



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Williamson Elementary School	34673306033286	May 27, 2025	August 14, 2025

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

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

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

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

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

Schoolwide Program  
Title I Schoolwide

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

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# Plan Description

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

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

Schoolwide Program  
Title I Schoolwide

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

## School Vision and Mission

Mission: Ensure high levels of learning for all students.

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

## School & Community Profile

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

Williamson Elementary has a very diverse population of students. As of September 2024, our enrollment is approximately 520 students in preschool through 5th grade, including TK. Our school has many different cultural groups and languages, including Spanish, Russian, Armenian, Ukrainian, Farsi, Dari, Pashto, and Arabic, among other languages. Our school demographics are 38.04% Hispanic, 34.35% White, 10.65% multiple or no response groups, 7.17% African American, 6.09% Asian, 1.74% Pacific Islander, and 1.74% Filipino. Due to the percentage of students who have Spanish-speaking parents, we translate all school communication into Spanish. Our robust English Language Advisory Committee (ELAC) group serves our diverse population through regular meetings and opportunities to give feedback to the school administration and staff. The strong parent and community support we receive helps reinforce the goal of providing an excellent educational program in a warm, caring, and safe environment. We encourage our community to continue to assist Williamson in our efforts to reach our goals for ongoing improvement. We actively seek out new community partnerships to leverage connections for student support. We know with everyone's support and assistance; our students will become positive members of our community for years to come.

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

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

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

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

Williamson Elementary School provides professional development focused on creating the conditions for learning for all students. FCUSD has committed to the California Community Schools Framework and has developed four equity questions that focus our actions to accelerate learning outcomes for our low-income, English Learner/Emergent Bilingual, students with learning disabilities, and our Black youth to ensure that they are benefiting from culturally responsive tier 1 instruction and interventions. Our district has committed to ongoing PD in Behavior RtI to create a restorative and instructional response to student behavior. Other school climate PD our staff have received include (creating welcoming schools, increasing family engagement, trauma informed schools, Responsive Classrooms...) FCUSD has a longstanding commitment to Social Emotional Learning and embraces the CASEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making and we teach all students these specific skills through tier 1 instruction using the Second Step/Base Education curriculum.

## Educational Partner Involvement

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

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

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

The strong parent and community support we receive helps reinforce the goal of providing an excellent educational program in a warm, caring, and safe environment. SEL support and instruction this year includes classroom instruction in Second Step, and Social Emotional Learning Curriculum, Morning Meetings as outlined in the Responsive Classroom model, and more robust opportunities for students to work with caring adults. The district has added Mental Health Specialist (MHS) support two days a week, which also supports the SEL needs of students. Since the 2022-2023 school year, the Sacramento County Office of Education (SCOE) partnered with FCUSD to offer five days a week of mental health support by posting a Clinician on our campus. In 2023-2024, we were also assigned time with a Family Navigator through this same program. In 2024-2025, a part-time Mental Health Intern will also serve Williamson through the SCOE program. Through our Community Schools grant, we are continuing to fund a 0.5 Behavior Specialist to further support student success in the classroom, on our campus, and in our community. Also, our school site has created "Behavior Academies" in line with the Response to Behavior Training that we have received at the district level, they are taught by qualified adults on campus to students who have repeated behaviors that traditional consequences and restorative consequences have not resolved or prevented, such as Hands Off Academy, Friendship Academy, and Civility

Academy. Students meet one to two times a week for six sessions during a small part of their morning recess. They review behaviors, their intended and actual impacts, choices to make in the future, and role-play scenarios to practice appropriate responses. Our goal is to continue building these Behavior Academies in the future and be prepared to provide Tier 2 support for students moving forward.

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

Staff feedback loops

Back to School Night- Annually. In 2024/2025, our Back to School Night was held on 8/7/24. In 2025/2026, our Back to School Night is planned for 8/6/25.

Open House- Annually. In 2024/2025, our Open House was on 5/14/24. In 2025/2026, we plan to hold our Open House on 3/31/25.

Principals and Parents Coffee- Monthly Drop-In Meetings. In 2024/2025, these events were on the first Friday of every month. We plan to continue this practice in the 2025/2026 school year.

Academic Leadership Team - Meets Weekly

Guiding Coalition - Meets Three times Monthly

Site Council Meetings- at least six meetings a year, virtually on Microsoft Teams. In 2025/2026, we plan to continue this practice.

Parent Teacher Association (PTA)- monthly PTA Board meetings, a minimum of 2 annual public meetings, at least three school-wide activities a year, and fundraisers in and around our school community that directly benefit our students. English Language Learner Committee (ELAC) - at least six meetings a year. In 2024/2025, we plan to continue this practice.

Regular Consultations with the FCUSD Director of Categorical Programs, Elena Cabrera

Title I Budget Development surveys and survey response reviews are held at various staff, parents, and community meetings.

Title I Parent Meeting- annually. In 2024/2025, we held our Title I Parent meeting on 8/7/24. This year, we plan to hold our Title I Parent meeting on 8/6/24.

