



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Craig Williams Elementary School	19643036011654	October 29, 2024	December 12, 2024

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- Schoolwide Program

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

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# Plan Description

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. Through the plan, students will receive standards based instruction with district adopted materials, and targeted leveled instruction in ELA and Math through RtI. Teachers are provided release time to plan with their grade level to work in PLCs to determine best practices for their students. In addition, teachers are supported through classroom observations and feedback tools as well as the opportunity to collaborate with other grade level colleagues to provide the highest quality education. Teachers analyze student data on a weekly basis in their PLC's and determine SMART goals for ELA and Math. Grade level and school-wide data is analyzed on a monthly basis in which adjustments or changes to instruction may occur.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The School Site Council was consulted October 2024 in the proposed SPSA Annual Review and Update. Parents, teachers, and administration was present to review and discuss the SPSA as written, the progress made since the SPSA was originally drafted in Spring 2024, and the anticipated progress to be made for the 2024-2025 school year. During this time, parents, teachers and administrators provided input and feedback, and voted with a quorum majority to approve the proposed SPSA for the 2024-2025 school year. Advisory groups such as ELAC and SSC are involved in the development of the SPSA and give meaningful input to the plan. In addition, the school staff is asked to provide input to determine what programs or changes in supports are needed for our students. Advisory groups meet several times during the year and SSC approves a draft on the plan, moving it forward to the Board for approval.

## Resource Inequities

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

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

Goal #1 : Provide high quality instruction and learning opportunities to increase student engagement, provide safe & collaborative environments, and meet the needs of diverse learners.

For Family Academic engagement, results of the fall 2024 Title 1 survey indicate that over 92% of parents who took the survey are aware of various communication methods used by the school including the website, social media, parent square messages, phone calls, flyers, DoJo, and E-Mail. 91.4% of parents who took the survey are aware of parent involvement activities such as Back to School Night and 98.9% of parents are aware of Family Nights, PTA events, IEP meetings, and parent conferences. 69.4% of parents strongly agree that Craig Williams students use PAWS to make Williams a safe place to learn. Promote Peace and Safety, Achieve your Goals, Work Hard, and Show respect. PBIS is a priority at Craig Williams. Our teachers review daily school wide expectations and use positive rewards to promote good behavior.

Craig Williams Elementary School The 2024 Fall Title 1 survey results indicate:

In response to the question regarding Craig William's social-emotional support, parents shared that: 71.6% of parents are aware that counselors use zones of regulations with students, 19.5% of parents are aware that Craig Williams uses restorative practices.

Craig Williams has resource inequities with staffing at some levels. Although funding is available, it has been challenging to hire instructional aides and staff to fill current vacancies. At this time we have openings for a Behavior specialists and two instructional aides. Criag Williams will benefit from having a BCBA aIDE (Board certified behavior analyst) to support teachers with specific behavioral strategies.

Goal #2: Provide all students with guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and or career ready.

59.2% of parents are aware of the school providing academic support for students through Instructional Aides.

38.8% of parents are aware of the school providing academic support for students through tutoring before or after school.

87.8% of parents are aware of the school providing academic support for students through Digital Learning Platforms.

85.7% of parents are aware of the school providing academic support for students through Expanded Learning Programs and Summer Academy.

The California Dashboard shows that all student groups fell within the Very High category for Chronic Absenteeism. In the 22-23 school year Craig Williams had 34.9% Chronic Absenteeism. In the 23-24 school year this number decreased by 4% and was 31.9%.

Goal #3: Increase parent involvement through advisory committees by building parental capacity for policy.

69% of parents agree that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.

26% of parents are neutral to the statement that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.

0% of parents disagree or strongly disagree that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.

56.5% of parents are aware of the school providing academic support for students through Intervention Teachers.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

#### Parent/Staff Surveys

The 2024-2025 Spring Title I Fall Parent Evaluation Survey was distributed to all parents in English and Spanish.

Approximately 11% of the parents returned surveys results. There were a total of 49 Respondents.

Title I Parent Evaluation from Spring 23-24 indicates:

85% say they receive timely information on their child's academic progress

82.9% acknowledge information is provided in English and Spanish

75% agree parents are able to communicate with staff and administration

74.8% agree the school has effective ways of communicating with parents

75% are aware parents are involved in creating the Home-School Compact

60% have received information about Title I services throughout the year

15% attended the Annual Title I Parent Meeting

Student Surveys- A survey given to all 5th-grade students. This survey measures resiliency, protective factors, risk behaviors, and school climate

The 2023-2024 California Healthy Kids Survey was administered to fifth graders in the spring of 2023

School Connectedness (Highly and Moderately) 75%

62% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Do you feel close to people at school?

67% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Student is happy to be at this school.

84% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Student feels part of the school.

72% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Do Teachers treat students fairly"

70% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Do you feel safe at school"

Staff-Student Relationships (Highly and Moderately) 86%

86% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Adults at school care about me.

82% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Adults make an effort to get to know me.

89% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Adults at school listen when I have something to say"

Meaningful Participation (Highly and Moderately) 51%

46% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Students given a chance to help decide school activities or rules.

67% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: "Do the teachers or other grown ups at school ask you about your ideas"

64% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Students have a chance to solve school problems.

Bullying not allowed

91% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Adults make it clear that bullying is not allowed.

83% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: "If you tell a teacher that you've been bullied, the teacher will do something to help "

39% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Students try to stop bullying when they see it.

Students in 3rd-6th grade complete the Panorama SEL Survey Fall 24-25 two times per year to all students in grades 3rd-6th. This survey is an SEL survey that measures social emotional awareness, school climate, growth mindset for students in grades 3rd-6th.

According to the Panorama Survey students in grades 3-6 stated that they are able to do the following:

Self Management: 71% up 7%, 6th grade: 73% down 4%

Social Awareness: 62% down 6%, 6th grade: 49% down 4%

Perserverance: 64% up 5%, 6th grade: 58%

Growth Mindset: 61% up 1%, 6th grade: 49% up 18%

Emotion Regulation: 49% down 1%, 6th grade: 34% down 1%

The 2024-2025 Fall Title I Needs Assessment Survey was distributed to all parents and staff in English and Spanish. The survey is sent out to all in the Craig Williams community. This survey provides parents with the opportunity to become involved and to give input into the school programs currently being provided. We received 154 responses.

The results of the fall 2024-2025 fall survey are:

Title I Needs Assessment, Fall 24-25 indicates:

91.9% believe Craig Williams is a safe place to learn an increase of 5%

93.8% believe Craig Williams emphasizes the importance of attendance an increase of 3%

91.8% believe Craig Williams is guided by California Standards for instruction an increase of 1%

93.8% are aware of professional development for staff an increase of 4%

87.8% believe Craig Williams effectively communicates with parents an increase of 1%

Summary of the results: When looking at the parent survey for the Title 1 needs assessment and the spring parent evaluation, parents feel that Craig Williams is a safe place to learn and that our communication to the parents is effective and have a strong home school connection. Our importance on attendance is also noted by the Title 1 needs assessment scoring it high with standards for instruction. Our CHKS shows that students have good relationships with their teachers and feel stened to, but aren't given a chance to help decide school activities or rules. Although the majority of our fifth graders feel that if you tell a teacher that they are being bullied the teacher will help, if students see bullying they don't try to stop it. When looking at the Panarama survey not all students feel they have a growth mindset and need to learn to regulate their emotions more at school.

## **Classroom Observations**

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

All probationary and temporary teachers receive two-three formal observations per year. Permanent teachers receive one formal observation every other year. After 15 years in the district, permanent teachers receive one formal observation every five years. Site administrators regularly conduct informal classroom observations and walk-throughs. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. The collects data of site/district administrator visits and walk-throughs. Site and/or district based professional development is designed based on the data collected during the observations. This data is reviewed with the leadership team on a monthly basis. The team identifies strengths for the school site and areas where more professional development and/or collaboration are needed. The analysis of this data informs our site goals and professional development training.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Statewide testing results (CAASPP scores) and local assessments (NWEA Fluency, NWEA MAP Growth Reading, NWEA MAP Growth Language, NWEA MAP Growth Math and District Writing Assessment) are used to determine if all students are making progress. The data are also used to determine if the achievement gap is closing for identified groups, subgroups, and individual students. Ongoing analysis of assessment results throughout the school year by the SSC, advisory committees, leadership team, teachers and administrators is conducted at regular meetings to monitor the progress in academic achievement by individual students and subgroups. If the achievement gap is not closing for all identified groups and subgroups, new research-based strategies are identified and implemented to address the gaps. The progress of English learners toward attaining English proficiency and in meeting grade-level standards is monitored through the ELPAC, site assessments and writing assessments. The progress of reclassified students is monitored for two years to ensure appropriate instructional placement and to determine any needs for academic support. Parents are provided with information in English/Spanish (written/verbal) at meetings or through written communications on the results of state and local assessments.

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

We use several state and district local assessments to measure student achievement, modify instructions, monitor and improve student progress. Assessment data is used to drive instruction and provide intervention. CAASPP testing data, ELPAC, NWEA, District Writing Prompts, teacher-created test, SmartyAnts, Fastforward, ST Math, IAB's and Pilot Assessments are all used to determine which areas need remediation. The data is reviewed and discussed at a staff and grade level PLC meetings. Goals are written to target our Tier II and III students. Instructional programs, intervention and strategies are modified to reflect analysis. The data is used to make necessary adjustments in curriculum, instruction, intervention, and assessments. Individual student progress is monitored. Progress reports are sent home prior to reports cards for parents to be aware of areas for improvement. All web based programs purchased at school have home access and support for intervention. Individual intervention strategies are developed for students not meeting the standards. Enrichment programs are developed to meet the needs of our students who are performing proficient or above at all levels.

The ELPAC, NWEA, and Fastforward are used to identify and track the progress of English Learners. The data from these assessments allows our school to homogeneously group students into ELD levels and literacy levels. The CAASPP assessments informs the schools how students are proficient and exceeds in ELA and Math for grades 3 through 6 including CAST Science in grade 5th. We use Fastforward to support our SPED subgroup and our EL students to track students progress. Educators can analyze this data along with grade-level and school-wide data shared at Professional Learning Community meetings and staff meetings to determine instructional best practices. Flexible, small groups of students are modified based on student progress using assessments. Academic goals are established, monitored, and modified based on student progress.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Staff members will be recruited as needed, trained, and assisted to ensure the effectiveness of the instructional program and SPSA. All teachers at the school will meet the federal criteria for highly-qualified teachers; all instructional aides meet the federal criteria for paraprofessional qualifications.

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

Highly qualified teachers will be hired to fill vacant positions. Teachers with the appropriate authorizations will provide ELD and use SDAIE strategies to provide English Learners with access to the core curriculum. New teachers will participate in the BTSA program and will participate in training on the programs and strategies implemented as part of the SPSA. This program is a two year program that allows teachers to be guided and mentored, as they document and analyze their experiences during the first few years entering the profession. In addition, district and county level professional development is provided to ensure staff have opportunities to stay current on the newest pedagogical practices and interventions to meet the needs of the students. Site level administration also serve as mentors to staff members, supporting them through regular and timely feedback on classroom observations and providing them with resources, time and opportunities to enhance their professional growth and instructional delivery. Teacher colleagues also serve as mentors to our new teachers and opportunities to visit other classrooms to gain strategies

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

Professional development will focus on standards-based programs and standards-aligned strategies and practices that have demonstrated effectiveness through research in improving the academic achievement of the targeted students at the school. Professional development will be of sufficient intensity and duration to have a positive and lasting impact on teacher performance and student achievement. Professional development is geared to all TK-6th grade teachers as well as individualized PD for specific grade levels.

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

Teachers will participate in professional development for the use of curricula, assessment measures and analysis, and instructional strategies specific to English Learners through presentations and demonstration lessons by other teachers in the district. Additional professional development will be given by the PBIS team to support teachers in the continued implementation of PBIS and ideas for working with students who need behavioral support. Counselors will support with Tier 1 instruction of SEL in the classroom weekly as well as Tier 2 & 3 support in small group or individual pull out. Two Intervention Teachers will provide Tier II instruction for students, thus supporting teachers in meeting the needs of at-risk students.

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

Teachers will participate in professional collaboration through grade level PLCs, grade level planning, across grade level articulation, peer coaching and observations, and grade level instructional leaders. Teachers collaborate during grade-level PLC meetings each week and focus on struggling learners. Teachers use data to drive future instruction during intervention PLC meetings with the site intervention teachers every other week. They have independent teacher preparation time on alternating weeks. Additionally, our Intervention teachers collaborate with grade-level teams on-site and with other TOSAs at district-wide meetings regularly to analyze data, discuss student progress, form small instructional groups, and discuss teaching strategies. The district provides professional development to support teachers.

## Teaching and Learning

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

Teaching practices and instructional materials are adopted based on content and performance standards. Craig Williams integrates instructional practices into lessons and learning opportunities. Educators are focussed on ensuring that students understand the measurable daily objectives, which are written from the content standards. Our core curriculum is standards-based and spirals standards through the units of study. Students are taught to self-reflect and determine mastery towards standards at the end of each lesson. Eligible students will receive core and categorical program services that meet their assessed needs. Students not meeting grade level standards will be provided with supplementary and intervention services to close achievement gaps. Identified students will be given a 6-8 week intervention during school and will be progressed monitored.

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

All Teachers at Craig Williams will submit a weekly schedule outlining instructional minutes to ensure students are receiving the correct amount of minutes of instruction for each subject. Administration will monitor the implementation of the weekly schedules through informal walk-throughs, class visitations, and formal observations. Instructional minutes and adherence to daily schedules are monitored and observed daily by administration to ensure integrity of instructional programs and evidence of student learning.

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

Students are provided literacy instruction at their level of academic need following the MTSS model through small group instruction, team teaching during co-plan co-teach, and during the intervention and RTI classes. The Intervention Teachers and grade-level teams focus on literacy instruction for specific grade-level needs. Students are grouped by literacy and mathematical needs. Groups are formed according to targeted academic goals and change throughout the year based on ongoing observations and assessments to ensure that all student learning needs are met. Pacing and the quality of lesson delivery and intervention is monitored and observed by administration with timely and constructive feedback designed to support teachers in meeting student needs.

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

At Craig Williams Elementary School, we believe that the adopted Common Core State Standards is our curriculum that is taught at our school. We implement standards aligned curriculum in all subject areas. We provide textbooks and instructional materials in the core subject areas to all students. As the population changes from year to year, teachers are provided any additional materials they may need. Craig Williams Elementary School students are heterogeneously grouped in all subject areas, except English Language Development, by gender, ethnicity, ability, language and social development. All students groups have equal access to our standards based curriculum as well as our supplemental and intervention materials. Supplementary workbooks are provided for all TK-6 students using categorical funds. These resources provide much needed extra support for our struggling students.

Additional instructional support comes in the form of school wide Response to Intervention, pull-out and push-in instructional program that provides students with additional time and support to master proficiency in early literacy, writing, comprehension, and math skills.

In order to make the curriculum accessible to students who are not meeting the standards, supplemental and intervention programs are provided. Supplemental and intervention programs include: ST Math, Thinking Maps, Fast Forward, NWEA supplemental materials and other appropriate instructional materials will be utilized as needed.

Special Education students will receive the same textbooks and instructional materials as the general education population. RSP students will be supported by the RSP teacher throughout the school day as well as an instructional aide to support with case load.

Our identified GATE/Proficient-and Exceeding Standards learners are provided with rigorous and relevant instructions. Our GATE teachers will ensure all students to progress yearly with explicit direct instructions, project based, learning, academic competitions, technology, and advanced writing.

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

All teachers at Craig Williams Elementary use BUSD standards-based adopted materials in concert with district initiatives for Tier I instruction in the general education setting. For Tiers II and III, we use standards-based intervention programs that meet the academic learning needs of all students. Core and supplemental instruction are also differentiated to meet the language acquisition needs of English learners for designated and integrated ELD. Teachers will use SBE adopted curriculum and standards-aligned instructional materials in all subject areas, as well as intervention.

## Opportunity and Equal Educational Access

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

All students at Craig Williams will have equitable access to all programs, classrooms, and services as required by law. All students participate in a comprehensive and balanced language arts program that includes reading, oral and written language. This consists of organized skills and a literature program that encompassed phonemic awareness, phonics and decoding skills. Students receive systematic instruction in oral language and regularly participate in activities, which develop their oral language skills toward proficiencies described in the state standards. Teachers use a wide variety of instructional practices, based on a full understanding of the English-Language Arts content standards and the Common Core Standards. Teachers deliver the Language arts curriculum by making logical connections across curricular areas and by utilizing resources available in the community. Students relate literature to their personal experiences and connect new knowledge to concepts learned previously through direct instruction, cooperative student interactions, and independent activities. Our Language Arts program represents community culture and the individual interest of our students. Teachers utilize a variety of instructional strategies and resources to support and strengthen student learning. Students are exposed to multidimensional lessons, building on the language skills and concepts that students already know. Students are required to actively respond to literary works by integrating listening, reading and writing activities. Students are also expected to apply higher level thinking skills (analysis, synthesis, and evaluation) to daily work. Students receive systematic instruction in oral language and regularly participate in activities, which develop their oral language skills toward proficiencies described in the state standards. As students are exposed to Language Arts curriculum, grammar and vocabulary development skills are simultaneously reinforced. The Mathematics program used at Craig Williams assist teachers in developing students ability to think, communicate, draw on mathematical ideas. In the classroom teachers emphasize the mathematical meanings of ideas, including how the idea, concept or skill is connected in multiple ways to other mathematical ideas in a logically consistent and sensible manner. Some strategies include peer coaching, multi stepped problem solving, and math journals. Students will participate in hands-on activities to help increase an understanding of math skills.

