the beginning of the year to review i-Ready, ELPAC, SBAC, iReady, BPST, and Fluency scores with teachers.
- Setting goals with students based on assessment data and monitoring their progress with each iReady assessment.
- Implementing Teaching and Learning Cycle strategies and ELD lessons to advance student learning.
- Monitoring progress through weekly culminating task rubrics and iReady lesson completion by teachers, PLCs, and admin

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

Include how these outcomes will be measured and who will monitor them.

We will ultimately achieve these impacts by:

- Increasing the percentage of SBAC students who meet and exceed the reading standards
- Increasing the percentage of students who meet and exceed the reading standards on i=Ready
- Decreasing the distance from the standards met by 15 points
- Increasing the ELPAC percentage of students who are on target to re-designate

These outcomes will be measured through:

- SBAC scores to track reading standards achievement.
- ELPAC results to track improvement in language proficiency levels.

The Principal, ILT, CCT, PLCs, and teachers will monitor these outcomes through regular data analysis and progress checks.

2025-2026 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 to Support Instruction **No food or incentives**	772.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Materials and Supplies **No food or incentives**	2,232.00
G1A1	Title 1 Basic	Guidance & Counseling Services	Subagreements			Generation Changers : 3 five-hour mentors Generation Changers	74,000.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7937		141,007.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	91,979.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Office Equipment Lease	6,000.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2063		36,651.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified Supplemental Pay Contract	499.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	1,658.00
							\$354,798.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$77,004.00
Sup & Conc	7090	\$238,986.00
LCFF: EL	7091	\$38,808.00
Grand Total		\$354,798.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$354,798.00
Grand Total	\$354,798.00