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

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

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

We recognize that working in partnership with non-profit, faith-based, business, and local government partners allows us to support learning outcomes for youth and make our campuses safe and relationship-based places for youth to be. Our current community partners are Blessings in a Backpack (provides food for students over weekends and holiday breaks), immunization clinics once a month, and the ASES program to provide after-school classes for students in chess, building, art, and coding. The Sacramento County Office of Education provides a full-time, campus Mental Health Clinician, and the Northern California School of the Arts provides an after-school theatre program, culminating in a production of Flat Stanley Jr. The Rancho Cordova Kiwanis Club has provided books for our book vending machine, Rancho Cordova Rotary Club provides dictionaries for every third grader each school year, and partners with B Street Theatre in Sacramento, CA, to bring writing workshops to all fourth-grade classes. The Sacramento Assistance League provides books to our primary classes, clothing and shoes for all grade levels, and potty kits for kinder classes. Panda Express has provided us with attendance rewards, and the Rancho Cordova Community Enhancement & Investment Fund has supported many projects and activities that have benefited our school site, including field trips, assemblies, and presentations. The Sacramento Public Library, Rancho Cordova Branch, has partnered with First Grade to bring the Book First program to every first-grade student. Raising a Reader's evidence-based Classic Red Book Bag Program fostered family bonding moments and developed critical literacy and social emotional skills through shared reading for our TK-1st-grade students.

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

## Resource Inequities

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

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

We have the advantage of being a Title I school with 82.4% of our families being considered socioeconomically disadvantaged. This gives us the opportunity to have the support of a full-time Instructional Coach on campus to help with professional development, assist in the implementation of the PLC process, support the ongoing implementation of district and site initiatives, and increase the overall effectiveness of first instruction. Two intervention teachers will help deliver specialized academic instruction to small groups of students selected by grade level CFAs in essential standards and in ELA and Math. The Professional Learning Facilitators work with the Instructional Coach and Intervention teachers to support students with essential standards during our RtI time. These three also serve as academic leaders on our campus as part of the Academic Team alongside our Principal and Assistant Principal.

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

The Assistant Principal (AP) has been an asset to the team here at Williamson and is able to support our families and students' needs. They are able to take time in their schedule to manage and support behaviors as well as Tier 2 and Tier 3 behavior interventions, connect our special education and our general education teams, run our Response to Intervention meetings with teachers, support our PBIS Tier 1 and Tier 2 teams, manage several Tier 2 interventions, for example, Check In & Check Out (CICO), and connect with families to build and strengthen home and school relationships and increase overall school-wide implementation of all things PBIS and PLC.

Williamson Elementary School was previously identified as an ATSI school, specifically focused on our Special Education student population. In order to address these concerns, our school implemented additional social-emotional supports, academic/classroom skills, and peer relationship/problem-solving academies, specifically geared toward students with disabilities, and over the 2024/2025 school year, we exited ATSI.

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

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

In the 2023-2024 school year, several areas were reported as red or orange.

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

English Language Arts student groups that were Orange: Socioeconomically Disadvantaged

Math student groups that were in the Orange: All Students and Hispanic.

English Learner Progress, all participants were Orange.

Chronic Absenteeism groups that were Red: Students who are African American

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

Suspension rate of student groups in the Red: Students who are African American

Suspension rate of student groups in the Orange: Students of Two or More Races and Students with Disabilities.

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

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

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

- English Learner Progress- Orange. English Learners were at level Orange.
- English Language Arts- Red. Student groups also at Red were: English Learners and Hispanic.
- Mathematics- Orange. Student groups that were also at Orange were: Hispanic.
- Chronic Absenteeism- Yellow. Student groups that were at Orange were: Homeless, Students with Disabilities, and Students of Two or More Races. Chronic Absenteeism groups that were Red: Students who are African American
- Suspension Rate- Yellow. Student groups that were also at Yellow were: Socioeconomically Disadvantaged and students who are experiencing Homelessness. Student groups that were orange are: Students with disabilities and students who are two or more races. Student groups that were red are students who are African American.

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

### **Other Needs**

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

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

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			24
Kindergarten	68	66	67
Grade 1	69	72	68
Grade 2	101	76	65
Grade 3	70	95	70
Grade 4	73	78	93
Grade 5	92	77	73
<b>Total Enrollment</b>	473	464	460

#### Conclusions based on this data:

- Williamson Elementary is the largest elementary school in Rancho Cordova; however, we have experienced a decline in enrollment for the last three years. Our enrollment has been stagnant this school year, as of September 2024 K through 5th-grade enrollment is approximately 460 students. We also had 24 TK students enrolled in the 2023/2024 school year, and 40 students enrolled in our AM/PM Preschool program.
- Our percentage of Asian students increased 0.7% between 2022-2023 and 2023-2024.

3. Hispanic/Latino students continue to be our largest student enrollment group at 38.04%.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	148	161	163	30.8%	31.3%	35.4%
Fluent English Proficient (FEP)	40	33	31	8.2%	8.5%	6.7%
Reclassified Fluent English Proficient (RFEP)	6	8	5	7.5%		

### Conclusions based on this data:

1. The percentage of students classified as Fluent English Proficient (FEP) decreased by 1.8% from 2022-2023 to 2023-2024.
2. The number of RFEP students has decreased from 2022-2023 to 2023-2024.
3. English Learners continue to be approximately 35% of our school population in 2023-2024.