## Evidence-based educational practices to raise student achievement

The school uses the implementation of SSMT (student support and monitoring team) a Response to Intervention Program (RTI) and Program Behavior Intervention System (PBIS) which initially identifies students who are at least one grade level behind, behavior, and attendance. Once the student is identified as not meeting the standards, goals are written for targeted intervention to be delivered by a certificated staff, paraprofessional or college tutor. Intervention is provide small group or one-on-one instruction to help the student reach grade level proficiency. If a student receiving these services does not make adequate improvement, the Student Success Team will meet and discuss if more intensive intervention is necessary. The Student Success Monitoring Team consist of the counselor, teacher, administrator, parents, and other staff will identify specific interventions to meet the needs of the individual students. At the conference, the team gathers information about the referred students. Interventions and recommendations are then made to strengthen the student's regular education program. Use of behavior contacts, frequent contact with parents, and monitoring by the administration and support staff are discussed at the SST meetings. Services provided by the regular program include differentiated instructions and restorative justice and supplemental materials in all classrooms. If these modifications do not meet the child's needs after a determined period, the Student Success Monitoring Team (SSMT) refers the student for an assessment by the school psychologist to determine if the child qualifies for additional support services in the Special Education program. The resource specialist program, as well as speech and language services are provided on site. More restrictive programs are available through the district. Research-based educational practices will be used to raise student achievement including Thinking Maps, Word Study, SII, intervention through Intervention Teachers, technology, SAMR, PBIS, MTSS, UDL, & PLCs.

## Parental Engagement

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

Parents are encouraged to get involved at Craig Williams Elementary School. There are several district, school, and community resources available to assist our students and their families. Our school is staffed by our three hour CWA child warefare attendants. She provides information to parents about monthly parent workshops, coordinates volunteers, and does community outreach for our families. Our CWA is currently being trained with the organization of Latino Family Literacy Procject to provide workshops for our parents. We have a certified bilingual clerk as well as some parent volunteers that assist with communication to all of our families. All communication is provided in English and Spanish through Parent Square, news letters, and flyers. We have an active PTA facebook page as well as a school instragram that highlights the activities at Craig Williams. Craig Williams Elementary hosts family nights through our PTA, assemblies, parades, festivals, and community outreach to our families in order to meet the needs of our students. Parent representation is an integral component of the School Site Council, Parent Volunteers, English Learner Advisory Council (ELAC), and DELAC. Each of these groups are responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Training and materials to help parents work with their children to improve academic achievement will be provided. Notifications and information on school programs, activities, meetings, and events will be sent home in English and Spanish. Parents and families will be connected to needed community service agencies to assist families to overcome barriers to success, so that students will come to school ready to learn. In addition, after school programs will be provided for all students and supplemental programs will be purchased to support students inside and outside of school.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Annually a Title I Parent Meeting is held at the beginning of the school year to explain the components of Title I funding and our individual school program. Title I survey evaluates the needs of students and allows us to develop a plan to best meet these needs. The School Site Council is comprised of elected members from within the school community. English Learner Advisory Committee is composed of any parent of an English learner student who would like to attend and participate in the meetings. These two parent-representative advisory groups meet and discuss achievement data, categorical funding, intervention programs, and expenditures. The School Plan for Student Achievement is reviewed with all committees and stakeholders. Input is sought, valued, and used to update the SPSA.

## Funding

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

Categorical funds pay for before and after school classes where a staff member can offer small group tutoring for students in need of specific skills, STEAM classes for any student who wishes to participate, as well as instructional assistants to support in the classroom for grades K-2 with reading literacy. Instructional aides work with small groups of learners to increase literacy skills for struggling students. Title 1 funds also pay for our music program ETMLA for students in TK-4th that provides students with music class once a week.

## Fiscal support (EPC)

The school receives the following fiscal support: Title I, Supplementary Grant, Concentration Grant, SISS, grants and donations. In addition to the school site Title I allocations the district also provides additional services. The district provides an ELA intervention teacher, a Math TOSA, CSW (Case Service worker), a library media aide, and preschool services.

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

## **California School Dashboard (Dashboard) Indicators**

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

Overall performance for ELA and Math in our California Dashboard is currently in orange with 57.3 points below standard for ELA and 75.8 points below standard for math.

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

Our English Learner student subgroup is performing in "Red" for ELA with 83.5 points below standard for ELA and 105.8 points below standard for Math. Our SWD (Students with Disabilities) subgroup is also performing in the "Red" category for both ELA and Math as well as our African American subgroup.

## **Other Needs**

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

Our Hispanic subgroup performance in the California Dashboard performance was in orange with a score of 49.9 below standard in ELA and performed in "Yellow" for math with a score of 73.2 points below grade level.



# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.21%	0.22%	0.22%	1	1	1
African American	15.79%	14.66%	13.60%	75	67	62
Asian	1.7%	3.5%	3.51%	16	16	16
Filipino	4.42%	3.06%	3.51%	21	14	16
Hispanic/Latino	71.2%	67.83%	68.64%	312	310	313
Pacific Islander	3.5%	3.06%	3.51%	14	14	16
White	3.5%	4.81%	4.17%	23	22	19
Multiple/No Response	2.53%	2.41%	2.85%	12	11	13
<b>Total Enrollment</b>				475	457	456

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			24
Kindergarten	49	72	64
Grade 1	49	48	62
Grade 2	67	48	48
Grade 3	61	67	50
Grade 4	72	67	71
Grade 5	82	73	67
Grade 6	95	82	73
<b>Total Enrollment</b>	475	457	456

#### Conclusions based on this data:

1. Our enrollment has increased from 456 in 23-24 to 472 in 24-25 school year. Our enrollment in Kinder grew by 10 students increasing our classes by three.
2. 71.9% of enrolled students are Hispanic/Latino and 14% African American.

3. Enrollment has maintained or increased in all grade levels especially in K-3rd for the 2024-25 school year.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	85	92	105	17.4%	17.9%	23.0%
Fluent English Proficient (FEP)	47	34	30	10.5%	9.9%	6.6%
Reclassified Fluent English Proficient (RFEP)				7.1%		2%

### Conclusions based on this data:

1. Our number of English Learners has increased each year from 85 students in 21-22 to 92 in 22-23 and 105 in 23-24.
2. Our English Learner population is 23.% (105 Students) of the school population.
3. Our RFEP population is 2% (10 students).

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60	67	50	60	66	50	60	66	50	100.0	98.5	100
Grade 4	72	71	70	72	71	68	72	71	68	100.0	100.0	97.1
Grade 5	78	73	66	78	73	65	78	73	65	100.0	100.0	98.5
Grade 6	95	89	74	95	88	74	95	88	74	100.0	98.9	100
All Grades	305	300	260	305	298	257	305	298	257	100.0	99.3	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2366.	2387.	2400.	3.33	10.61	14.00	18.33	21.21	20.00	23.33	24.24	34.00	55.00	43.94	32.00
Grade 4	2414.	2421.	2410.	9.72	15.49	7.35	20.83	12.68	16.18	18.06	22.54	26.47	51.39	49.30	50.00
Grade 5	2448.	2430.	2441.	8.97	9.59	12.31	24.36	10.96	15.38	11.54	23.29	21.54	55.13	56.16	50.77
Grade 6	2492.	2470.	2516.	8.42	2.27	13.51	27.37	27.27	31.08	27.37	25.00	28.38	36.84	45.45	27.03
All Grades	N/A	N/A	N/A	7.87	9.06	11.67	23.28	18.46	21.01	20.33	23.83	27.24	48.52	48.66	40.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.33	7.58	8.00	61.67	65.15	68.00	35.00	27.27	24.00
Grade 4	6.94	9.86	1.47	61.11	63.38	60.29	31.94	26.76	38.24
Grade 5	14.10	6.85	9.23	53.85	53.42	49.23	32.05	39.73	41.54
Grade 6	7.37	6.82	8.11	52.63	51.14	62.16	40.00	42.05	29.73
All Grades	8.20	7.72	6.61	56.72	57.72	59.53	35.08	34.56	33.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.33	9.09	14.00	51.67	54.55	50.00	45.00	36.36	36.00
Grade 4	6.94	9.86	5.88	51.39	54.93	52.94	41.67	35.21	41.18
Grade 5	11.54	9.59	15.38	47.44	45.21	36.92	41.03	45.21	47.69
Grade 6	8.42	6.82	22.97	58.95	52.27	54.05	32.63	40.91	22.97
All Grades	7.87	8.72	14.79	52.79	51.68	48.64	39.34	39.60	36.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	6.06	8.00	75.00	74.24	78.00	18.33	19.70	14.00
Grade 4	4.17	5.63	5.88	81.94	71.83	76.47	13.89	22.54	17.65
Grade 5	3.85	2.74	4.62	62.82	75.34	67.69	33.33	21.92	27.69
Grade 6	14.74	7.95	14.86	69.47	71.59	66.22	15.79	20.45	18.92
All Grades	7.87	5.70	8.56	71.80	73.15	71.60	20.33	21.14	19.84

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.33	3.03	16.00	60.00	71.21	54.00	36.67	25.76	30.00
Grade 4	5.56	8.45	7.35	61.11	56.34	61.76	33.33	35.21	30.88
Grade 5	10.26	9.59	12.31	57.69	50.68	55.38	32.05	39.73	32.31
Grade 6	9.47	3.41	14.86	70.53	63.64	68.92	20.00	32.95	16.22
All Grades	7.54	6.04	12.45	62.95	60.40	60.70	29.51	33.56	26.85

**Conclusions based on this data:**

1. Fifth grade students with 27.5% of students scored with Standards Met/ Exceeded and 50.77% Standard Not Met, is the lowest scoring grade level.
2. Reading and Writing subtests are the lowest areas with overall percentages, with 33.85% Below Standard for Reading and 39.60% Below Standard for Writing.

3. Sixth grade had the highest percentage of students met and exceeded with 44.6% Third grade students had the highest percentage of exceeded with 14%. Fourth grade has the lowest below standard overall with 27%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	60	67	50	60	66	50	60	66	50	100.0	98.5	100
Grade 4	72	71	70	72	71	68	72	71	68	100.0	100.0	97.1
Grade 5	78	73	66	78	73	65	78	73	65	100.0	100.0	98.5
Grade 6	95	89	74	94	88	73	94	88	73	98.9	98.9	98.6
All Grades	305	300	260	304	298	256	304	298	256	99.7	99.3	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2393.	2395.	2398.	5.00	4.55	10.00	20.00	27.27	18.00	26.67	28.79	34.00	48.33	39.39	38.00
Grade 4	2404.	2413.	2425.	2.78	7.04	2.94	15.28	9.86	13.24	30.56	33.80	44.12	51.39	49.30	39.71
Grade 5	2429.	2419.	2411.	5.13	5.48	3.08	7.69	8.22	6.15	25.64	17.81	21.54	61.54	68.49	69.23
Grade 6	2471.	2469.	2481.	6.38	11.36	16.44	10.64	7.95	8.22	32.98	31.82	30.14	50.00	48.86	45.21
All Grades	N/A	N/A	N/A	4.93	7.38	8.20	12.83	12.75	10.94	29.28	28.19	32.42	52.96	51.68	48.44

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.00	10.61	12.00	40.00	53.03	40.00	50.00	36.36	48.00
Grade 4	6.94	5.63	0.00	36.11	33.80	57.35	56.94	60.56	42.65
Grade 5	7.69	8.22	1.54	43.59	38.36	43.08	48.72	53.42	55.38
Grade 6	4.26	4.55	10.96	51.06	46.59	45.21	44.68	48.86	43.84
All Grades	6.91	7.05	5.86	43.42	42.95	46.88	49.67	50.00	47.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	6.06	14.00	68.33	65.15	54.00	25.00	28.79	32.00
Grade 4	5.56	5.63	1.47	47.22	61.97	61.76	47.22	32.39	36.76
Grade 5	5.13	5.48	3.08	46.15	45.21	46.15	48.72	49.32	50.77
Grade 6	5.32	9.09	10.96	69.15	56.82	54.79	25.53	34.09	34.25
All Grades	5.59	6.71	7.03	57.89	57.05	54.30	36.51	36.24	38.67

**Conclusions based on this data:**

1. Third grade students are scoring the highest in met and exceeded with 31% with Sixth grade coming second with 19% of students met and exceeding in math. Students are scoring lower overall in mathematics when compared to English language arts with an average of 19.4%.
2. All grade levels are scoring better on Communicating Reasoning when compared to the other subtests with 7%.
3. Fifth grade students have the highest % below standard overall with 69% not met followed by 6th grade with 45% not met.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1464.4	1410.3	1422.6	1452.4	1397.9	1425.8	1492.5	1439.1	1414.9	14	12	23
<b>1</b>	1470.5	1468.4	*	1469.7	1462.3	*	1470.9	1474.0	*	11	13	8
<b>2</b>	*	1464.4	1489.7	*	1464.5	1498.7	*	1463.8	1480.3	9	13	11
<b>3</b>	1472.8	1494.8	1468.7	1476.9	1496.7	1460.7	1468.4	1492.5	1476.5	17	11	11
<b>4</b>	1505.1	1493.4	*	1515.1	1487.3	*	1494.7	1499.1	*	15	20	10
<b>5</b>	*	1515.4	1497.2	*	1525.4	1487.8	*	1505.0	1506.1	9	16	20
<b>6</b>	1553.3	1508.7	1529.1	1541.3	1505.3	1528.8	1564.9	1511.7	1528.9	15	13	16
<b>All Grades</b>										90	98	99

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	28.57	16.67	21.74	35.71	25.00	26.09	35.71	41.67	34.78	0.00	16.67	17.39	14	12	23
<b>1</b>	27.27	15.38	*	18.18	23.08	*	36.36	53.85	*	18.18	7.69	*	11	13	*
<b>2</b>	*	15.38	18.18	*	38.46	45.45	*	23.08	18.18	*	23.08	18.18	*	13	11
<b>3</b>	0.00	9.09	0.00	41.18	63.64	27.27	35.29	18.18	45.45	23.53	9.09	27.27	17	11	11
<b>4</b>	6.67	15.00	*	53.33	25.00	*	33.33	40.00	*	6.67	20.00	*	15	20	*
<b>5</b>	*	6.25	5.00	*	50.00	30.00	*	31.25	45.00	*	12.50	20.00	*	16	20
<b>6</b>	40.00	15.38	12.50	33.33	46.15	56.25	6.67	7.69	31.25	20.00	30.77	0.00	15	13	16
<b>All Grades</b>	17.78	13.27	11.11	40.00	37.76	36.36	30.00	31.63	33.33	12.22	17.35	19.19	90	98	99

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	35.71	0.00	21.74	28.57	50.00	21.74	28.57	33.33	43.48	7.14	16.67	13.04	14	12	23
<b>1</b>	36.36	15.38	*	9.09	46.15	*	54.55	38.46	*	0.00	0.00	*	11	13	*
<b>2</b>	*	30.77	45.45	*	30.77	27.27	*	15.38	18.18	*	23.08	9.09	*	13	11
<b>3</b>	17.65	36.36	0.00	47.06	45.45	63.64	11.76	18.18	9.09	23.53	0.00	27.27	17	11	11
<b>4</b>	40.00	35.00	*	46.67	20.00	*	13.33	30.00	*	0.00	15.00	*	15	20	*
<b>5</b>	*	43.75	25.00	*	43.75	30.00	*	12.50	25.00	*	0.00	20.00	*	16	20
<b>6</b>	46.67	38.46	25.00	20.00	38.46	62.50	20.00	7.69	12.50	13.33	15.38	0.00	15	13	16
<b>All Grades</b>	33.33	29.59	23.23	37.78	37.76	38.38	20.00	22.45	24.24	8.89	10.20	14.14	90	98	99