# 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	71	98	69	67	91	66	67	91	66	94.4	92.9	95.7
Grade 4	80	77	98	73	68	87	73	68	87	91.3	88.3	88.8
Grade 5	92	76	80	90	69	69	90	69	69	97.8	90.8	86.3
All Grades	243	251	247	230	228	222	230	228	222	94.7	90.8	89.9

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	2348.	2350.	2359.	5.97	4.40	6.06	7.46	19.78	13.64	29.85	12.09	33.33	56.72	63.74	46.97
Grade 4	2426.	2389.	2392.	10.96	2.94	8.05	23.29	16.18	11.49	17.81	23.53	22.99	47.95	57.35	57.47
Grade 5	2447.	2424.	2414.	5.56	5.80	5.80	22.22	24.64	11.59	24.44	15.94	20.29	47.78	53.62	62.32
All Grades	N/A	N/A	N/A	7.39	4.39	6.76	18.26	20.18	12.16	23.91	16.67	25.23	50.43	58.77	55.86

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	4.48	5.49	4.55	53.73	54.95	62.12	41.79	39.56	33.33	
Grade 4	8.22	1.47	4.60	68.49	60.29	64.37	23.29	38.24	31.03	
Grade 5	11.11	8.70	10.14	61.11	56.52	53.62	27.78	34.78	36.23	
All Grades	8.26	5.26	6.31	61.30	57.02	60.36	30.43	37.72	33.33	

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	6.15	1.10	7.58	30.77	39.56	43.94	63.08	59.34	48.48
Grade 4	6.85	4.41	4.60	58.90	48.53	48.28	34.25	47.06	47.13
Grade 5	2.22	4.35	4.35	51.11	46.38	40.58	46.67	49.28	55.07
All Grades	4.82	3.07	5.41	47.81	44.30	44.59	47.37	52.63	50.00

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	1.49	4.40	3.03	76.12	76.92	68.18	22.39	18.68	28.79
Grade 4	6.85	0.00	8.05	71.23	67.65	64.37	21.92	32.35	27.59
Grade 5	6.67	8.70	8.70	72.22	57.97	59.42	21.11	33.33	31.88
All Grades	5.22	4.39	6.76	73.04	68.42	63.96	21.74	27.19	29.28

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	2.99	6.59	0.00	56.72	59.34	60.61	40.30	34.07	39.39
Grade 4	10.96	2.94	5.75	68.49	64.71	52.87	20.55	32.35	41.38
Grade 5	6.67	4.35	5.80	67.78	56.52	49.28	25.56	39.13	44.93
All Grades	6.96	4.82	4.05	64.78	60.09	54.05	28.26	35.09	41.89

**Conclusions based on this data:**

1. Approximately 19% of student's 3rd-5th met or exceeded the ELA standards in 2023-2024, a 6% decrease from the previous school year.
2. Students in the fifth grade showed the largest discrepancy between those meeting or exceeding overall ELA grade-level standards at 17.39% and those nearly meeting or not meeting overall grade-level standards at 82.61% as reflected in the 2023-2024 Overall ELA data.
3. Our 2023-2024 score in Listening is the strongest of students above, at, or nearly meeting the standard at 70.72% of all students grades 3-5.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	71	98	69	69	97	69	69	97	69	97.2	99.0	100
Grade 4	80	77	98	80	74	96	80	74	96	100.0	96.1	98
Grade 5	92	76	80	91	76	77	91	76	77	98.9	100.0	96.3
All Grades	243	251	247	240	247	242	240	247	242	98.8	98.4	98

\* 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	2367.	2364.	2382.	2.90	1.03	1.45	11.59	14.43	21.74	26.09	28.87	33.33	59.42	55.67	43.48
Grade 4	2411.	2401.	2402.	7.50	2.70	1.04	15.00	12.16	14.58	25.00	33.78	34.38	52.50	51.35	50.00
Grade 5	2448.	2431.	2421.	5.49	5.26	0.00	8.79	9.21	11.69	30.77	25.00	23.38	54.95	60.53	64.94
All Grades	N/A	N/A	N/A	5.42	2.83	0.83	11.67	12.15	15.70	27.50	29.15	30.58	55.42	55.87	52.89

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	4.35	4.12	2.90	33.33	40.21	47.83	62.32	55.67	49.28
Grade 4	8.75	1.35	3.13	40.00	45.95	37.50	51.25	52.70	59.38
Grade 5	2.20	3.95	1.30	51.65	44.74	33.77	46.15	51.32	64.94
All Grades	5.00	3.24	2.48	42.50	43.32	39.26	52.50	53.44	58.26

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
<b>Grade 3</b>	7.25	1.03	2.90	55.07	60.82	59.42	37.68	38.14	37.68
<b>Grade 4</b>	13.75	2.70	2.08	42.50	47.30	55.21	43.75	50.00	42.71
<b>Grade 5</b>	4.40	2.63	1.30	49.45	57.89	49.35	46.15	39.47	49.35
<b>All Grades</b>	8.33	2.02	2.07	48.75	55.87	54.55	42.92	42.11	43.39

**Conclusions based on this data:**

1. 83.47% of our students in grades 3-5 performed below overall math standards in 2023-2024, which is a decrease in 1.55% from the 2022-2023 school year.
2. Communicating Reasoning was our strongest area with 56.62% of students in grades 3-5 nearly at, at, or exceeding the grade-level standard in 2023-2024.
3. In 2023-2024, fifth grade had the largest percentage of students, 88.32% of students who were below or nearly at meeting the overall math grade-level standards.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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>	1403.4	1410.2	1408.0	1415.5	1420.9	1423.4	1374.6	1385.3	1372.2	28	29	37
<b>1</b>	1434.7	1416.1	1430.0	1438.0	1422.1	1437.4	1430.8	1409.7	1422.1	26	26	28
<b>2</b>	1462.2	1449.8	1430.6	1449.0	1445.0	1426.6	1475.0	1454.1	1434.3	22	29	28
<b>3</b>	1466.8	1445.2	1461.3	1468.6	1440.0	1455.5	1464.4	1449.8	1466.6	28	27	28
<b>4</b>	1481.1	1474.8	1466.0	1470.2	1472.0	1460.3	1491.4	1477.1	1471.2	25	35	26
<b>5</b>	1521.7	1486.4	1477.4	1519.8	1481.6	1471.2	1522.9	1490.5	1483.1	28	29	36
<b>All Grades</b>										157	175	183

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>	3.57	3.45	10.81	28.57	41.38	27.03	50.00	37.93	37.84	17.86	17.24	24.32	28	29	37
<b>1</b>	0.00	0.00	0.00	30.77	19.23	32.14	50.00	46.15	46.43	19.23	34.62	21.43	26	26	28
<b>2</b>	9.09	6.90	10.71	36.36	37.93	28.57	31.82	17.24	21.43	22.73	37.93	39.29	22	29	28
<b>3</b>	3.57	7.41	3.57	25.00	18.52	32.14	39.29	22.22	21.43	32.14	51.85	42.86	28	27	28
<b>4</b>	16.00	11.43	11.54	36.00	28.57	23.08	16.00	17.14	19.23	32.00	42.86	46.15	25	35	26
<b>5</b>	25.00	20.69	0.00	28.57	20.69	27.78	21.43	20.69	36.11	25.00	37.93	36.11	28	29	36
<b>All Grades</b>	9.55	8.57	6.01	30.57	28.00	28.42	35.03	26.29	31.15	24.84	37.14	34.43	157	175	183

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>	3.57	13.79	10.81	42.86	34.48	40.54	35.71	27.59	29.73	17.86	24.14	18.92	28	29	37
<b>1</b>	11.54	3.85	17.86	19.23	30.77	32.14	50.00	42.31	21.43	19.23	23.08	28.57	26	26	28
<b>2</b>	18.18	10.34	10.71	31.82	31.03	35.71	27.27	27.59	21.43	22.73	31.03	32.14	22	29	28
<b>3</b>	17.86	25.93	10.71	35.71	14.81	32.14	28.57	11.11	28.57	17.86	48.15	28.57	28	27	28
<b>4</b>	28.00	31.43	23.08	36.00	22.86	26.92	8.00	11.43	11.54	28.00	34.29	38.46	25	35	26
<b>5</b>	35.71	31.03	25.00	42.86	24.14	36.11	10.71	10.34	2.78	10.71	34.48	36.11	28	29	36
<b>All Grades</b>	19.11	20.00	16.39	35.03	26.29	34.43	26.75	21.14	19.13	19.11	32.57	30.05	157	175	183

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>	3.57	0.00	8.11	14.29	17.24	8.11	46.43	68.97	67.57	35.71	13.79	16.22	28	29	37
<b>1</b>	7.69	3.85	0.00	11.54	7.69	17.86	42.31	38.46	42.86	38.46	50.00	39.29	26	26	28
<b>2</b>	4.55	13.79	10.71	40.91	20.69	25.00	31.82	31.03	21.43	22.73	34.48	42.86	22	29	28
<b>3</b>	3.57	0.00	3.57	14.29	11.11	0.00	32.14	22.22	50.00	50.00	66.67	46.43	28	27	28
<b>4</b>	8.00	0.00	7.69	28.00	22.86	15.38	24.00	22.86	19.23	40.00	54.29	57.69	25	35	26
<b>5</b>	7.14	10.34	0.00	28.57	6.90	11.11	35.71	24.14	44.44	28.57	58.62	44.44	28	29	36
<b>All Grades</b>	5.73	4.57	4.92	22.29	14.86	12.57	35.67	34.29	42.62	36.31	46.29	39.89	157	175	183

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>	7.14	13.79	10.81	85.71	72.41	78.38	7.14	13.79	10.81	28	29	37
<b>1</b>	11.54	19.23	28.57	76.92	69.23	53.57	11.54	11.54	17.86	26	26	28
<b>2</b>	18.18	17.24	14.29	63.64	55.17	60.71	18.18	27.59	25.00	22	29	28
<b>3</b>	28.57	7.41	10.71	42.86	51.85	53.57	28.57	40.74	35.71	28	27	28
<b>4</b>	36.00	28.57	23.08	32.00	37.14	42.31	32.00	34.29	34.62	25	35	26
<b>5</b>	21.43	24.14	8.33	67.86	41.38	58.33	10.71	34.48	33.33	28	29	36
<b>All Grades</b>	20.38	18.86	15.30	61.78	53.71	59.02	17.83	27.43	25.68	157	175	183

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>	10.71	6.90	10.81	60.71	62.07	67.57	28.57	31.03	21.62	28	29	37
<b>1</b>	7.69	3.85	3.57	53.85	65.38	60.71	38.46	30.77	35.71	26	26	28
<b>2</b>	9.09	13.79	7.14	59.09	48.28	60.71	31.82	37.93	32.14	22	29	28
<b>3</b>	35.71	29.63	17.86	35.71	18.52	39.29	28.57	51.85	42.86	28	27	28
<b>4</b>	24.00	43.75	26.92	44.00	31.25	34.62	32.00	25.00	38.46	25	32	26
<b>5</b>	64.29	48.28	44.44	17.86	17.24	16.67	17.86	34.48	38.89	28	29	36
<b>All Grades</b>	26.11	25.00	19.13	44.59	40.12	46.45	29.30	34.88	34.43	157	172	183

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>	3.57	0.00	2.70	67.86	86.21	78.38	28.57	13.79	18.92	28	29	37
<b>1</b>	15.38	7.69	0.00	50.00	30.77	71.43	34.62	61.54	28.57	26	26	28
<b>2</b>	9.09	10.34	7.14	72.73	55.17	46.43	18.18	34.48	46.43	22	29	28
<b>3</b>	3.57	0.00	3.57	35.71	33.33	39.29	60.71	66.67	57.14	28	27	28
<b>4</b>	8.00	0.00	3.85	48.00	45.71	34.62	44.00	54.29	61.54	25	35	26
<b>5</b>	17.86	3.45	2.78	46.43	37.93	52.78	35.71	58.62	44.44	28	29	36
<b>All Grades</b>	9.55	3.43	3.28	52.87	48.57	55.19	37.58	48.00	41.53	157	175	183