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	28.57	16.67	21.74	42.86	16.67	17.39	28.57	58.33	47.83	0.00	8.33	13.04	14	12	23
<b>1</b>	27.27	15.38	*	18.18	23.08	*	36.36	53.85	*	18.18	7.69	*	11	13	*
<b>2</b>	*	7.69	9.09	*	46.15	54.55	*	15.38	18.18	*	30.77	18.18	*	13	11
<b>3</b>	0.00	9.09	0.00	23.53	18.18	9.09	35.29	45.45	72.73	41.18	27.27	18.18	17	11	11
<b>4</b>	0.00	5.00	*	13.33	25.00	*	46.67	30.00	*	40.00	40.00	*	15	20	*
<b>5</b>	*	0.00	5.00	*	12.50	15.00	*	50.00	30.00	*	37.50	50.00	*	16	20
<b>6</b>	33.33	0.00	0.00	26.67	53.85	31.25	20.00	15.38	56.25	20.00	30.77	12.50	15	13	16
<b>All Grades</b>	14.44	7.14	8.08	27.78	27.55	21.21	35.56	37.76	43.43	22.22	27.55	27.27	90	98	99

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	42.86	8.33	26.09	42.86	58.33	56.52	14.29	33.33	17.39	14	12	23
<b>1</b>	18.18	30.77	*	81.82	61.54	*	0.00	7.69	*	11	13	*
<b>2</b>	*	30.77	36.36	*	46.15	54.55	*	23.08	9.09	*	13	11
<b>3</b>	17.65	9.09	18.18	52.94	81.82	54.55	29.41	9.09	27.27	17	11	11
<b>4</b>	46.67	25.00	*	53.33	55.00	*	0.00	20.00	*	15	20	*
<b>5</b>	*	0.00	15.00	*	100.00	65.00	*	0.00	20.00	*	16	20
<b>6</b>	33.33	23.08	12.50	60.00	53.85	87.50	6.67	23.08	0.00	15	13	16
<b>All Grades</b>	27.78	18.37	23.23	61.11	65.31	61.62	11.11	16.33	15.15	90	98	99

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	21.43	0.00	13.04	71.43	66.67	69.57	7.14	33.33	17.39	14	12	23
<b>1</b>	36.36	7.69	*	54.55	84.62	*	9.09	7.69	*	11	13	*
<b>2</b>	*	46.15	54.55	*	30.77	36.36	*	23.08	9.09	*	13	11
<b>3</b>	58.82	72.73	18.18	23.53	18.18	54.55	17.65	9.09	27.27	17	11	11
<b>4</b>	46.67	35.00	*	53.33	45.00	*	0.00	20.00	*	15	20	*
<b>5</b>	*	75.00	35.00	*	25.00	35.00	*	0.00	30.00	*	16	20
<b>6</b>	46.67	61.54	62.50	33.33	23.08	31.25	20.00	15.38	6.25	15	13	16
<b>All Grades</b>	48.89	42.86	33.33	42.22	41.84	46.46	8.89	15.31	20.20	90	98	99

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	28.57	16.67	8.70	71.43	75.00	73.91	0.00	8.33	17.39	14	12	23
<b>1</b>	36.36	30.77	*	18.18	38.46	*	45.45	30.77	*	11	13	*
<b>2</b>	*	15.38	18.18	*	46.15	54.55	*	38.46	27.27	*	13	11
<b>3</b>	0.00	9.09	0.00	29.41	54.55	36.36	70.59	36.36	63.64	17	11	11
<b>4</b>	0.00	5.00	*	46.67	45.00	*	53.33	50.00	*	15	20	*
<b>5</b>	*	0.00	15.00	*	56.25	35.00	*	43.75	50.00	*	16	20
<b>6</b>	46.67	0.00	6.25	26.67	61.54	43.75	26.67	38.46	50.00	15	13	16
<b>All Grades</b>	17.78	10.20	8.08	45.56	53.06	48.48	36.67	36.73	43.43	90	98	99

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	57.14	33.33	43.48	35.71	50.00	39.13	7.14	16.67	17.39	14	12	23
<b>1</b>	9.09	15.38	*	72.73	76.92	*	18.18	7.69	*	11	13	*
<b>2</b>	*	7.69	18.18	*	69.23	72.73	*	23.08	9.09	*	13	11
<b>3</b>	5.88	27.27	0.00	70.59	72.73	90.91	23.53	0.00	9.09	17	11	11
<b>4</b>	0.00	20.00	*	100.00	60.00	*	0.00	20.00	*	15	20	*
<b>5</b>	*	0.00	10.00	*	81.25	70.00	*	18.75	20.00	*	16	20
<b>6</b>	26.67	23.08	12.50	73.33	46.15	87.50	0.00	30.77	0.00	15	13	16
<b>All Grades</b>	20.00	17.35	20.20	67.78	65.31	64.65	12.22	17.35	15.15	90	98	99

**Conclusions based on this data:**

1. Overall, the majority of our students are scoring at 36% of English learners are scoring within Level 3 overall.

2. The percentage of students overall in the Domains have decreased from 22-23 to 23-24 by an average of 3% in each domain except for writing domain that increased by 3% and listening increased by 5% .
3. The percentage of students overall in the Writing Domain has increased overall in well developed by 3% and in level 2 and decreased by 1% from 22-23 to 23-24.

# School and Student Performance Data

## California School Dashboard Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>456</b>	<b>90.4%</b>	<b>23%</b>	<b>1.1%</b>
Total Number of Students enrolled in Craig Williams Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	105	23%
Foster Youth	5	1.1%
Homeless	15	3.3%
Socioeconomically Disadvantaged	412	90.4%
Students with Disabilities	48	10.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	62	13.6%
American Indian	1	0.2%
Asian	16	3.5%
Filipino	16	3.5%
Hispanic	313	68.6%
Two or More Races	13	2.9%
Pacific Islander	16	3.5%
White	19	4.2%

**Conclusions based on this data:**

1. One fifth of our student population at Craig Williams Elementary are English Learners with 23%.
2. 68.6% of our student population is Hispanic following 13.6% of our African American subgroup.
3. With 456 students at Craig Williams, 90.4% of our students are socioeconomically Disadvantaged.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. Suspension rate in 2023-24 was at 3.3% placing us at yellow. We also placed in yellow for our Chronic Absenteeism at 31.9%.
2. ELA and Math academic performance are both performing low with ELA performing at 40.6% below standard with a decrease of 16.7% and Math at 71.2% below standard with an increase of 4.6 points.

3. Our Performance of our English Learners, SWD, and AA subgroup population are performing in yellow for ELA and Math.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>40.6 points below standard</p> <p>Increased 16.7 points</p> <p>249 Students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>65.5 points below standard</p> <p>Increased 18.0 points</p> <p>62 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>40.5 points below standard</p> <p>Increased 16.7 points</p> <p>232 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>116.4 points below standard</p> <p>Increased 23.5 points</p> <p>34 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>59.5 points below standard</p> <p>Increased 13.8 points</p> <p>33 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>29.9 points below standard</p> <p>11 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>34.5 points below standard</p> <p>Increased 15.5 points</p> <p>168 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>49.7 points below standard</p> <p>12 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>

**Conclusions based on this data:**

1. African American students were the third lowest scoring subgroup behind SWD and English learners. AA subgroup is performing at 59.5 points below standard with an increase of 13.8 points with 33 students..
2. English Learners are 65.5 points below standard with an increase of 18 points and 62 students.
3. Students with Disabilities are our lowest scoring subgroup with 116.4 points below standard with 34 students. SWD increased 23.5 points from last year.

# School and Student Performance Data

## Academic Performance Mathematics

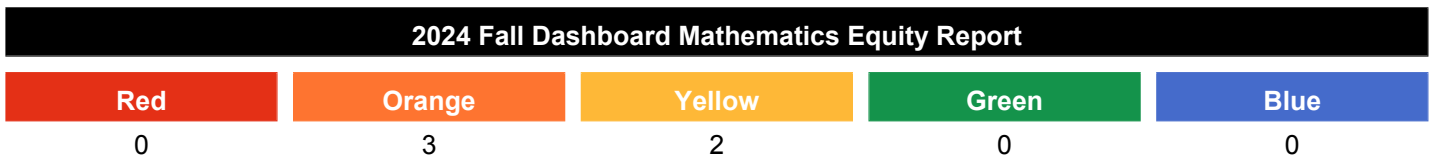
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>71.2 points below standard</p> <p>Increased 4.6 points</p> <p>248 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>97.4 points below standard</p> <p>Increased 8.4 points</p> <p>62 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>73.2 points below standard</p> <p>Increased 4.6 points</p> <p>231 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>138.1 points below standard</p> <p>Increased 28.5 points</p> <p>33 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>92.9 points below standard</p> <p>Maintained 2.1 points</p> <p>33 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>50.0 points below standard</p> <p>11 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>69.6 points below standard</p> <p>Increased 3.5 points</p> <p>168 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>49.3 points below standard</p> <p>12 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>

**Conclusions based on this data:**

1. We are 71.2 points below standard for math an increase of 4.6% from last year places us in the yellow level for math.
2. African American subgroup and SWD subgroups have the highest points below standard with SWD in the orange with 33 students at 138.1 points below standards and African American subgroup with 33 students at 92.9 points below standard.
3. Hispanic subgroup increased 3.5 points placing this subgroup at 69.6 points below standards with 168 students.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 39.2% making progress. Number Students: 74 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 7 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 20.3%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 40.5%	<b>Maintained ELPI Level 4</b> 1.4%	<b>Progressed At Least One ELPI Level</b> 37.8%

### Conclusions based on this data:

1. 39.2% of ELs are making progress towards English language proficiency with 74 students performing in level 2 which is a 2% increase from last year..
2. 20.3% of ELs decreased at least one ELPI level and 40.5% of our EL's maintained ELPI level of 1, 2L, 2H, 3L, or 3H.
3. 1.4% of ELs maintained ELPI level 4 and 37.8% progressed at least one ELPI Level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.










### 2024 Fall Dashboard Chronic Absenteeism Equity Report



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

### 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
<p>Yellow</p> <p>31.9% Chronically Absent</p> <p>Declined 3</p> <p>476 Students</p>	<p>Orange</p> <p>26.8% Chronically Absent</p> <p>Declined 8.8</p> <p>112 Students</p>	<p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>
Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>No Performance Color</p> <p>61.9% Chronically Absent</p> <p>0</p> <p>21 Students</p>	<p>Yellow</p> <p>32.4% Chronically Absent</p> <p>Declined 3</p> <p>441 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>32.2% Chronically Absent</p> <p>Declined 15.4</p> <p>59 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>33.3% Chronically Absent</p> <p>Increased 6.9</p> <p>69 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>35.3% Chronically Absent</p> <p>Declined 5.9</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>18.8% Chronically Absent</p> <p>Increased 4.5</p> <p>16 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>33.6% Chronically Absent</p> <p>Declined 3.5</p> <p>324 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>35.7% Chronically Absent</p> <p>Increased 4.9</p> <p>14 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Declined 25</p> <p>16 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>10.5% Chronically Absent</p> <p>Declined 14.5</p> <p>19 Students</p>

**Conclusions based on this data:**

1. The Hispanic subgroup with 324 students has the second highest absenteeism rate of 33.6% chronically absent that is a 3.5% decrease from 2023-24. SWD subgroup with 59 students were at 32.2% with the highest decline of 15.4%.
2. The African American subgroup with 69 students have a rate of 33.3% chronically absent with an increase of a 6.9% increase from last year.
3. English Learners with 112 students has an absenteeism rate of 26.8%, this subgroup had a 8.8% decline from last year.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. Craig Williams is a K-6 Elementary School and therefore does not have students completing high school at this level.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

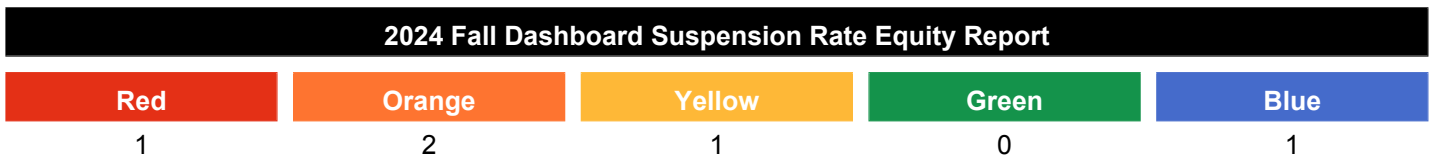
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>3.3% suspended at least one day</p> <p>Declined 0.4%</p> <p>511 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 0.8%</p> <p>117 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>14.3% suspended at least one day</p> <p>21 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>3.2% suspended at least one day</p> <p>Declined 0.8%</p> <p>473 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>4.8% suspended at least one day</p> <p>Increased 1.8%</p> <p>62 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>14.9% suspended at least one day</p> <p>Increased 7.4%</p> <p>74 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>5% suspended at least one day</p> <p>Increased 5%</p> <p>20 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0.9% suspended at least one day</p> <p>Declined 2.5%</p> <p>349 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>6.7% suspended at least one day</p> <p>Increased 6.7%</p> <p>15 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>5% suspended at least one day</p> <p>Declined 2.4%</p> <p>20 Students</p>

**Conclusions based on this data:**

1. The overall suspension rate is in the high rate at 3.7%. a decline of -0.4 from last year.
2. African American subgroup had the highest suspension rate of 14.9%., an increase of 7.4% placing that subgroup in the red.
3. Socioeconomically disadvantage had a suspension rate of 3.2% with a decline of 0.8%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### English Language Arts

Craig Williams Goals: Craig Williams will provide high quality instruction and learning opportunities to increase student engagement, provide safe & collaborative environments, and meet the needs of diverse learners.

SEL Goal: By December of 2025, 97% of credentialed and certificated staff will have completed required training for PBIS including our school wide PAWS expectations of Promoting peace and safety, Achieving your goals, Working hard, and Showing Respect. This in turn will lead to a minimum of 70% of reduction of office level student referrals. During the 2024-2025 school year administration will work with custodial staff to maintain a clean and safe environment. Principal will also ensure that emergency drills are performed monthly and procedures are in place and practiced throughout the school year in accordance to our school safety plan. Implementation daily of social-emotional learning opportunities for students through SEL curriculum, full implementation of PBIS to create a sense of community within classrooms and a positive school culture for students to persist with learning challenges and be academically successful. Development of a Wellness Center to support our students including our ATSI subgroup (SWD) with self-regulation, will be provided at Craig Williams by our counselors and behavior assistant. Craig Williams has a PBIS committee that meets monthly with the focus on Tier 1 supports with engagement and behavior. Our counselors, Behavioral Assistant, Psychologist, and Administrator also meet as a second team to address students in need of Tier 2 and Tier 3 included are our ASTI group of SWD. ATSI Goal: (Students with Disabilities): Records of behavior for our students with disabilities will be logged and shared with the case managers in order to monitor compliance of their IEP.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all students a safe, collaborative conditions for learning.