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>	7.14	37.93	21.62	60.71	48.28	45.95	32.14	13.79	32.43	28	29	37
<b>1</b>	3.85	3.85	0.00	65.38	57.69	67.86	30.77	38.46	32.14	26	26	28
<b>2</b>	18.18	13.79	7.14	59.09	48.28	60.71	22.73	37.93	32.14	22	29	28
<b>3</b>	3.57	3.70	3.57	67.86	37.04	67.86	28.57	59.26	28.57	28	27	28
<b>4</b>	16.00	8.57	15.38	52.00	48.57	34.62	32.00	42.86	50.00	25	35	26
<b>5</b>	7.14	17.24	2.78	67.86	34.48	55.56	25.00	48.28	41.67	28	29	36
<b>All Grades</b>	8.92	14.29	8.74	62.42	45.71	55.19	28.66	40.00	36.07	157	175	183

**Conclusions based on this data:**

1. In 2023-2024 our students' strongest area was in listening with 74.32% of students in grades K-5 having somewhat/moderately or well developed this area, which is a 1.75% increase from the 2022-2023 school year.
2. Approximately 59% of students in grades K-5 were assessed as somewhat/moderately or well developed in the reading subcategory in 2023-2024. This is a 6.51% increase from the previous year.

3. 65.58% of students in grades K-5 were assessed as somewhat/moderately or well developed in the speaking subcategory in 2023-2024. This is a .46% increase from the previous year.

# School and Student Performance Data

## 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			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
460	82.4%	35.4%	0.0%
Total Number of Students enrolled in Williamson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	163	35.4%
Foster Youth	0	0.0%
Homeless	26	5.7%
Socioeconomically Disadvantaged	379	82.4%
Students with Disabilities	48	10.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	7.2%
American Indian	0	0.0%
Asian	28	6.1%
Filipino	8	1.7%
Hispanic	175	38%
Two or More Races	49	10.7%
Pacific Islander	8	1.7%
White	158	34.3%

### Conclusions based on this data:

1. CDE Enrollment by Ethnicity:

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

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

2023-2024: 38% Hispanic/Latino, 34.3% White, 10.7% Two or More Races, 7.2% African American, 6.1% Asian, 1.7% Pacific Islander, and 1.7% Filipino

2. Hispanic/Latino continues to be our largest enrollment. All communications will continue to be translated into Spanish.
3. Our white student population includes students from Russia, Ukraine, Moldova, and other European countries.

# School and Student Performance Data

## Overall Performance

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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>  Red	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. Chronic Absenteeism has improved in the 2023-2024 school year.
2. Suspension rates have decreased and are currently in the Yellow.
3. Our Mathematics and English Learner performances have been maintained.

# School and Student Performance Data

## Academic Performance English Language Arts

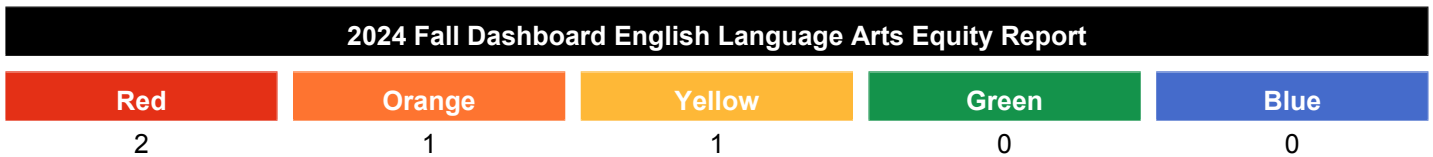
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This section provides number of student groups in each level.



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>Red</p> <p>79.9 points below standard</p> <p>Maintained 1.9 points</p> <p>212 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>90.2 points below standard</p> <p>Maintained 2.8 points</p> <p>81 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>74.3 points below standard</p> <p>Increased 80.9 points</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>83.3 points below standard</p> <p>Increased 4.7 points</p> <p>182 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>150.0 points below standard</p> <p>Increased 8.2 points</p> <p>41 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>124.3 points below standard</p> <p>Increased 17.9 points</p> <p>15 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>Less than 11 Students</p> <p>3 Students</p>	<p><b>Hispanic</b></p> <p> Red</p> <p>87.3 points below standard</p> <p>Declined 12.8 points</p> <p>82 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>99.6 points below standard</p> <p>Declined 35.1 points</p> <p>21 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>White</b></p> <p> Yellow</p> <p>65.4 points below standard</p> <p>Increased 14.8 points</p> <p>78 Students</p>

**Conclusions based on this data:**

1. Students with disabilities, students who are socioeconomically disadvantaged, students who are homeless, students who are African American, and students who are White all increased in their performance in CAASPP ELA in 2023-2024.
2. Students who are current English Learners performed 90.2 points below standard.
3. Students who are socioeconomically disadvantaged performed 83.3 points below the standard.