### Identified Need

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

Improve school climate and increase pupil engagement by providing a safe and supportive environment with strong adult relationships which will promote a sense of belonging, especially for our ASTI population (SWD) students with disabilities, low-income students, foster youth, English Learners, and those who are experiencing homelessness.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2024-Panorama Survey	66% of students in grades 3-5 feel a sense of belonging at the school according to the Fall Panorama survey. 6th graders scored lower at 48% for feeling a sense of belonging with the greatest increase of 14 percent from last year. We had an increase in percentage for Growth mindset with 61% in grades 3-5 and 49% in sixth grade, with the greatest increase of 18% in this area for sixth graders.	Based on the Spring 2024 administration of the Panorama Survey, 80% of students in grades 3-5 and 70% of students in 6th grade will feel a sense of belonging at the school and increase by 15%. Growth mindset for students in 3-5 will grow by 10% to 71% and for sixth graders they will increase from 49% to 59%. ATSI goal: (Students with Disabilities) 24% of students reported medium to low growth mindset, for 2024-25 we like to see an decrease of this and an increase from 52% to 65% for our ATSI subgroup. Our teachers and counselors will continue SEL/PBIS lessons and review the skills for having a growth mindset.
2023-2024 Healthy Kids Survey	Of the students in 5th grade who took the California Healthy Kids Survey during 2023-2024, 78% of fifth grade students feel safe at school all the time. 80% of fifth grade students say that teachers and other grownups at school believe that they can do a good job.	Based on the 2023-2024 administration of the HKS, 90% of fifth graders will feel safe at school all the time, with an increase of 10%. PBIS is implemented by all staff at Craig Williams and reviewed daily to ensure school safety. By 2024 survey we expect to see an increase from 80% to 100% of teachers and grownups at the school believe that they can do a good job.
A2A - Attention to Attendance 2023-2024 attendance rate	Craig Williams Attendance rate for 23-24 school year was at 93% overall. Kinder and First grade had the lowest percentage of attendance with 85%. Our chronic attendance for 23-24 was at 34% a 2% decrease from last school year.	During the 2024-2025 school year, student chronic attendance will decrease by a minimum of 5% per trimester, and the trimester decrease will be maintained until the end of the school year, creating a minimum of a 15% decrease from 36% to 25%. ATSI Goal: (Students with Disabilities) During the 2024-2025 school year, student attendance will be prioritized for our SWD subgroup groups (Students with Disabilities), and students will maintain a minimum of 95% attendance for the school year.
Aeries discipline data	Number of discipline entries per month for the 23-24 school year was averaging at 20. In 2023-24 school year we received a total of 144 referrals to the office, 20 less than the previous year. Discipline distribution report on Aeries reported 44 high level assertive discipline incidents, a decrease of 9 from the previous year and 5th grade scoring the highest on	Decrease the number of incidents occurring each month and lower the number of office referrals from 144 to 100. By June of 2024-25 school year our assertive discipline will decrease by 50% from 44 high level assertive discipline incidents to 22 incidents. ATSI Goal: (Students with Disabilities) During the 2024-2025 school year, student discipline will be prioritized for

	injury or attempted to cause for a total of 19 incidents.	our SWD subgroup groups (Students with Disabilities), and students will maintain a minimum of 3 office referrals per students for the school year. Providing more restorative justice, reteaching expectations of PBIS school wide, having our counselors push in with weekly lessons, and having our behavior specialist support Tier 3 students in the wellness room will support this goal by being preventative and proactive.
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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Supervision will be provided to ensure student safety before school and during lunch recess. Craig Williams partnerships with Think Together and YMCA Partners to provide a safe, secure and collaborative environment for our students before school and during all morning and lunch recesses. We have five SSA's (Student Supervision Aides) that supervise students as they are playing and use our PAWS bucks and caught being good tickets to promote positive behavior and reward students for following school wide expectations. YMCA Partners also support during recess with engaged and structure play. During the 2024-2025 school year, student discipline will be prioritized for our SWD subgroup ATSI group (Students with Disabilities), and students will maintain a minimum of 3 office referrals per students for the school year.	All students	0 District Funded 2000-2999: Classified Personnel Salaries SSA salary 0 District Funded 5800: Professional/Consulting Services And Operating Expenditures YMCA partners/ Think Together
1.2	Implementation of PBIS. Teacher and staff will reinforce school-wide PBIS expectations daily. Also, frequent anti-bullying activities and monthly safety drills will be conducted. PBIS signage is posted around the school campus to support our PAWS expectations. Staff pass out PAWS bucks when students are observed following our school wide expectations. Students use those bucks and redeem their PAWS bucks every Friday at our PBIS store. For 2024-2025 school year we will be using a digital PBIS platform as form of PAWS points to receive incentives from the PBIS Store. Supplemental resources to teach social skills will also be provided. Second Step SEL program will be used weekly to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 6. Second Step SEL curriculum will be taught directly to students by classroom teachers including our	All students	0 District Funded None Specified Second Step Curriculum 0 District Funded 5000-5999: Services And Other Operating Expenditures A2A Program for attendance 0 Title I 5800: Professional/Consulting Services And Operating Expenditures PBIS/SEL printing 10,000 Concentration Grant 4000-4999: Books And Supplies Wellness Center

	<p>ATSI subgroup (students with disabilities) to strengthen their skills and ensure the school is using the same language across grade levels as a next step in PBIS. Our PBIS team will meet monthly and collaborate with the staff data to support any areas of concern for behavior. A wellness room will be available for our Craig Williams students to use when in need to deescalate, regulate emotions, lower anxiety, or stress. The wellness room will provide access to caring adults and quick primary care through counseling, mentoring, and peer support. Counselors will also provide teachers with strategies on how to create and use calming corners and flexible seating in their classrooms for students to regroup when they are experiencing strong emotions or simply need a break. Training for our staff to support our students with engagement and collaborative learning strategies will be provided to our teachers by our districts Board Certified Behavior Analyst. To improve the quality of Tier 1 instruction in all classrooms including our SDC 4th-6th students, professional development opportunities such as Whole Brain Learning will be proposed to teachers. Administrator and staff will attend the PBIS conference to gather more strategies and share with our staff.</p>		<p>18,895 Title I 5800: Professional/Consulting Services And Operating Expenditures Restorative Justice Staff PD and Professional Development for teachers 10,000 LCFF - Supplemental 4000-4999: Books And Supplies PBIS/SEL materials Rewards Program 45,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Murals to promote PBIS goals 0 District Funded 5800: Professional/Consulting Services And Operating Expenditures PBIS Conference</p>
<p><b>1.3</b></p>	<p>Music class will be provided for students TK-4 as a supplemental program so that all students K-6 receive music instruction weekly. Music instruction increases engagement, providing safe &amp; collaborative environments, and meet the needs of diverse learners. A fully trained Music teacher will work with each class in grades on a weekly basis to instruct students in a sequential, comprehensive music program based on common core standards and CA VAPA standards. An afterschool enrichment modern band will be provided for grade levels Third-Fourth from our ETMLA instructor.</p>	<p>K-4 Students</p>	<p>40,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Contract with ETM-LA 8,000 Title I 4000-4999: Books And Supplies Instruments to support ETM-LA 0 Title I 4000-4999: Books And Supplies</p>
<p><b>1.4</b></p>	<p>Full time school counselor will be provided to support the SEL of our students and provide services to support mental health. Counselors will support our classroom teachers with Tier 1 instruction by providing weekly lessons in each classroom, as well as supporting our Tier 2 and 3 students and ATSI subgroup (Students with Disabilities) in small group and/or individual counseling. As part of the ATSI plan for SWD school counselors will schedule and deliver monthly planned lessons in our 4th-6th SDC class on campus. Topics will be determined through collaboration between the classroom teacher and the counseling team to ensure that students' needs are being addressed. All classroom teachers will</p>	<p>All students with a focus on our SWD ASTI subgroup</p>	<p>0 District Funded 1000-1999: Certificated Personnel Salaries Full time counselor salary 0 District Funded 3000-3999: Employee Benefits Counselor benefits 57,329 Concentration Grant 1000-1999: Certificated Personnel Salaries Part time Counselor Salary</p>

	<p>have the opportunity to sign up for these presentations on a monthly basis. The counselor will prioritize to provide SEL lessons in classrooms for monthly social skills especially bullying prevention. Teachers are encouraged to seek specific presentations other than the monthly focus if the need arises in their classrooms.</p> <p>An additional part time counselor is being funded to provide SEL and classroom lessons as well as counseling for our students TK-6th.</p>		<p>24,500 Concentration Grant 3000-3999: Employee Benefits Counselor Benefits</p>
1.5	<p>A PE teacher will provide weekly instruction to students in grades TK-6, while Craig Williams teachers meet in PLCs to collaborate and analyzing local data to design rigorous learning opportunities for students. The PE teacher will provide our Craig Williams students with structured physical fitness and get our 5th grade students ready for the physical fitness test.</p>	All students	<p>0 District Funded 1000-1999: Certificated Personnel Salaries PE Teacher and aide salary</p>
1.6	<p>Craig Williams will participate in the implementation of Red Ribbon Week and anti-bullying month activities. Red Ribbon Week highlights the importance of living a drug-free life. It presents an opportunity for parents, educators, and communities to come together to reinforce the drug-free messages we share with students through out the year. The school conducts a week long of activities focused on encouraging students to choose to remain drug-free for life.</p>	All students	<p>500 Parent-Teacher Association (PTA) 5000-5999: Services And Other Operating Expenditures Materials for Red Ribbon Week</p>
1.7	<p>Devices to improve educational program for SWP. Craig Williams will be providing technology and supports to all students at school and an additional chromebook or to be checked out to students to use at home. The school will commit to continuing to update technology as needed and provide devices for use at school and at home for instruction and for the practice of skills. Technology devices will be kept up to date and in working order in order to provide 2:1 available technology for students so that they have access in the classroom and at home to curriculum and supplemental programs to close the achievement gap for struggling learners. Classrooms on campus used for before or after school intervention will be equipped with updated technology to provide additional learning opportunities and support for struggling learners in order to close the achievement gap. In order to supplement Tier 1 instruction in the classroom for underperforming students technology will be kept current in classrooms. Technology equipment and supplies supplement instruction and provide additional support for students to perform with like peers by increasing student engagement. Technology implementation improves instructional pacing and in turn improves academic achievement. This technology will reduce learning gaps for struggling learners by increasing students' time on task in the classroom.</p>	All students	<p>12,000 Concentration Grant 4000-4999: Books And Supplies Laptops for teachers 3,500 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Technology 0 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Technology/ Earbuds 2,000 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Warranties for teacher laptops 0 Title I 4000-4999: Books And Supplies Headphones with Microphones</p>

<p><b>1.8</b></p>	<p>Items have been put in place to ensure that Craig Williams Elementary is safe, secure, and clean. Craig Williams will maintain the staff workroom and custodial equipment, purchase new equipment, and purchase supplies in order to keep the school in good repair and quickly address site needs. Equipment will be purchased and maintained to improve instruction and increase access to the core curriculum. The campus will be equipped with signage and postings to support SEL. Our district has installed security cameras, which have greatly reduced the off-hours vandalism and graffiti that inundated our campus. Classrooms and offices will be neat, orderly, and clean, with updated furniture. Staff members will be available for students to access for different needs, health assistants, health office supplies, office staff, supervision, and referrals for other services will be provided. All teachers will be trained in our Active shooter response training to ensure Craig Williams is prepared on what to do in the event of an active shooter on campus. Craig Williams has become a closed school campus and all adults need to go through the office, sign in through our Verkada system and be cleared before entering the campus. A buzzard system will be installed in front of the school to screen visitors prior to entering the office.</p>	<p>All students</p>	<p>0 None Specified 5000-5999: Services And Other Operating Expenditures Maintenance for the security cameras and custodial support. 7,900 SISS None Specified Custodial Supplies 900 SISS 4000-4999: Books And Supplies Materials and Supplies</p>
<p><b>1.9</b></p>	<p>Attendance and Engagement: Improve school climate and increase pupil engagement by providing a safe and supportive environment with strong adult relationships which will promote a sense of belonging, especially for students with disabilities, low-income students, foster youth, English Learners, and those who are experiencing homelessness.</p> <p>During the 2024-2025 school year, student chronic attendance will decrease by a minimum of 5% per trimester, and the trimester decrease will be maintained until the end of the school year, creating a minimum of a 15% decrease, from a chronic absenteeism of 34.2% in 24-25 school year to 23% in 2024-2025 school year.</p> <p>ATSI Goal: (Students with Disabilities)</p> <p>During the 2024-2025 school year, student attendance will be prioritized for two groups of students (African American and Students with Disabilities), and students will maintain a minimum of 92% attendance for the school year. Our SWD ASTI group will decrease their chronic attendance rate of 47.6% to 32% and our AA group will decrease from 26.4% to 20% by 2024-25 by carefully monitoring students, providing monthly and weekly incentives, having parent meetings, and having SART meetings. A tiered response plan will be developed and implemented consistently for all students who are chronically absent. The school counselor and Community Services Worker will conduct family conferences for all chronic absentees. Needed services will be provided to families by the CSW and counselor. Students without improved attendance after a conference will</p>	<p>All students</p>	

	<p>be referred to SARB. Counselor will meet with case carriers for targeted follow up on absences for SWD subgroup.</p> <p>Parent engagement and participation in school activities will increase by a minimum of 25% school wide. There is a direct correlation between student attendance and student achievement. Daily on-seat attendance is critical if students have to be college and career ready when they graduate from high school. Craig Williams will promote and increase attendance rate by promoting positive student engagement and increasing parent participation.</p>		
1.10			
1.11			

# Annual Review

## SPSA Year Reviewed: 2024-25

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

### Analysis

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

A full time counselor is on site to support students’ emotional needs. In addition, a part time counselor is shared to support our students emotional needs. Second Step curriculum is purchased for K-6 classes, and teachers do weekly lessons with students. As a site we determined that all classes need to use the Second Step curriculum to support students’ emotional well being. To support students’ physical well being, a PE teacher and two PE aides work with students on Mondays, Thursdays, and every other Wednesday to teach the students the proper ways to exercise and be safe. Nutrition lessons are also given by the PE teacher to educate students about good food choices. Our PTA supports being safe and healthy through activities such as Red Ribbon Week and assemblies focusing on well being. We are currently not on track to meet our attendance goal for this year. Each grade level has a 91% or lower attendance rate for the exception of Kindergarten. Kindergarten students have an attendance rate of 92% which is still below our expected outcome.

To continue providing a safe and secure environment, Student Supervision Aides (SSA) and YMCA Playground Partners work with students to support their emotional and physical well being during recesses and lunch times every day of the week. The custodial staff works daily to ensure that all facilities are in good working order and that supplies are ordered in a timely manner. And teachers monitor supervision before, after, and during morning recess. Teacher and staff will continue to reinforce school-wide PBIS expectations daily. Also, frequent anti-bullying activities and monthly safety drills will be conducted. Supplemental resources to teach social skills will also be provided. Second Step SEL program will be used weekly to promote the social-emotional development, safety, and well-being of children from pre- school early learning through Grade 6.

Goal one identifies the need to provide students and staff a healthy, safe, and secure environment that supports collaborative conditions for learning. In order to measure the growth towards this end, we utilize the California Healthy Kids Survey and Discipline Data, to support our implementation and guide us in achieving this goal. At Craig Williams Teachers met together in PLC meetings to analyze student achievement and to work on addressing ways to improve achievement. Teachers plan together, offer before and after-school tutoring opportunities, and have made themselves available during select recess and/ or lunch periods to address student needs. Assessments were used to determine areas of weaknesses and strengths so that the team could determine the next steps for supporting student achievement. Craig Williams holds SST meetings throughout the year for students requiring additional supports that have led to either additional intervention opportunities or a determination that an assessment may be warranted.

To continue providing a safe and secure environment, Student Supervision Aides (SSA) and The custodial staff work daily to ensure that all facilities are in good working order and that supplies are ordered in a timely manner. We hope to

continue to have YMCA Playground Partners work with students to support their emotional and physical well being during recesses and lunch times every day of the week.

ETM-LA has been successfully implemented in grades K-4. Students look forward to attending music class each week. As a result, there are less absences and our families really enjoy the concerts put together by our ETMLA teacher by students. ETMLA has implemented a modern band for grades 3rd-4th to enhance our music program. Technology has been successfully implemented in all classrooms. Students in grades Tk-3 use a touch screen device to support those students not as savvy with laptops and supports students with NWEA testing that makes it easier for students in K-2 to use the device for testing.

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

We have one full counselors and a part time counselor this year and are providing parent workshops for SEL and bi-monthly during our coffee with the counselors instead of 1.

A major difference this year is we have a behaviorist assistant who is out during recess supervision making connections and relationships with students to increase safety during recess period. We also provided training to all our staff by the districts BCBA in behavior strategies to support students in the classroom.

A major change that we have this year is a part time Assistant Principal, to help support the vision and mission of the school. ETMLA has implemented a modern band class for grades 3rd- 4th grade. For ETMLA we will be purchasing some instruments to support our Modern Band. We intended to provide our staff with PD on restorative justice, unfortunately we were unable to schedule it or this year. We are reallocating these funds to cover negative balances for AVID PD.

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

We will continue following the A2A timelines and continue to contact families with high percentages of absences to provide any support needed. We will be doing check in and check outs with our chronically absent students and hold SART meetings early on the school year. Monthly shout outs and using our parent communication to communicate our attendance class winners and the importance of coming to school daily will be more consistently used.

There are no major differences between what was intended to be implemented and the actual implementation of the activities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### **ELA and Mathematics**

All students will receive high-quality instruction, effective interventions, and academic support that will demonstrate growth towards meeting or exceeding standards in English Language Arts, Mathematics, and Science, as evidenced by state and local assessments and course grades.

Site ELA Goal: Provide all students with quality Tier I ELA instruction that integrates foundational skills, vocabulary development, reading comprehension, literary analysis, and writing skills. Strategically integrate Tier II instruction for struggling learners to accelerate learning based on data analysis that targets specific literacy needs.

Site Math Goal: Provide all students with quality Tier I Math instruction that integrates math fluency, perseverance in problem solving, explaining mathematical reasoning, and multiple methods with solving problems. Strategically integrate Tier II instruction for struggling learners to accelerate learning based on data analysis that targets specific mathematical skills.

Site ELD Goal: Provide all English learners with quality integrated and designated ELD instruction daily that increases reading, writing, and listening skills and increase reclassification rate by 3%.

By June 2025, students in 3rd through 6th grade will increase ELA proficiency by a minimum of 10% as measured by the CAASPP.

By June 2025, students in 3rd through 6th grade will increase Math proficiency by a minimum of 15% as measured by the CAASPP.

By June 2025, students in Kindergarten through 2nd grade will increase ELA and Math proficiency by a minimum of 8% from their current level as measured by the final BUSD Benchmark (NWEA Spring) diagnostic.

ATSI Goal: (Students with Disabilities)

By June 2025, a minimum of 20% of students with disabilities will score Meet or Exceed in Math and Reading on the final Spring NWEA Diagnostic.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Bellflower Unified School District will provide all students with a guaranteed, viable curriculum through effective data-driven instructional practices to ensure all students are college and/or career ready.

### Identified Need

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

Strengthen and improve Tier I instruction for all classes in ELA, Math, and ELD. Effectively utilize Tier II instructional programs for struggling learners in ELA and Math. Effectively utilize Tier II instructional programs for English language learners.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Fall 2024 administration in ELA grade K	NWEA Fall of 2024 44% of students are at the 61st-80th percentile. That is a 10% increase from our Fall 2023 data. 10% of our K students are at the 80th percentile.	By Fall 2025 50% of students will score between the 60st-80th percentile and our 80th percentile percentage will increase from 10% to 15%.
NWEA Fall 2024 administration in ELA grade 1	NWEA Fall of 2024 23% of students are at the 61st-80th percentile, that is a 8% increase from our Fall 2024 data. 9% of our 1st grade students are at the 80th percentile, that is a 2% increase from fall of 2023.	By Fall 2025 28% of students will score between the 60st-80th percentile and our 80th percentile percentage will increase from 9% to 15%.
NWEA Fall 2024 administration in ELA grade 2	NWEA Fall of 2024 7% of students in 2nd grade are at the-80th percentile, that is a 5% decrease from our Fall 2023 data. 2% of our 2nd grade students are at the 80th percentile.	By Fall 2025 25% of students will score at or above the grade level expectation and 20% of 2nd grade students will be at the 80th percentile.
SBAC Spring 2024 administration in ELA grade 3	NWEA Fall of 2024 29% of third grade students are at or above grade level expectation. We had a 5% increase from our 2023 CAASPP Data fro 2023 to 2024 students met and exceeded. 38% of students are not meeting standards.	By Spring 2025 38% of students will score at or above the grade level expectation on SBAC. We will reduce our not met percentage from 38% to 30%.
SBAC Spring 2024 administration in ELA grade 4	NWEA Fall of 2024 28% of our fourth grade students are at or above the grade level expectation. 23% met and exceeded in CAASPP, We had a 5% decrease from our 2023 CAASPP data. 51% of students are not meeting standards.	By Spring 2025 35% of students will score at or above the grade level expectation on SBAC. We will reduce our not met percentage from 51% to 35%
SBAC Spring 2024 administration in ELA grade 5	CAASPP 24 data reveals 27.69% of our fifth grade students are at or above the grade level expectation. We had a 7% increase from our 2023 CAASPP data. 55% of students are not meeting standards.	By Spring 2025 30% of students will score at or above the grade level expectation on SBAC. We will reduce our not met percentage from 55% to 40%
SBAC Spring 2024 administration in ELA grade 6	CAASPP data of 2024 revelas 44.59% of our sixth grade students are at or above the grade level expectation. We had a 15% increase from our 2023 CAASPP data, making it the highest grade level growth. 36% of students are not meeting standards.	By Spring 2025 35% of students will score at or above the grade level expectation on SBAC. We will reduce our not met percentage from 36% to 30%.
NWEA Fall 2024 administration in Math grade K	For math NWEA Fall of 2024 48% of students are at the 61st-80th percentile. That is a 14% increase from our Fall 2023 data. 31% of our K students are at the 80th percentile.	By Fall 2025 50% of K students will score at or above the grade level expectation.Our 80th percentile percentage will increase from 31% to 36%.
NWEA Fall 2024 administration in Math grade 1	For math NWEA Fall of 2024 32% of students are at the 61st-80th percentile. That is a 21% increase from our Fall 2023 data. 8% of our 1st students are at the 80th percentile. And 25% of our students are at the 1st-20th percentile.	By Fall 2025 37% of first grade students will score between the 60st-80th percentile and our 80th percentile percentage will increase from 8% to 15% by Fall of 2024. Our 1st-20th percentile will lower from 25% to 20%.

NWEA Fall 2024 administration in Math grade 2	NWEA Fall of 2024 18% of students in second grade are at or above the grade level expectation. That is a 4% increase from our Fall 2023 data. 3% of our end students are at the 80th percentile. And 37% of our students are at the 1st-20th percentile. Econd grade has the largest 1st-20th of percentile of Fall 2024.	By Fall 2025 25% of first grade students will score between the 60st-80th percentile and our 80th percentile percentage will increase from 3% to 10% by Fall of 2024. Our 1st-20th percentile will lower from 37% to 30%.
SBAC Spring 2024 administration in Math grade 3	28% of our third grade students are at or above the grade level expectation. We had a 4% decrease from our 2023 CAASPP data. 48% of students are not meeting standards.	By Spring 2025 40% of students will score at or above the grade level expectation. Third grade students will reduce our not met percentage from 48% to 38%.
SBAC Spring 2024 administration in Math grade 4	16% of our fifth grade students are at or above the grade level expectation. We had a 1% decrease from our 2023 CAASPP data. 51% of students are not meeting standards.	By Spring 2025 26% of students will score at or above the grade level expectation. We will reduce our not met percentage from 51% to 41%.
SBAC Spring 2024 administration in Math grade 5	9.23% of students are at or above the grade level expectation. Fifth grade percentage decreased 3% from our 2023 CAASPP data. 61% of students are not meeting standards in Math, making it the grade level with the largest percentage of not met students.	By Spring 2025 22% of students will score at or above the grade level expectation. Fifth grade will reduce our not met percentage from 61% to 45%
SBAC Spring 2024 administration in Math grade 6	24% of our sixth grade students are at or above the grade level expectation. We had a 5% increase from our 2023 CAASPP data. 50% of students are not meeting standards.	By Spring 2025 35% of students will score at or above the grade level expectation in math. Sixth grade will reduce our not met percentage from 50% to 35% By Spring 2025 25% of students will score at or above the grade level expectation.
ELPAC Summative Assessment 2024	33% of English Learners scored level 4 in oral language.	By Spring 2025 40% of English Learners will score at level 4 in oral language.
ELPAC Summative Assessment 2024	28% of English Learners scored level 3 in written language.	By Spring 2025 35% of English Learners will score a level 3 in written language.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	All students, EL, low income students, foster youth, SPED students will be provided the support of the following: Intervention Teacher, one for ELA and one specified for Math. Our intervention teachers will meet with teachers during PLC's plan, provide suggestion and resources as well as PD's during our school wide professional developments. PD's will include: <ul style="list-style-type: none"> <li>Common Core / CAASPP Aligned Training (IABs, CAASPP blueprints, Question Stems)</li> </ul>	All students	0 District Funded 1000-1999: Certificated Personnel Salaries Intervention Teachers 0 District Funded 3000-3999: Employee Benefits Benefits

	<ul style="list-style-type: none"> <li>• PD on Intervention model (RTI), Collective Efficacy, and Intervention resources (ST Math, Smarty Ants, School City, and Fast Forward for our SWD ASTI subgroup and EL students)</li> <li>• Training for our Instructional Assistants in K-2 on Word Study to provide intervention to enhance instructional outcomes in Reading.</li> <li>• Math Talks Strategies</li> <li>• 6 syllable rule to support with reading in grades 3rd-6th</li> </ul>		
<b>2.2</b>	<p>Teachers will work collaboratively in their Professional Learning Communities (PLCs) in shared decision making and planning engaging curriculum and instruction targeting the needs of our English Language, Foster Youth and Low Income students through implementing a tiered plan of School Plan for Student Achievement that provides standardized intervention strategies and supports that are designed to supplement or enhance core instruction. NWEA data and progress monitoring data will be reviewed and PLC teams will work with Case Managers and Intervention Teachers to identify next steps.</p> <p>All students will have equitable access to all programs, classrooms, and services as required by law. Classroom teachers will utilize state, district, and local assessments to continually monitor student progress, using NWEA, School City and progress monitoring to generate class, subgroup, and individual student reports for review and data analysis.</p> <p>All instructional strategies and materials used to close the achievement gap will be standards-based, research-based, and aligned with the school goals and district initiatives.</p>	All students	0 District Funded 5000-5999: Services And Other Operating Expenditures NWEA 0 District Funded 5000-5999: Services And Other Operating Expenditures School City 10,000 Concentration Grant 1000-1999: Certificated Personnel Salaries Summer PLC meeting 2,860 Concentration Grant 3000-3999: Employee Benefits Benefits 20,000 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Instructional Materials for Intervention 8,000 Concentration Grant 1000-1999: Certificated Personnel Salaries Subs for teacher Collaboration 2,288 Concentration Grant 3000-3999: Employee Benefits Benefits for subs 1,167 SISS 5000-5999: Services And Other Operating Expenditures Food & Service for PD's
<b>2.3</b>	<p>Before, during, or after-school classes in different disciplines will be offered by staff to support student learning.</p> <p>ELA: Students will improve in phonemic awareness, fluency, developmental word study,</p>	All students have access to highly qualified teachers and intervention programs on campus. Targeted	83,974 Title I 2000-2999: Classified Personnel Salaries Instructional aide salary

	<p>and comprehension. One of Craig Williams goal is the focus on foundantional schools with our primary grade levels to strengthen literacy school wide. K-3 teachers have been trained in Word Study to provide systematic, strategic, explicit instruction for foundational skills. Students needing additional support will be given a second dose of Word Study. Instructional assistants will be provided to K-2 grade levels to support with small group and one to one foundational skills. Additional hours to our IA's will be provided to support the classroom teacher with Tier 3 students on foundational skills. IA's will be trained on word study as well and work in conjunction with the classroom teacher with a small groups of students to strengthen literacy skills.</p> <p>Math: Students will learn and understand math vocabulary in order to reason and solve operations involving multi-step procedures. Students will engage in rigorous instruction and work by using strategies and tools as well as necessary manipulatives to help their conceptual development and reasoning skills.</p> <p>ELD: English learners will progress toward attaining English proficiency and increase their ability to attain meeting grade-level standards English learners will be assigned to an appropriate instructional setting based on their English fluency levels. Progress will be monitored through various assessment instruments, including school, district, and state assessments. The progress of reclassified students will be monitored to ensure appropriate instructional growth and to determine any needs for academic support services. Intervention will be provided for students who have not met and have nearly met proficiency in ELA and Math. Push in/push out services will be provided by intervention teachers and instructional assistants.</p> <p>Quality tier 1 and tier 2 instruction and the necessary materials and supplies to ensure that all students have an equal opportunity to acquire the necessary skills to be successful in ELA, Math, and English Language Development. Parents, staff, students and community members will participate in developing, implementing and evaluating core and categorical programs. Student achievement data will drive instruction, be used to develop SPSA goals and objectives, and to monitor and refine the effectiveness of the school plan.</p>	<p>students in grades TK-6 will be selected to receive additional support based on data collected.</p>	<p>12,905 Title I 3000-3999: Employee Benefits Instructional aide Benefits 0 Concentration Grant 1000-1999: Certificated Personnel Salaries Teacher Extra Duty 0 Concentration Grant 3000-3999: Employee Benefits Teacher Benefits 45,000 Concentration Grant 4000-4999: Books And Supplies Materials and Supplies 0 District Funded 4000-4999: Books And Supplies ST Math 0 District Funded 5000-5999: Services And Other Operating Expenditures Smarty Ants 10,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aides Extra Duty to support with word study 1,570 LCFF - Supplemental 3000-3999: Employee Benefits Instructional aide Benefits</p>
<p><b>2.4</b></p>	<p>Tutoring Intervention will be provided for students who have not met and have nearly met proficiency in ELA and Math. Tutoring will be provided before and after-school to close the achievement gap by teachers.</p> <p>Teachers are to develop target goals for all students in Tier 2 and Tier 3 for both academic and social behaviors areas as needed. Progress on goals are to be monitored and reported to parents on appropriate progress monitoring forms.</p>	<p>Targeted students and ATSI SWD subgroup</p>	<p>3,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Duty for Summer Planning 1,002 LCFF - Supplemental 3000-3999: Employee Benefits Benefits</p>

	<p>Craig Williams will create an RTI committee to include primary and upper grade reps, administration and special education representatives to review students progress and support intervention strategies. Teams will meet during the summer for planning.</p> <p>Students will receive systematic Tier 2 ELA interventions during school for 30 minutes at least four days a week. Targeted students will receive research-based ELA intervention during the school day based on an Rtl model. Additional Tier 3 ELA intervention for our ASTI SWD targeted students during the school day through FastForWord will also be provided. Intervention will also be held before and afterschool.</p>		<p>7,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Duty for Tutoring 2,003 LCFF - Supplemental 3000-3999: Employee Benefits Benefits 0 District Funded 1000-1999: Certificated Personnel Salaries Intervention Teacher 2,500 LCFF - Supplemental 4000-4999: Books And Supplies Word Study Materials</p>
<b>2.5</b>	<p>English Learners will participate in designated and integrated ELD lessons with daily lessons to assist them in developing proficiency in English as rapidly as possible. Designated ELD lessons will be based on ELD standards to build speaking, listening, reading, and writing skills. Teachers will utilize the district-adopted texts and supplementary materials including computer programs. These opportunities will be integrated into their weekly routine as supplementary programs. English Learners will be given the opportunity to check out a Chromebook to take home for extended learning. Integrated ELD will be used throughout the day in core content areas to make certain English learners can access the core curriculum. Strategies will include partner sharing, using academic vocabulary, sentence frames, conversation starters, and TPR. Additional learning opportunities will be made available to English Learners to support mastery of standards and progress toward English Language proficiency. Teachers will conduct data chats with English Learners and involve ELs in goal setting. The EL program will provide thirty minutes of small group instruction, in addition to their integrated ELD. Student's progress will be monitored and students will be moved into higher levels of instruction based on achievement. EL students in Grades 4-6 who are at risk of becoming LTELS or are LTELS will receive Tier 3 ELA intervention through Fast Forward.</p>	ELL students	<p>0 District Funded 1000-1999: Certificated Personnel Salaries Teacher salary extra duty</p>
<b>2.6</b>	<p>Craig Williams will provide extended learning opportunities for STEAM on the following:</p> <ul style="list-style-type: none"> <li>• After school opportunities for GATE students</li> <li>• STEAM Week for students in grades 4-6</li> <li>• After school tutoring for students identified in need of Tier 2 supports in ELA, Math, or ELD</li> <li>• Establish an Innovation Lab for STEAM exploration for all students with new furniture and materials, including white</li> </ul>	Targeted students	<p>8,000 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Meet The Masters 6,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Duty for STEAM</p>

	<p>board desks for 4th-5th grade to use with our AVID strategies</p> <ul style="list-style-type: none"> <li>• Enrich Los Angeles -the team designs and builds a school gardens, obtains the necessary permits, maintains them and teaches students weekly through stem based Garden Ranger Program</li> <li>• Stemnetics will be provided to grades 3rd-6th by our teachers</li> </ul> <p>STEAM instruction and materials for students to use in before or after school classes to connect to engineering CTE Pathway. ELP (Extended Learning Program) classes for students K-6th in area of Art, Drones, Minecraft, and Robotics. *Meet the Masters PD and training for our staff will continue for 2024-25 school year, to enhance our STEAM programs at Craig Williams.</p>		<p>1,716 LCFF - Supplemental 3000-3999: Employee Benefits Benefits 36,000 Concentration Grant 4000-4999: Books And Supplies STEAM white board tables 5,000 LCFF - Supplemental 4000-4999: Books And Supplies STEAM Lab 8,000 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures STEAM Assemblies/ Field trips 6,000 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Transportation for STEAM 5,000 Concentration Grant 4000-4999: Books And Supplies STEAM Lab materials 7,000 Concentration Grant 5000-5999: Services And Other Operating Expenditures AVID Field Trips Transportation 10,671 Concentration Grant 5000-5999: Services And Other Operating Expenditures STEAM Field Trips</p>
<p><b>2.7</b></p>	<p>Continue implementation of AVID (Advanced Via Individual Program Determination) for elementary to target 4th,5th, &amp; 6th graders and ensure they have the necessary study skills to be prepared for college and career readiness. Craig Williams goal is to have all teachers grades K-6 be trained and use the AVID strategies in their classrooms. The purpose of the program is to prepare students for college eligibility and success. AVID places academically average students; levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families. AVID students learn key skills like critical thinking, writing, reading, and collaboration while also building practices to improve their organizational, time management, and problem-solving abilities.</p>	<p>All students in 4th, 5th, &amp; 6th grades</p>	<p>6,000 Title I 5000-5999: Services And Other Operating Expenditures Initiate AVID contract 2,000 Title I 1000-1999: Certificated Personnel Salaries AVID Site Coordinator 10,000 Title I 5000-5999: Services And Other Operating Expenditures AVID Summer Institute Travel and Conference 572</p>