# School and Student Performance Data

## Academic Performance Mathematics

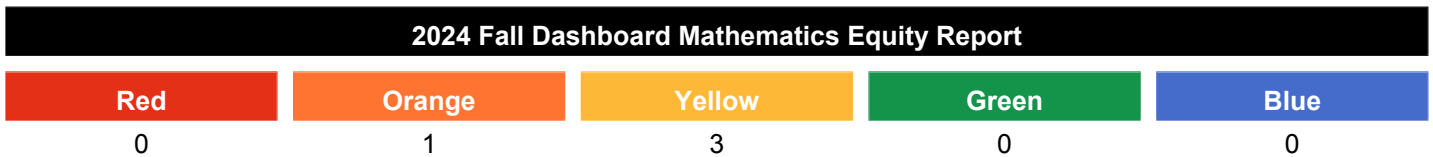
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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>Orange</p> <p>75.7 points below standard</p> <p>Maintained 2.5 points</p> <p>217 Students</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>75.1 points below standard</p> <p>Increased 4.7 points</p> <p>86 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>71.8 points below standard</p> <p>Increased 75.8 points</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>79.2 points below standard</p> <p>Increased 4.6 points</p> <p>187 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>118.7 points below standard</p> <p>Increased 17.9 points</p> <p>41 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>121.3 points below standard</p> <p>Increased 12.3 points</p> <p>15 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>10 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>89.0 points below standard</p> <p>Declined 13.7 points</p> <p>82 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>89.3 points below standard</p> <p>Declined 10.9 points</p> <p>21 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>56.7 points below standard</p> <p>Increased 9.5 points</p> <p>82 Students</p>

**Conclusions based on this data:**

1. Students who are African American, Hispanic, two or more races, homeless, socioeconomically disadvantaged, English Learners, and those with disabilities performed 75 points or more below standard.
2. Students who are White performed 56.7 below the standard.
3. Students with disabilities performed on average 118.7 points below standard.

# 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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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 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>  Orange 41.3% making progress. Number Students: 109 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 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>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
16.5%	42.2%	0%	41.3%

### Conclusions based on this data:

- 16.5% of English Learners decreased by at least one level in 2023-2024 from the 2022-2023 school year.
- 41.3% of students assessed by the ELPAC progressed at least one level in 2023-2024.
- 42.2% of students assessed by ELPAC maintained their overall ELPAC level in 2023-2024.



# 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.



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		
<p><b>All Students</b></p> <p>Yellow</p> <p>23.4% Chronically Absent</p> <p>Declined 6.9</p> <p>526 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>16.6% Chronically Absent</p> <p>Declined 8.9</p> <p>205 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 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>2 Students</p>	<p><b>Homeless</b></p> <p>Orange</p> <p>43.5% Chronically Absent</p> <p>Declined 9.5</p> <p>46 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>26.2% Chronically Absent</p> <p>Declined 6.6</p> <p>447 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>31% Chronically Absent</p> <p>Declined 7.7</p> <p>71 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>38.1% Chronically Absent</p> <p>Increased 5.6</p> <p>42 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>18.2% Chronically Absent</p> <p>Increased 7.1</p> <p>44 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>25.1% Chronically Absent</p> <p>Declined 4.3</p> <p>187 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>44.4% Chronically Absent</p> <p>Declined 1.7</p> <p>54 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>12.7% Chronically Absent</p> <p>Declined 12.7</p> <p>181 Students</p>

**Conclusions based on this data:**

1. The groups that have the greatest percentages of chronic absenteeism are students who are African American, Two or More Races, Pacific Islander, Students with Disabilities, and Homeless in the 2023-2024 school year.
2. All groups except for African American have decreased from 2022-2023 to 2023-2024.
3. Hispanic students are our third largest group of students with 870 students and 25.1% of them were chronically absent in 2023-2024.

# 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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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.”

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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

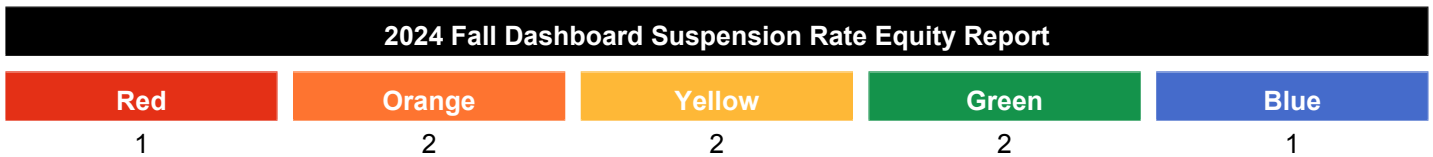
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>3.4% suspended at least one day</p> <p>Declined 0.4%</p> <p>555 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.8% suspended at least one day</p> <p>Declined 0.7%</p> <p>217 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 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>2 Students</p>	<p><b>Homeless</b></p> <p>Yellow</p> <p>4.3% suspended at least one day</p> <p>Declined 1%</p> <p>47 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>3.6% suspended at least one day</p> <p>Declined 0.5%</p> <p>466 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>6.9% suspended at least one day</p> <p>Declined 4%</p> <p>72 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>15.6% suspended at least one day</p> <p>Increased 6.3%</p> <p>45 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>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>46 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>3% suspended at least one day</p> <p>Declined 1.5%</p> <p>197 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Maintained 0.2%</p> <p>60 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 1.1%</p> <p>188 Students</p>

**Conclusions based on this data:**

1. Our largest subgroup of suspensions was 15.6% of students who are African American in 2023-2024.
2. On average 3.4% of all students were suspended at least one day in 2023-2024 which was a decline by 0.4% from the 2022- 2023 school year.
3. 4.3% of students experiencing homelessness were suspended in 2023-2024, this is a 1% decrease from 2022-2023.