	<p>For the 2024-2025 school year, 4th, 5th and 6th grade teachers will be incorporating AVID and WICOR strategies. The goal is to roll the program down to include Third grade for 2025-26 school year. Additionally, college and trade school field trips will take place twice a year and AVID (College &amp; Career) Family Nights for all students will be conducted by our AVID coordinator. College tutors will be provided to support our AVID classrooms in grades 4th-6th.</p>		<p>Title I 3000-3999: Employee Benefits AVID Cordinator Benefits 8,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Enrich LA 2,500 LCFF - Supplemental 4000-4999: Books And Supplies AVID Materials and Supplies 8,000 Title I 1000-1999: Certificated Personnel Salaries Extra Duty for AVID attendees 2,288 Title I 3000-3999: Employee Benefits Benefits for AVID attendees 8,500 Title I 2000-2999: Classified Personnel Salaries College Tutors for AVID 1,336 Title I 3000-3999: Employee Benefits Benefits for College Tutors</p>
<p><b>2.8</b></p>	<p>Materials and supplies to support tier 1 and tier 2 instruction in all areas. Teachers and students will need an assortment of instructional and non instructional supplies. Instructional supplies and materials will be purchased to implement SDAIE strategies so that students can understand concepts and language of Common Core language arts, math, social studies, and science. These materials include technology, supplemental manipulatives, classroom supplies to support language acquisition, classroom furniture to support collaborative and flexible seating, instructional and office supplies which support EL instruction, magazines, books, videos, computer software, test materials, journals, notebooks, posters, visuals etc. Vocabulary Development. All instructional strategies and materials will be standards-based, research-based, and aligned with the school goals.</p>	<p>All students</p>	<p>0 Title I 4000-4999: Books And Supplies Materials and supplies for Take home activities 1,322 SISS 4000-4999: Books And Supplies Materials and Supplies to support tier 1 instruction 0 Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Google apps for chromebooks 3,000 Concentration Grant 2000-2999: Classified Personnel Salaries Health Assistant Extra Duty 472 Concentration Grant</p>

			3000-3999: Employee Benefits Benefits for Health Assistant 23,519 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Instructional Materials and supplies
2.9	Students will receive systematic Tier 2 ELA interventions for 30 minutes at least four days a week. Targeted students will receive research-based ELA intervention during the school day based on an RtI model. Additional Tier 3 ELA intervention for targeted students during the school day through FastForWord and Smarty Ants. Intervention will also be held before and afterschool.	ATSI (Students with Disabilities) and Intervention students	0 District Funded 1000-1999: Certificated Personnel Salaries Intervention Teacher
2.10	Students will receive Dance for students in TK-6th grade once a week. Dance will be integrated into core academics to enrich tier 1 instruction. Dance encourages students to think creatively and solve problems through movement, helping them approach academic challenges with innovative thinking. Dance will also help improve literacy by integrating movement with story telling, helping students understand narrative structure, vocabulary, and expression.	All Students	48,742 Prop 28 1000-1999: Certificated Personnel Salaries Dance Teacher 3,245 Prop 28 4000-4999: Books And Supplies Materials and Supplies for Dance 30,621 Prop 28 3000-3999: Employee Benefits Benefits for Dance Teacher

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

Goal 2 focuses on high-quality instruction and learning opportunities in ELA and Math. Students have participated in strategic interventions such as small groups in the classroom setting and in RTI during the school day to target specific learning needs. Additionally, Craig Williams has been able to have after-school tutoring opportunities for different grade levels and students based on needs.

Instructional coaches meet with grade level teams to determine the level of support needed for teachers in ELA, Math, and Science. Support is given by co-planning, co-teaching, meeting during PLC time and providing Professional Development relevant to teacher needs. Instructional aides were hired to support K-2 teachers with their implementation of Word Study and will be paid extra hours to support intervention in the afternoon. Several teachers have set up tutoring before or after school based on need as evidenced by NWEA data, and three teachers will be holding STEAM classes that align to the Engineering CTE Pathway to support our ATSI group. The ELPAC has not been administered at this time. The Instructional Leadership Team has been meeting on an ongoing basis to develop an action plan to ramp up Tier 1 and Tier 2 instruction and strategies this year in order for us to see student achievement outcomes that our identified in this plan. We determined that our area of focus would be on Tier 1 instruction and the work that is happening in our PLCs. The following strategies were added to our action plan:

\*Teachers will have release time to go see model lessons for K-2 on Word study and 3-5 grade level on fluency.

- \*Implementation of AVID, starting with grades 4- 6 and applying WICOR strategies, with a focus on Organization by implementing the use of agendas, binders, ELA and Math journals.
- \*Implementation of ETM-LA to enrich Tier 1 instruction for grades K-4.
- \*ETMLA Modern Band for grades 3rd-4th after school enrichment class
- \*Implementation of a dance teacher to enrich Tier 1 instruction
- \*The restructuring of our Tier 2 and Tier 3 supports and the use of IAs.
- \*More focus on our English Learners, looking at the ELD instruction and language scaffolds
- \*The use of our STEAM room and created lessons.
- \*Implementation of EnrichLA to bring students' lived experiences into the classroom to connect their lives to their learning and provides NGSS-aligned lessons which takes students on a journey of exploring the ecological principle of interdependence through the lens of organic gardening.
- \*Word Study in K-2 for all students
- \*Double Dose of Word Study (Struggling students based on data)
- \*Fast ForWord (Groups-EL, SWD)
- \*Math Talks in grades 3rd-6th Grade
- \*ST Math-Supplemental for all students
- \*ST Math Individualized Plan based on MAP Growth Scores

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

New staff was added to grades 5th , 1st and K, new training for 3 teachers will need to happen during the summer of 2025. After school tutoring in strategy/Activity 4 before and after school was very limited with only 7 teachers tutoring after school in grades K, 1, 2, 4, and 5th. In school push in and pull out intervention did occur with our Intervention teachers to support Tier 2 and 3 as stated in Strategy 4 but due to a shortage of subs and teacher absences intervention had to be canceled to ensure classes were covered by our TOSA's. Our need to support our fifth grade teachers with two new teachers to that grade level was a priority, we provided release time for them to go and visit other school sites and see model lessons. Our SDC class moved from a 4th-6th SDC to a 1st-3rd grade SDC. We got new staff for speech and for our school psychologist. We added a part time assistant principal to our site. Our goal was to provide AVID tutores for 4th-6th grade, funds were unused funds will be reallocated.

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

Based on our data analysis, we will enhance professional development for teachers in NWEA assessments to deepen their understanding of the assessment's rigor throughout the school year. As we review the data, we recognize that target goals for Fall, Winter, and Spring NWEA assessments evolve, requiring a clear understanding of student growth expectations.

To support data-driven instruction, teachers will track student progress using a data tracker, which will serve as a key tool for PLC discussions and decision-making on next steps. Additionally, we will pilot two new programs in the final trimester to strengthen reading and math support: BookTaco (for grades K-2) and Nextgen.Math (for grades 3-6). At this time, no changes will be made to the SPSA. However, we will continue refining our instructional practices to better support students while actively addressing staffing needs to ensure consistent services.

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# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### English Language Learners

To strengthen family engagement and build parental capacity in decision-making for English Language Learners (ELLs), we will expand our efforts in fostering meaningful, goal-directed relationships between families and school staff. Our approach will focus on mutual collaboration, cultural responsiveness, and student-centered support.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.

### Identified Need

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

Craig Williams has a low parent engagement percentage. We want to create more opportunities for parent engagement. Work with parents to collaborate and determine needs in order to provide at a minimum three parent workshops.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Surveys-Title 1 Needs Assessment Fall Survey- Parents are part of the process to analyze and give feed back about the school have the opportunity to share their feelings about Craig Williams Elementary.	Title I Needs Assessment, Fall 23-24 indicates: 86.4% believe Craig Williams is a safe place to learn 90.9% believe Craig Williams emphasizes the importance of attendance 86.4% believe Craig Williams effectively communicates with parents 79% of parents are aware that Craig Williams offers support for social emotional learning with counselors and 66% of parents are aware that teachers use classroom instruction in the classroom to support with SEL but only 20% of the parents are aware that the SEL curriculum is Second Step 36% of parents are aware of Advisory committees such as SSC, ELAC and DLAC Parents are aware of parent involvemnt and engagement opportunities such as Back to school night, Parent confernces, and Family Nights/ PTA with an average of 84% An average of 60% of parent are aware of academic support for students like intervention teachers, tutoring, and digital learning platforms such as ST Math, fast forward, and Smarty Ants.	By the end of the 24-25 school year any percentages below 80% will increase to meet our goal of 85%. Because our communication with parents is at 86% what we communicate with them via blackboard, instragram, and facebook is important. We will increase our communication on the areas of instruction for Advisory committees with times and dates inviting any parent to join. We will also ensure meeting notices are posted on school website calendar. we will also increase our percentage of 60% to 80% of making parents aware of academic support for students like intervention, tutoring, and digital learning platforms by sending out notices from the teachers that students are participating in school, before school, and after school tutoring.
Parent Tracker - Craig Williams will work to provide events, meetings, workshops, and other oppourtunities for parents to be involved at school events.	In the 2023-2024 school year,there was an average of 12-18 parents for coffee with the principal. For BTSN (Back to School Night) 24-25 we had 239/475 parents sign in and participate in our LCAP meeting and classroom visits. The average participating rate of parents attending events monthly are under 40%.	Craig Williams will increase the parent participation rate by 15% for the 2024-2025 school year to 65% or higher for the average monthly parent participation rate.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	CW staff will provide parent educational events or activities. Our CSW will be trained on Latino Literacy Project and provide training to our parents on a monthly basis to incorportate literacy at the home and will support our EL families. The school will increase parent participation with academic	Targeted Students, Students with Disabilities, EL students	0 Title I 5000-5999: Services And Other Operating Expenditures

	initiatives by providing morning and evening topic-specific forums. A FastForWord parent workshop will be held to support families of students with disabilities and EL students. Intervention Teacher will support families with ST Math, Word Study and PAPER tutoring workshops.		Parent involvement workshops/ Disciplina Positiva 5,000 Title I 2000-2999: Classified Personnel Salaries CSW extra hours to train and help run Disciplina Positiva 786 Title I 3000-3999: Employee Benefits CSW Benefits 0 Title I 5000-5999: Services And Other Operating Expenditures Latino Family Literacy Project 0 Concentration Grant 6000-6999: Capital Outlay Audio Visual Upgrade for parent engagement 10,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra hours for summer and help with family meetings 1,570 LCFF - Supplemental 3000-3999: Employee Benefits CSW Benefits 3,000 Title I 4000-4999: Books And Supplies Parent Involvement Workshops
<b>3.2</b>	Parent Participation Tracker will be used to monitor parent participation in school activities. Parents will participate in academic workshops with their child twice a year in grades TK-K to strengthen the home school connection and learn strategies to do at home.	All Students	0 District Funded None Specified Parent Participation Tracker 2000 Title I 4000-4999: Books And Supplies Parent Participation Supplies
<b>3.3</b>	For parents to participate on advisory committees such as SSC & ELAC and to provide meaningful input to school decisions in an effort to increase student academic achievement.	All Students	
<b>3.4</b>	Multiple methods of communication will be used to share school activities and news with the community to strengthen the home school connection in an effort to increase student achievement. The school will increase parent communication in order to increase parent knowledge of school events, academic workshops	All Students	0 District Funded 5900: Communications Parent Square 0 None Specified 5900: Communications

	<p>and academic resources through flyers, marquee messages, website, and social media postings.</p> <ul style="list-style-type: none"> <li>• Maintain Craig Williams Elementary website with up-to-date and relevant information for parents. Include teacher sites and educational resources links to assist students at home.</li> <li>• Use Class Dojo, Parentsquare and Instagram to communicate school information with parents.</li> <li>• Use PTA facebook to communicate to parents about upcoming events</li> </ul>		<p>Site Facebook page 500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Supplemental Translation 0 None Specified 5900: Communications Site Instagram</p>
3.5	<p>PTA will provide extra curriculum events and activities to develop a positive school culture and strengthen the home school connection.</p>	All Students	<p>5000 Parent-Teacher Association (PTA) None Specified PTA Events</p>
3.6	<p>Parent workshops in literacy, math, and attendance to give parents ideas on how they can support their child at home including materials for parents to take home and use with their children to close the achievement gap and materials to address the gap in accessing organized sports for low income, foster, English Learners and homeless students.</p>	All Students	<p>0 LCFF - Supplemental 6000-6999: Capital Outlay Equipment-Poster Maker to advertise workshops and family events 0 LCFF - Supplemental 4000-4999: Books And Supplies Materials for parents to take home and use with their children to close the achievement gap.</p>

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

Goal three addresses parent involvement. This year parents have been able to be a part of the School Site Council, Citizen's Task Force, English Learner Advisory Committee, Parent Advisory Committee, District English Learner Advisory Committee, and the Parent Teacher Association. Open communication has been used including live and virtual meetings, the school marquee, flyers, the school website, weekly newsletters, social media accounts, and messaging systems between the school staff and families in order to support student learning. Craig Williams has worked to build strong relationships with students, families, and the community to increase targeted parent engagement opportunities, build trust and shared responsibility, and increase parent involvement at school events. Parent advisory groups have provided opportunities for parents to provide input regarding programs and student achievement.

Parent communication is achieved by using the Parent Square system to make calls and send emails regarding important items. Additional communication is done by utilizing the marquee, the school Facebook page, school Instagram, and communication programs used by the teachers like class dojo and paren square individual messages.

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

We are on track to meet our goals in this area. However, in order to communicate with more parents one on one, our community service worker has been working additional hours. We have implemented coffee with the principal to get more parent participation and coffee with the counselors to provide more strategies for parents with SEL and we will have family AVID night and Math Night. According to our Healthy Kids Survey we did increase our percentage of parent involvement from 88% to 91%.

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

CSW extra hours were added to activity 1 in order to pay for the additional hours our CSW is working in order to support families in need and the expected outcome for February was updated. CSW was given extra hours to conduct Latino Literacy classes for parents in activity 1 to support our at home literacy program. No other changes to the goal will be made at this time.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$735,653.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$173,256.00

Subtotal of additional federal funds included for this school: \$173,256.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Concentration Grant	\$258,120.00
District Funded	\$0.00
LCFF - Supplemental	\$204,880.00
None Specified	\$0.00
Parent-Teacher Association (PTA)	\$5,500.00
Prop 28	\$82,608.00
SISS	\$11,289.00

Subtotal of state or local funds included for this school: \$562,397.00

Total of federal, state, and/or local funds for this school: \$735,653.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
Concentration Grant	258,120.00
District Funded	0.00
LCFF - Supplemental	204,880.00
None Specified	0.00
Parent-Teacher Association (PTA)	5,500.00
Prop 28	82,608.00
SISS	11,289.00
Title I	173,256.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	150,571.00
2000-2999: Classified Personnel Salaries	120,474.00
3000-3999: Employee Benefits	86,489.00
4000-4999: Books And Supplies	193,486.00
5000-5999: Services And Other Operating Expenditures	128,838.00
5800: Professional/Consulting Services And Operating Expenditures	42,895.00
5900: Communications	0.00
6000-6999: Capital Outlay	0.00
None Specified	12,900.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Concentration Grant	75,329.00
2000-2999: Classified Personnel Salaries	Concentration Grant	3,000.00
3000-3999: Employee Benefits	Concentration Grant	30,120.00
4000-4999: Books And Supplies	Concentration Grant	108,000.00
5000-5999: Services And Other Operating Expenditures	Concentration Grant	17,671.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration Grant	24,000.00
6000-6999: Capital Outlay	Concentration Grant	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
3000-3999: Employee Benefits	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
5900: Communications	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	20,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	7,861.00
4000-4999: Books And Supplies	LCFF - Supplemental	67,019.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	93,500.00
6000-6999: Capital Outlay	LCFF - Supplemental	0.00
5000-5999: Services And Other Operating Expenditures	None Specified	0.00
5900: Communications	None Specified	0.00

5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	500.00
None Specified	Parent-Teacher Association (PTA)	5,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	48,742.00
3000-3999: Employee Benefits	Prop 28	30,621.00
4000-4999: Books And Supplies	Prop 28	3,245.00
4000-4999: Books And Supplies	SISS	2,222.00
5000-5999: Services And Other Operating Expenditures	SISS	1,167.00
None Specified	SISS	7,900.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00
2000-2999: Classified Personnel Salaries	Title I	97,474.00
3000-3999: Employee Benefits	Title I	17,887.00
4000-4999: Books And Supplies	Title I	13,000.00
5000-5999: Services And Other Operating Expenditures	Title I	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	18,895.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	240,524.00
Goal 2	467,273.00
Goal 3	27,856.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Cecilia Madrid	Principal
Jaqueline Ramirez	Parent or Community Member
Nancy Baeza	Parent or Community Member
Diamond Wheeler	Parent or Community Member
Carmela Castaneda	Parent or Community Member
Cecilia Madrid	Principal
Cynthia Herndon	Other School Staff
Cassie Gilstrap	Classroom Teacher
Kelly Sybesma	Classroom Teacher
Kelly Avalos	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 1, 2022.