# 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.

#### **Improve Academic Achievement in English Language Arts and Mathematics for All Students**

Williamson Elementary will improve academic achievement in English Language Arts and Mathematics by ensuring all students receive rigorous, standards-aligned instruction and timely intervention on essential standards. Through data-driven planning, small group instruction, and embedded support for English Learners, students with disabilities, and other historically underserved groups, the school will strengthen Tier 1 instruction and accelerate student growth.

Students will benefit from intentional Tier 2 and Tier 3 supports, extended learning opportunities, and aligned Designated ELD instruction. Intervention will be provided immediately following instruction and adjusted based on formative assessment data and collaboration in PLCs. Teachers will receive professional development and coaching to deepen instructional effectiveness, integrate academic language supports, and promote student ownership of learning.

In alignment with the Community Schools model, Williamson will expand family engagement efforts that promote understanding of academic expectations, reinforce advocacy, and support learning at home. Enrichment opportunities such as field trips, assemblies, and access to culturally responsive curriculum materials will further promote motivation, equity, and connectedness.

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

LCAP goal to which this school goal is aligned.

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

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

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

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

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

### Identified Need

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

Student performance data from the CAASPP, local assessments, and the California School Dashboard indicate that a substantial number of students at Williamson Elementary are not meeting grade-level standards in English Language Arts (ELA) and Mathematics. In Spring 2024, only 25% of students in grades 3–5 met or exceeded standards in ELA, and 23% did so in Math. Students in key equity subgroups—including English Learners (ELs), Students with Disabilities (SWDs), Homeless Youth, and Socioeconomically Disadvantaged (SED) students—remain significantly below standard, with performance gaps exceeding 85–150 points in both content areas.

ELPAC data shows nearly half of English Learners at the "Beginning" level in reading and oral language. Local diagnostic assessments reveal foundational reading gaps in phonics, fluency, and comprehension, as well as persistent conceptual misunderstandings in math. Many students also lack the academic vocabulary and background knowledge needed to access grade-level content across disciplines.

To address these gaps, students require consistent access to high-quality Tier 1 instruction, differentiated small-group support, extended learning opportunities, and culturally relevant enrichment experiences. Teachers need sustained professional learning in research-based practices, and families must be supported as active partners in learning. As a Community School, Williamson recognizes the importance of building trust and capacity with families through ongoing outreach, education, and culturally responsive communication that helps them navigate the school system and advocate effectively for their children.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1.01 ELA</p> <ul style="list-style-type: none"> <li>CAASPP ELA (Grades 3–5)</li> <li>DIBELS Oral Reading Fluency (mCLASS)</li> <li>Renaissance Reading &amp; Early Literacy</li> <li>Grade-Level Common Formative Assessments (CFAs) aligned to Essential Standards</li> </ul>	<ul style="list-style-type: none"> <li>CAASPP 2024: 25% of students in grades 3–5 met/exceeded standards</li> <li>DIBELS BOY 2024–25: Avg. WCPM ranged from 8–85, depending on grade; 35–42% of students met benchmarks</li> <li>Renaissance Spring 2025: 30% of K–1 and 28% of 2–5 students At/Above Benchmark</li> <li>CFA Fall 2024: ~52% of students met ELA Essential Standards</li> </ul>	<ul style="list-style-type: none"> <li>CAASPP 2025: 31% of students in grades 3–5 will meet/exceed standards (6% growth)</li> <li>DIBELS EOY 2025: Avg. WCPM growth of 20+ words per student; 55–60% of students meeting benchmark</li> <li>Renaissance EOY 2025: 45% of K–5 students At/Above Benchmark</li> <li>CFAs Spring 2025: 65–70% of students will meet ELA Essential Standards</li> </ul>
<p>1.01 Math</p> <ul style="list-style-type: none"> <li>CAASPP Math (Grades 3–5)</li> <li>Renaissance STAR Math Benchmark Assessment</li> <li>Grade-Level Common Formative Assessments (CFAs) aligned to Essential Standards</li> </ul>	<ul style="list-style-type: none"> <li>CAASPP 2024: 23% of students in grades 3–5 met/exceeded standards</li> <li>Renaissance Spring 2025: Approximately 26% of students scored At/Above Benchmark; the majority fell in Intervention or Urgent categories</li> <li>CFA Fall 2024: Average of 48% of students meeting math Essential Standards on site-based priority assessments</li> </ul>	<ul style="list-style-type: none"> <li>CAASPP 2025: 29% of students in grades 3–5 will meet/exceed standards (6% growth)</li> <li>Renaissance EOY 2025: At least 40% of students will score At/Above Benchmark</li> <li>CFAs Spring 2025: At least 65% of students will meet grade-level math Essential Standards</li> </ul>