Attested:



Principal, Cecilia Madrid on October 29, 2024



SSC Chairperson, Kelly Sybesma on October 29, 2024

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

* SSC Meeting to approve SPSA		
* Meeting code: zqj-pzfx-tdv		
* Created on 2024-10-29 15:12:32		
* Ended on 2024-10-29 15:44:21		
Full Name	First Seen	Time in Call
Casey Gilstrap	2024-10-29 15:2	0:21:28
Cecilia Madrid	2024-10-29 15:1	0:31:48
Cynthia Herndon	2024-10-29 15:1	0:29:21
Kelly Avalos	2024-10-29 15:1	0:27:47
Kelly Sybesma	2024-10-29 15:1	0:28:09

ELAC Notes  
October 30 , 2024

- The meeting began at 9am. Those in attendance were Mrs. Madrid (principal), Monica Perez (CSW), Bianca Garcia, Nadine Martinez, Michelle Contreras, Elizabeth Rubio, Iris Ramos , Sylvia Macias
- Agenda items:
  - Approval of Minutes
    - The notes from the September 16, 2024 meeting were reviewed.
    - Iris motioned and Elizabeth seconded the motion to approve the minutes. Motion carried.
  - Review SPSA and Allocations
    - Ms. Madrid shared the goals in the SPSA and went through how each goal has a specific strategy to meet that goal and funding.
    - Ms. Madrid went through the allocations for Title 1, supplemental & concentration
    - Ms. Iris said it is a great idea to have tutoring for our students. And that it will really help them.
    - Ms. Elizabeth asked what was AVID and AVID college tutor and how does that differ from the regular IA's. Ms. Madrid said that the college tutors need to be in college and will be more helpful for our 4th-6th students especially math.
    - Ms. Madrid shared our vision of safety and no phones in grades 4th-6th. Parents are happy and agree that cell phones should not be used at school. Ms. Madrid also went over that each room will have classroom phones and now we will have a buzzard to enter the school. Ms. Michelle feels safer knowing that phones will be placed in the classrooms for emergencies.
    - Bianca mentioned if Enrich LA will be for all grades. She stated her daughter loves to garden and is so happy we are putting this in place.
    - There were no questions
  - Approval of SPSA and Allocations
    - Iris motioned and Elizabeth seconded the motion to approve the minutes. Motion carried.
  - Open discussion
    - Ms. Michelle asked to enhance our security can we look into getting a campus security
    - Ms. Michelle also mentioned we should get more outdoor equipment for our students during recess.
    - Ms. Bianca asked what is the schedule for the library and if kids can take books home. Ms. Madrid mentioned that they go weekly and are able to check out books. Bianca also asked if we can do the book fair in the cafeteria where its more spacious and she would like to volunteer.
    - Ms. Iris mentioned making sure we have first aide supplies to support students when they get hurt. Ointments or sprays.

- Ms. Michelle asked about laptops and if students can have one that stays home. Ms. Madrid said yes and directed her to the librarian. Ms. Iris would like to know if we provide families with hotspot because her internet connection is not good. Ms. Madrid said she would ask our librarian.
  - Ms. Michelle suggested having a Thanksgiving luncheon with their children. Ms. Madrid liked the idea and said she will follow up with this.
  - Yoga mats for PE was suggested Iris and Elizabeth so when students do PE outside they can sit on the mats.
  - Parents all voted for in person meetings moving forward.
- 
- Ms. Madrid went through upcoming events.
  
  - There were no further questions and the meeting adjourned at 9:38pm. The next meeting will be held on December 13, 2024.



# Craig Williams Elementary School Site Council

Tuesday October 29, 2024

3:00pm via Google Meets

[meet.google.com/zqj-pzfx-tdv](https://meet.google.com/zqj-pzfx-tdv)

[Join by phone](#)

(US) +1 470-236-6686 PIN: 983 421 325#

## **Agenda**

Minutes of the Last Meeting

### **Trainings:**

None

### **Reports:**

Citizen's Task Force

DELAC

GATE

### **New Business:**

Review & Approve SPSA

### **Announcements:**

Set Agenda for December (Safety Plan)

Adjourn



# Craig Williams Elementary

## ELAC Committee Meeting

meet.google.com/shx-eknx-vdi

[Join by phone](#)

(US) +1 252-656-5226 PIN: 104 199 218#

### Agenda

**October 30, 2024 at 9:00am**

1. Welcome Ms. Madrid  
*Bienvenida*
2. Minutes of the Last Meeting Ms. Madrid  
*Minutos de la última reunión*
3. Review the SPSA and EL components, solicit input and recommendations from parents  
*Revisar los componentes SPSA y EL, solicitar aportes y recomendaciones de los padres*
4. Review the instructional program provided to English learners, discuss the various services offered, seek input from parent representatives about the needs of their children *Revisar*  
*el programa de instrucción proporcionado a los aprendices de inglés, discutir los diversos servicios ofrecidos, buscar la opinión de los representantes de los padres sobre las necesidades de sus hijos.*
5. Provide a funding overview including Title I, Title III and LCFF  
*Revisar los componentes SPSA y EL, solicitar aportes y recomendaciones de los padres*
6. Open discussion/ *Discusión abierta*

**Craig Williams Elementary  
School Site Council  
2024/2025  
Draft/Proposed Minutes**

**Members:**

**PARENTS**

Carmela Castandea  
Diamond Wheeler

Jaqueline Ramirez  
Nancy Baeza

**STAFF**

Cecilia Madrid  
Kelly Sybesma  
Kelly Avalos  
Casey Gilstrap  
Cynthia Herndon

**DISTRICT COMMITTEE MEMBERS**

Maria Liufau - CTF

**Tentative Meeting Dates:** (all meetings held at 3:00pm virtually via Google Meets)

September 17, 2024    October 28, 2024    December 17, 2024    March 18, 2025    May 20, 2025

**Minutes for the meeting of September 17, 2024**

Meeting was called to order at 3:20 pm by Cecilia Madrid via Google Meet: [meet.google.com/mtu-ewtp-ffy](https://meet.google.com/mtu-ewtp-ffy)  
[Join by phone](tel:+14134003201) (US) +1 413-400-3201 PIN: 730 486 785#

Members in attendance: Cecilia Madrid, Kelly Sybesma, Kelly Avalos, Cynthia Herndon, and Casey Gilstrap via Google Meet.

**Agenda Items**

Approval of the agenda

- \_Kelly S. motioned to approve the agenda.
- \_Kelly A. seconded the motion.
- The motion carried.

Approval of the minutes of the last meeting

- \_Kelly S\_ motioned to approve the amended minutes of the last meeting (Sept 17, 2024) as written
- \_Kelly A. seconded the motion.
- The motion carried

**Trainings:**

- None

**Reports:**

Citizen’s Task Force Report

- None

ELAC

- Ms. Madrid shared that we met with the schools safety committee including ELAC to receive input on the SPSA plan as well as inviting other city members to our meeting.

DELAC Report

- None

## GATE Report

- None

**New Business**

- Review and Approve SPSA Plan
  - Cecilia reviewed the SPSA plan and how its aligned with our Goals
  - Cecilia reviewed the allocation for Title, Supplemental, and Concentration
  - Cecilia talked about the focus and areas of needs according to our action plan
  - Ms. Gilstrap is excited to know that 4th-6th will be having aides to support with AVID she thinks it will help classes and students to have college aides.
  - Kelly S. asked if with the money on materials and supplies can we use that to buy some materials for ELD for our students? Ms. Madrid said yes, we need to have grade levels meet and make a wish list of materials or books that teachers will need to purchase and send it to Cindy.
  - Ms. Gilstrap asked when is Meet the Masters set to begin? Ms. Madrid responded that we should be able to begin in December.
  - Ms. Sybesma asked if our teachers are able to purchase book cases since the ones they have old ones. Ms. Madrid said we will ask Ramon and see what we have available.
- Approval of SPSA and Allocation
  - Gilstrap motioned to approve the SPSA Plan
  - Cynthia second the motion
  - The motion carried

**Announcements**

- Trunk or Treat is October 30th 5pm-6:30 in the playground
- Literacy Parade October 31st morning. Students need to dress as a book character and bring their book for the parade. Parents are invited 8:45am.
- We are still a closed campus. We are installing a door buzz for the front. All visitors need to use the Verkada system to enter campus.
- Nov. 15 is the end of a trimester #1 dismissal will be at 1:41pm
- Cecilia asked if there were any other questions or comments
  - There were none.

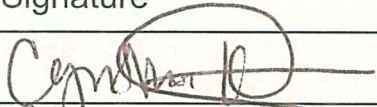
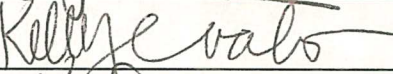
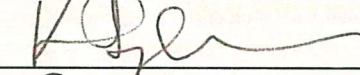
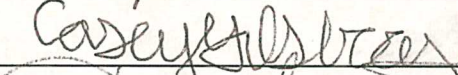
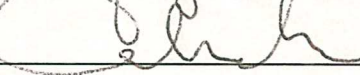
Meeting adjourned at 3:25 pm.

# School Site Council



## Craig Williams Elementary

October 29, 2024

Print Name	Signature	Role
Cynthia Herndon		Secretary
Kelly Aralos		teacher
Kelly Syberman		teacher
Casey Gilstrap		teacher
Cecilia Madrid		Principal





# Craig Williams Elementary

## ELAC Committee Meeting

October 30, 2024 at 9:00am

Print Name/ Nombre	Signature/ Firma	Student Name
Aris Ramon		Genesis Ayala
Bianca Garcia		Abraham Llerca
Nadine Martinez		ERIC Martinez
Michelle Contreras		Bella Gamino / Matthew
Elizabeth Rubio Audos		Isabella De La Torre Ximena De La Torre
Monica Perez		WASE MANAGER
Sylvia Macias		Juan Gomez

**Política de participación de padres y familias de la escuela Título I  
Craig Williams**

Craig Williams, con los padres y miembros de la familia, ha desarrollado conjuntamente, acordado mutuamente y distribuido a los padres y miembros de la familia de los niños participantes en los programas del Título I, Parte A, los siguientes requisitos como se describe en las secciones 1116 (b) y (c) de ESSA.

Describa cómo los padres y los miembros de la familia de los niños que participan en los programas del Título I, Parte A participan en el desarrollo conjunto y la distribución a una política escrita de participación de los padres y la familia en la escuela, acordada por dichos padres para cumplir con los requisitos de la Sección 1116(c) de ESSA ) a (f) (Sección 1116[b][1] de ESSA):

- El consejo de la escuela (SSC) colabora para escribir y revisar anualmente la Política de participación de padres y familias de la escuela Título I.
- La política de participación de los padres y la familia de las escuelas de Título I se carga en la Confirmación de datos a través de Aeries para distribuirse a todas las familias en las escuelas de Título I al comienzo del año.
- La política de participación de padres y familias de la escuela Título I se analiza durante la reunión anual de padres de Título I al comienzo de cada año escolar.

Describa cómo los padres y miembros de la familia de los niños que participan en los programas del Título I, Parte A, pueden enmendar una política escolar de participación de los padres y la familia que se aplica a todos los padres y miembros de la familia, si es necesario, para cumplir con los requisitos (ESSA Sección 1116[b][ 2]):

- Todos los padres son bienvenidos a asistir a las reuniones del SSC como miembros del público para abordar los temas de la agenda. Las agendas con las fechas, horas y lugares de las reuniones se publicarán con 72 horas de anticipación. Los padres pueden compartir sus sugerencias o inquietudes con SSC mientras revisan y actualizan la Política de participación de padres y familias de la escuela Título I.

Describa cómo la Agencia Educativa Local (LEA) involucrada tiene una política de participación de padres y familias a nivel de distrito escolar que se aplica a todos los padres y miembros de la familia en todas las escuelas atendidas por la LEA, y cómo la LEA puede modificar esa política, si es necesario para cumplir los requisitos (Sección 1116[b][3] de ESSA):

- La Política de participación de padres y familias de LEA Título I se revisará y actualizará anualmente. La política de LEA se actualizará con el Comité Asesor de Padres a nivel de LEA y se compartirá con los SSC a nivel escolar en todas las escuelas de Título I para recibir comentarios.

Describir cómo pueden los padres y familiares de los niños que participan en los programas del Título I, Parte A, si encuentran que el plan bajo la Sección 1112 de ESSA no es satisfactorio para los padres y miembros de la familia, y la LEA deberá presentar los comentarios de los padres con

el plan cuando la LEA presente el plan al Estado (Sección 1116[b][4] de la ESSA):

## **Bellflower Unified School District**



### **Política de participación de padres y familias de la escuela Título I Craig Williams**

- El Plan de responsabilidad y control local (LCAP, por sus siglas en inglés) de BUSD se comparte con varios grupos asesores de padres: Grupo asesor del distrito, Grupo de asesores de padres y Comité asesor del idioma inglés del distrito. Durante cada presentación del LCAP, se toman notas diligentes con respecto a los comentarios y discusiones de los padres.
- La encuesta LCAP de BUSD solicita aportes de todos los socios educativos, incluidos el personal, los padres y los miembros de la comunidad. Los comentarios se recopilan en un formato digital y se abordan en consecuencia a través de nuestros comités asesores a medida que se revisa y actualiza el LCAP.
- BUSD comparte los comentarios de los socios educativos y las respuestas de BUSD a los comentarios en todas las reuniones del comité asesor, con la Junta de Educación, y envía esta información al estado con el LCAP como parte de la sección de comentarios de los socios educativos.

Describe cómo la escuela atendida por los fondos del Título I, Parte A lleva a cabo una reunión anual, en un momento conveniente, a la que se invitará y animará a todos los padres y familiares de los niños participantes a asistir, para informar a los padres de la participación de su escuela bajo el Título I, Parte A y para explicar los requisitos y los derechos de los padres a participar (Sección 1116[c][1] de la ESSA):

- Craig Williams's la reunión anual de padres de Título I se lleva a cabo al comienzo de cada año escolar durante la Noche de Regreso a la Escuela, ya que este es un evento con asistencia máxima.
- La presentación anual de la reunión de padres de Título I explica los requisitos y regulaciones de Título I en detalle. También proporciona información específica sobre los fondos y gastos del Título I del sitio, notificaciones y participación de los padres, y oportunidades de participación de los padres.
- Los datos de evaluación de los estudiantes del Título I y las encuestas SEL se analizan para informar las metas escolares. La instrucción, la intervención y los apoyos de SEL son impulsados por los datos para cumplir con las metas escolares

Describe los pasos que toma la escuela para ofrecer un número flexible de reuniones, como reuniones en la mañana, tarde, noche u otras formas y puede proporcionar, con fondos provistos bajo el Título I, Parte A, para transporte, cuidado de niños y visitas de hogar, ya que dichos servicios se relacionan con la participación de los padres (Sección 1116[c][2] de ESSA):

- Existe una variedad de oportunidades de participación de los padres (es decir, talleres y clases para padres, SCC, ELAC, PTA, café con el director y voluntariado para actividades escolares) con servicio de cuidado de niños.

Describir cómo los padres y miembros de la familia de los niños participantes están involucrados, y de manera organizada, continua y oportuna, en la planificación, revisión y

mejora de los programas bajo el Título I, Parte A, incluida la planificación, revisión y mejora de la política de participación de los padres y la familia de la escuela y el desarrollo conjunto del

**Bellflower Unified School  
District**



**Política de participación de padres y familias de la escuela Título I**

**Craig Williams**

plan del programa de toda la escuela bajo ESSA Section 1114(b), excepto que si una escuela cuenta con un proceso para involucrar a los padres en la planificación y el diseño conjuntos de los programas escolares, la escuela puede usar ese proceso, si dicho proceso incluye una representación adecuada de los padres de los niños participantes (ESSA Sección 1116[c] [3]):

- Durante la reunión anual de padres de Título I, se revisan detalles específicos sobre los servicios de Título I. También revisamos el proceso para escribir y revisar el Plan Escolar para el Rendimiento Estudiantil. La Reunión Anual de Padres del Título I también revisa todos los requisitos de notificación a los padres para el Título I, incluida la política de participación familiar. Se comparte y revisa información específica sobre el programa y los servicios de Título I de la escuela. Los padres son bienvenidos y alentados a dar su opinión.
- Todos los padres son bienvenidos a asistir a las reuniones del Comité Asesor de Aprendizaje de Inglés (ELAC). Las agendas con las fechas, horas y lugares de las reuniones se publicarán con 72 horas de anticipación. ELAC revisa y brinda información para el Plan Escolar para el Rendimiento Estudiantil, que incluye el programa y los servicios del Título I.
- Todos los padres son bienvenidos a asistir a las reuniones del SSC como miembros del público para abordar los temas de la agenda. Las agendas con las fechas, horas y lugares de las reuniones se publicarán con 72 horas de anticipación. Los padres pueden participar en la planificación, revisión y mejora del Plan Escolar para el Logro Estudiantil, que incluye el programa y los servicios del Título I, y la Política de participación de los padres y la familia de la escuela del Título I.

Describe cómo la escuela proporciona a los padres y familiares de los niños participantes de los programas del Título I, Parte A: información oportuna sobre los programas del Título I, Parte A; una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso del estudiante y los niveles de logro de los exigentes estándares académicos estatales; y si lo solicitan los padres, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible (ESSA secciones 1116[c][4] [C.A]):

- Durante la reunión anual de padres del Título I, se comparte información específica sobre el programa y los servicios del Título I, el plan de estudios adoptado, las evaluaciones académicas y el análisis de los datos escolares que incluyen los niveles de rendimiento medidos por los estándares de contenido del estado de California.
- Durante la Noche de Regreso a la Escuela, los maestros comparten sobre el programa y los servicios del Título I, el plan de estudios adoptado y las evaluaciones académicas con

## **Política de participación de padres y familias de la escuela Título I**

### **Craig Williams**

los padres de los estudiantes en sus clases individuales.

- Durante las conferencias anuales de padres, los maestros discuten el programa y los servicios del Título I, el plan de estudios adoptado, las evaluaciones académicas y los datos de rendimiento individual que incluyen los niveles de rendimiento medidos por los estándares de contenido del estado de California y cómo se relacionan con cada estudiante individual.

Describa cómo el plan del programa para toda la escuela, Sección 1114(b) de ESSA, si no es satisfactorio para los padres de los niños participantes en los programas del Título I, Parte A, puede presentar los comentarios de los padres sobre el plan cuando la escuela pone el plan a disposición de la LEA ( ESSA Sección 1116[c][5]):

- Todos los padres son bienvenidos a asistir a las reuniones del SSC como miembros del público para abordar los temas de la agenda. Las agendas con las fechas, horas y lugares de las reuniones se publicarán con 72 horas de anticipación. Los padres pueden participar en la planificación, revisión y mejora del Plan Escolar para el Rendimiento Estudiantil, que incluye el programa y los servicios del Título I. Los aportes y comentarios de los padres se documentan en las actas del SSC, que se envían con el Plan Escolar para el Rendimiento Estudiantil, para su revisión por parte de la administración del distrito y la Junta de Educación.

La Política de participación de los padres y la familia de la escuela Título I, Parte A de Craig Williams se desarrolló conjuntamente y se acordó con los padres y familiares de los niños que participan en los programas del Título I, Parte A el 23 de marzo. La escuela distribuirá la política a todos los padres y familiares de los estudiantes participantes del Título I, Parte A anualmente el 01 de agosto, 2023 o antes.

Typed Name of Principal: Cecilia Madrid

Signature of Principal: *Cecilia Madrid*

Date: April 2, 2025



# **Craig Williams Elementary**

## **ELAC Committee Meeting**

### **Agenda**

**April 3, 2025 at 10:00 am**

1. Welcome Ms. Madrid  
*Bienvenida*
2. Minutes of the Last Meeting Ms. Madrid  
*Minutos de la última reunión*
3. DELAC Report DELAC representative  
*Reporte de DELAC*
4. Review the SPSA with ELAC and its components, solicit input and recommendations from parents  
*Revisar los componentes Plan de SPSA del la escuela y solicitar aportes y recomendaciones de los padres*
5. Review Parent and Family Engagement Policy/ *Revisar la Política de participación de padres y familias de la escuela Título I*
6. Open discussion/ *Discusión abierta*
7. Announcements/ *Anuncios* Ms. Madrid
8. Adjournment/ *Cierre de la sesión*



# Craig Williams Elementary

## ELAC Committee

April 03, 2025 at 10:00am

Print Name/ Nombre	Signature/ Firma	Student Name
Emilse Avila		Leonardo Toro
Emilse Avila		Brianna Avila
Yecela Ruiz		Brianna A. Vilchez
Karla Gonzales		Brianny Portillo
Jos Ramos		Genesis Ayala
Walter ayala		Genesis ayala
Sonia morales		Madelin-E Angel-E
Elizabeth Rubio		Isabella Ximena
Esperanza chan	Esperanza chan	Angelica Abelardocina
Krixana Garcia		Jefferson Turcios
Krixana Garcia		Nathalie Turcios

ELAC Notes  
April 03 , 2025

- The meeting began at 10am. Those in attendance were Mrs. Madrid (principal), Monica Perez (CSW), Jessica Lizardi, Dora Nava, Sylvia Macias.
- Approval of Agenda items: Monica approved Sylvia Macias second motion.
  - The Agenda for March 26 was read and reviewed.
    - The Agenda for March 26, 2024 meeting was reviewed.
    - Sylvia motioned and Dora seconded the motion to approve the agenda. Motion carried.
- Approval of Minutes
  - The notes from the December 5, 2023 meeting were reviewed.
  - Dora motioned and Sylvia seconded the motion to approve the minutes. Motion carried.
  - Preparing our students for CAASPP
    - Share video on components of CAASPP and what parents can do to support their children during testing.
    - Testing window for Craig Williams is April 08- May 15.
    - Ms. Madrid discussed the ELPAC assessment and window with the team.
    - ELPAC testing February 21-22 for grades 3-6th and K-2 in May
  - Review SPSA components and recommendations for the school plan regarding English learner services.
    - Ms. Madrid shared the 2023-24 SPSA goals and expenditures
- Open discussion
  - ❖ Families are happy about purchasing new furniture for our students for flexible seating.
  - ❖ Ms. Nava asked if we can do something about the pressure of the water fountains and ensure they are in working conditions before it gets hot.
  - ❖ Ms. Nava also asked when our school would be able to get an electronic marquee. Ms. Madrid said that it was ordered and that they came out to measure, so hopefully soon.
  - ❖ Ms. Nava also asked if we can get ESL classes as we used to in the past. Monica responded that she would look into that for next school year.
  - ❖ Ms. Monica mentioned that we will be having our Latino Literacy coming up and she will be sending more information to parents about that.
- Ms. Madrid went through upcoming events.
- There were no further questions and the meeting adjourned at \_\_\_am. The next meeting will be held on May 17
- Meeting adjourned at 9:10 am.

**Title I School Parent and Family Engagement Policy**  
**Craig Williams**

Craig Williams, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

- School Site Council (SSC) collaborates to write and review the Title I School Parent and Family Engagement Policy annually.
- Title I School Parent and Family Engagement Policy is uploaded into Data Confirmation through Aeries to be distributed to all families at Title I schools at the beginning of the year.
- Title I School Parent and Family Engagement Policy is discussed during the annual Title I Parent Meeting at the beginning of each school year.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may share their suggestions or concerns with SSC as they are reviewing and updating the Title I School Parent and Family Engagement Policy.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

- The LEA Title I Parent and Family Engagement Policy will be reviewed and updated annually. The LEA policy will be updated and shared with site level SSCs at all Title I schools to receive input.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, Parent Advisory Committee, and District English Language Advisory Committee. During each presentation of the LCAP, diligent

notes are taken with respect to parent comments and discussions.

## **Bellflower Unified School District**



### **Title I School Parent and Family Engagement Policy**

#### **Craig Williams**

- BUSD's LCAP survey solicits input from all educational partners including staff, parents, and community members. Comments are collected in a digital format and addressed accordingly through our advisory committees as the LCAP is reviewed and updated.
- BUSD shares educational partners' feedback and BUSD responses to the feedback at all advisory committee meetings, with the Board of Education, and submits this information to the State with the LCAP as part of the educational partners feedback section.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

- Craig Williams annual Title I Parent Meeting is held at the beginning of each school year during Back to School Night, as this is an event with maximum attendance. ● The annual Title I Parent Meeting presentation explains Title I requirements and regulations in detail. It also provides specific information about site Title I funds and expenditures, parent notifications and participation, and parent involvement opportunities.
- Title I student assessment data and SEL surveys are analyzed to inform school goals. Instruction, intervention, and SEL supports are driven by the data to meet school goals.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

- A variety of parent engagement opportunities (i.e. Parent workshops and classes, SCC, ELAC, PTA, Coffee with the Principal and volunteering for school activities) exist with child-care provided.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

- During the annual Title I Parent Meeting, specific details regarding Title I services are reviewed. We also review the process for writing and reviewing the School Plan for Student Achievement. The Annual Title I Parent Meeting also reviews all of the parent



## Bellflower Unified School District

### Title I School Parent and Family Engagement Policy

**Craig Williams**

notification requirements for Title I, including the family engagement policy. Specific information about the school's Title I program and services is shared and reviewed. Parents are welcome and encouraged to provide input.

- All parents are welcome to attend English Learning Advisory Committee (ELAC) meetings. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. ELAC reviews and provides input for the School Plan for Student Achievement, which includes the Title I program and services.
- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services, and the Title I School Parent and Family Engagement Policy.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]):

- During the annual Title I Parent Meeting, specific information is shared about the Title I program and services, the adopted curriculum, academic assessments, and analysis of school data which includes achievement levels as measured by California state content standards.
- During Back to School Night, teachers share about the Title I program and services, the adopted curriculum, and academic assessments with the parents of students in their individual classes.
- During annual parent conferences, teachers discuss the Title I program and services, the adopted curriculum, academic assessments, and individual achievement data which includes achievement levels as measured by California state content standards and how they pertain to each individual student.
- 

Describe how the schoolwide program plan, ESSA Section 1114(b), if not satisfactory to the parents of participating children in Title I, Part A programs, can submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

**Title I School Parent and Family Engagement Policy**

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- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services.

Parent input and comments are documented on the SSC minutes, which are submitted with the School Plan for Student Achievement, for review by district administration and the Board of Education.

Craig Williams's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on March 27, 2024 . The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before August 1, 2024.

Typed Name of Principal: Cecilia Madrid


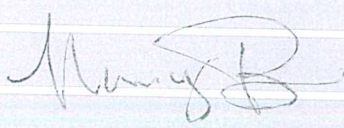

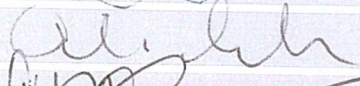

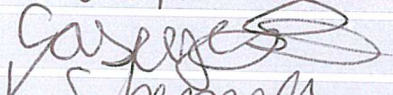
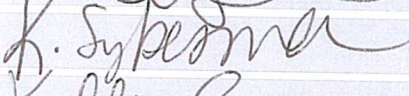

Signature of Principal: *Cecilia Madrid*

Date: April 2, 2025

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Cecilia Madrid 	Principal
Jaqueline Ramirez	Parent or Community Member
Nancy Baeza 	Parent or Community Member
Diamond Wheeler	Parent or Community Member
Carmela Castaneda 	Parent or Community Member
Cecilia Madrid 	Principal
Cynthia Herndon 	Other School Staff
<sup>Casey</sup> Cassie Gilstrap 	Classroom Teacher
Kelly Sybesma 	Classroom Teacher
Kelly Avalos 	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Craig Williams Elementary School Site Council

Monday April 2, 2025

2:00pm via Google Meets

<https://meet.google.com/ijq-ksof-ink?hs=122&authuser=0>

Join by phone

(US)+1 520-800-2117 PIN 761 744 954#

## **Agenda**

Minutes of the Last Meeting

### **Trainings:**

None

### **Reports:**

Citizen's Task Force

DELAC

GATE

### **New Business:**

SPSA Annual Review

Proposed Budget

Review School Parent and Family Engagement Policy

### **Announcements:**

Adjourn

**Craig Williams Elementary  
School Site Council  
2024/2025  
Draft/Proposed Minutes**

**Members:**

**PARENTS**

Carmela Castaneda  
Diamond Wheeler  
David Duran  
Giselle Austin  
Jaqueline Ramirez  
Nancy Baeza

**STAFF**

Cecilia Madrid  
Kelly Sybesma  
Kelly Avalos  
Monica Kim  
Casey Gilstrap  
Cynthia Herndon

**DISTRICT COMMITTEE MEMBERS**

Maria Liufau - CTF

**Tentative Meeting Dates:** (all meetings held at 3:16pm virtually via Google Meets)

September 17, 2024    October 28, 2024    December 17, 2024    April 2, 2025    May 20, 2025

**Minutes for the meeting of March 21, 2023**

Meeting was called to order at 3:15pm by Cecilia Madrid via Google Meet: [meet.google.com/mtu-ewtp-ffy](https://meet.google.com/mtu-ewtp-ffy)  
**Join by phone** (US) +1 413-400-3201 PIN: 730 486 785#

Members in attendance: Cecilia Madrid, Kelly Sybesma, Kelly Avalos, Casey Gilstrap, Jennifer Prado, Carmela Castaneda, and Cynthia Herndon via Google Meet.

**Agenda Items**

Approval of the agenda

- Ms. Gilstrap motioned to approve the agenda.
- Ms. Prado seconded the motion.
- The motion carried.

Approval of the minutes of the last meeting

- Ms. Herndon motioned to approve the amended minutes of the last meeting (Sept 27, 2022) as written
- Ms. Prado seconded the motion.
- The motion carried

**Trainings:**

- None

**Reports:**

Citizen’s Task Force Report

- None

ELAC

- Meeting tomorrow to get input from ELAC

DELAC Report

- None

## GATE Report

- GATE Band Concert on 3/25/25 7:30-8:30pm
- Mr. Weiss tested 2nd grade students in March. We have 10 students referred.

## New Business

- SPSA Annual Review and Proposed Budget
  - Cecilia reviewed the SPSA and the 3 major goals
  - Cecilia shared with the team the proposed budget for each goal and discussed and read the strategies under each goal and analysis.
  - Ms. Sybesma mentioned she likes the idea of providing our Tier 3 struggling students with a reading practice packet for the summer, not necessarily for every students in 2nd but only those who may really benefit from it.
  - Ms. Cindy mentioned that we will be purchasing supplies for the calming corner in every classroom as suggested by teachers and counselors.
  - Ms. Madrid mentioned that we will need to reallocate \$18K from our Title for professional staff PD on restorative justice to pay for negative balance for AVID PD.
  - Ms. Gilstrap appreciates providing laptops for our teachers because we will be needing new laptops for our new staff members for next year.
  - For goal 2 our teachers really like that opportunities are provided for teachers to meet and plan during the summer. Ms. Sybesma mentioned how helpful that was when she met with her grade level especially having a new teacher added benefited the team to plan.
  - Ms. Madrid mentioned still having over 50% funding for the IA's so money will need to be reallocated. Team suggested placing it for books and updating our library as well as buying classroom library books or books for students to read at home.
  - Nancy Baeza suggested having a good news club after school, she said Ramon and Jefferson has it and CW did once as well. She thinks it was a nice program to bring back. Ms. Baeza also mentioned that she is very glad for our new programs that her child comes home and shares about like Enrich LA, Dance, and Meet the Masters. She wants us to continue these programs.
  - Ms. Sybesma added that having a separate room for meet the masters is so helpful, especially when painting.
  - For goal 3, Ms. Madrid went over the panorama data from parents and the area of improvement is having more parent involvement. A suggestion made by Cindy is ensuring we send out notification through parentsquare to all parents about our SSC and ELAC meetings. We are also doing more school school events this year than ever before, like movie night, bubble run, and trunk or treat. These events will raise our engagement for next school year.
  - Ms. Madrid mentioned that we were able to provide all grade levels with a steam or avid field trip this year but we still have funds. Ms. Cindy said many of the trips were free. A suggestion for next year is to make sure grade levels chose field trips early on.

## Approval of SPSA and proposed budget

- Kelly motioned to approve the SPSA
- Casey second the motion to approve
- The motion carried
- Review School parent and Family engagement policy
  - Cecilia reviewed the School parent and family engagement policy
  - Asked for input/ updated/ reviewed- Ms. Sybesma suggested to have a safety online training for parents.
  - Ms. Sybesma asked if we can add in the student section a bullet about also asking for question if the students have any questions or concerns.

Approval for Parent and Family engagement policy

- Cindy motioned to approve parent and family policy
- Kelly second the motion to approve
- The motion carried

**Announcements**

- Cecilia asked if there were any other questions or comments
  - There were none.

Meeting adjourned at 2:54 pm.



**Craig Williams Elementary School**



**04-02-25 Date and Time of Meeting**

**School Site Council Sign In**

Role	Member Name <i>Elected date*</i>	Signature	Student/ Room#
Staff member	Cindy Hernandez	<i>[Signature]</i>	
Teacher	Jennifer Prado	<i>[Signature]</i>	42
member	Carmela Castaneda	<i>[Signature]</i>	Max Lomeli
member	Cecilia Madrid	<i>[Signature]</i>	
teacher	Kelly Avalos	<i>[Signature]</i>	12
teacher	Kelly Sypesom	<i>[Signature]</i>	11
Teacher	Cossey Gilsstrap	<i>[Signature]</i>	74
member	Nancy Baeza	<i>[Signature]</i>	
Other School Staff			

**Other Attendees- Non-Voting**


\*member names and elected date can be pre-typed in to facilitate sign in.