<p>1.02 English Language Development</p> <ul style="list-style-type: none"> <li>• Summative ELPAC (Overall and Domain scores: Reading, Listening, Speaking, Writing)</li> <li>• RFEP Monitoring and Reclassification Data</li> <li>• Local Designated ELD Assessments and Unit Checks (aligned to Essential Language Standards)</li> </ul>	<ul style="list-style-type: none"> <li>• ELPAC 2024: 47% of English Learners scored at Level 1 in Reading; fewer than 10% were at Level 3 or 4</li> <li>• Oral Language composite: 36% at Level 1</li> <li>• RFEP 2024: Reclassification rate was 6%, with most candidates not meeting multiple-year performance thresholds</li> <li>• Local ELD Checks: Not consistently implemented across all grades (in development)</li> </ul>	<ul style="list-style-type: none"> <li>• ELPAC 2025: Decrease Level 1 Reading scores to 35%; increase Level 3+ to 20%</li> <li>• Oral Language composite: Increase Level 3+ to 30%</li> <li>• RFEP 2025: Increase reclassification rate to 10%</li> <li>• Local ELD Checks: Develop and implement unit-aligned checks across all grades; 70% of EL students will show progress on grade-level ELD Essential Standards</li> </ul>
<p>1.01-1.03 Intervention</p> <ul style="list-style-type: none"> <li>• Student movement across tiers of intervention (e.g., from Tier 3 to Tier 2)</li> <li>• Progress on Common Formative Assessments (CFAs) aligned to Essential Standards</li> <li>• Exit rate from intervention services based on CFA and benchmark data</li> <li>• Renaissance growth percentiles for students receiving Tier 2 and Tier 3 support</li> </ul>	<ul style="list-style-type: none"> <li>• 2024–2025 Intervention Structure: Focused primarily on scheduled Tier 2 support with limited immediate re-engagement following instruction</li> <li>• Benchmark Data (Spring 2025): ~35% of students receiving intervention met proficiency on grade-level CFAs</li> <li>• Movement between Tiers: Minimal documentation of students exiting Tier 3; most students remained static throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Support: 100% of students identified for support will receive immediate intervention following the first instruction on grade-level essential standards</li> <li>• Grade-Level Grouping: All grade levels will implement targeted Tier 2 support by standard, with student progress reviewed biweekly</li> <li>• Movement Across Tiers: At least 40% of students receiving Tier 3 services will transition to Tier 2 based on CFA and benchmark performance</li> <li>• CFA Growth: At least 65% of students receiving intervention will demonstrate growth on 2 or more grade-level CFAs over the year</li> </ul>
<p>1.03 Increased Staff-to-Student Supports for Whole Child Learning</p> <ul style="list-style-type: none"> <li>• Student-to-staff ratio in instructional and support roles</li> <li>• Frequency and delivery of academic, behavioral, and social-emotional small group supports</li> <li>• Student engagement and connectedness data (Panorama, attendance rates, behavior referrals)</li> <li>• Progress monitoring through intervention logs and goal tracking systems</li> </ul>	<ul style="list-style-type: none"> <li>• 2024–2025 Staffing: Student-to-staff ratio was approximately 22:1 in core classrooms; Tier 2 and 3 supports were provided inconsistently</li> <li>• Behavioral &amp; SEL Services: Counseling and SEL lessons provided, but not consistently integrated into instructional day</li> <li>• Engagement Data: Attendance rate ~89.7%; behavior referrals for disruption and defiance</li> </ul>	<ul style="list-style-type: none"> <li>• Increased Support Staff: Maintain or reduce student-to-staff ratio below 20:1 by increasing classroom and support personnel through site and grant-funded positions</li> <li>• Expanded Whole Child Supports: Deliver weekly or biweekly Tier 2 and Tier 3 small-group supports for academics, SEL, and behavior across all grade levels</li> </ul>

	<p>remained steady across trimesters</p>	<ul style="list-style-type: none"> <li>• Engagement Improvement: Increase attendance rate to 92% and reduce major referrals for disruption by 10% compared to 2024–25</li> <li>• Progress Monitoring: All support staff will maintain intervention logs; 100% of students receiving Tier 2/3 supports will have documented growth plans aligned to Essential Standards and SEL/behavioral goals</li> </ul>
<p>1.04 Student and Family Engagement</p> <ul style="list-style-type: none"> <li>• Student participation in enrichment activities (assemblies, field trips, academic clubs)</li> <li>• Family attendance at school-based events and workshops</li> <li>• Use of communication platforms (e.g., ParentSquare) across all subgroups</li> <li>• Survey responses related to belonging, trust, and advocacy (aligned to FCUSD Welcoming Standards)</li> </ul>	<ul style="list-style-type: none"> <li>• 2024–2025 Participation: Students across grade levels participated in 1–2 enrichment activities</li> <li>• Family Events: Average attendance ranged from 30–60%, with lower turnout among newcomer and multilingual families</li> <li>• Communication Engagement: 75% of families had ParentSquare accounts; surveys showed inconsistent family understanding of MTSS, ELD, and IEP processes</li> <li>• Welcoming Standards Implementation: Partial alignment noted; few events provided interpretation, multilingual materials, or empowerment around school systems</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment Access: 100% of students will participate in at least one inclusive enrichment experience by year’s end</li> <li>• Family Participation: Increase family attendance to 65% overall, with at least 50% participation among EL and newcomer families</li> <li>• Family Advocacy: Host at least 4 multilingual family education sessions focused on school system navigation, academic support, and advocacy</li> <li>• Welcoming Standards: All family-facing events and resources will align to FCUSD Welcoming Standards by providing translation, cultural relevance, accessible materials, and proactive outreach; the school will monitor alignment using the district rubric and feedback loop</li> <li>• Process &amp; Performance Targets: Strengthen all three domains—Access, Participation, and Partnership—by increasing shared decision-making opportunities and feedback integration into site planning</li> </ul>

## 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	Provide targeted academic and language development support by funding site-based personnel, including instructional coaches, intervention teachers, paraprofessionals, and bilingual support staff. These staff will support progress monitoring, immediate intervention, and small group instruction in ELA, Math, and ELD based on essential standards. Staff will also assist with inclusive Tier 2 and Tier 3 services, SEL supports, and language-accessible communication aligned to FCUSD Welcoming Standards and Community Schools priorities. Personnel will collaborate with teachers to review data, design responsive instruction, and ensure all student groups (including ELs, LTELs, students with disabilities, and students experiencing homelessness or foster care) receive timely and equitable access to learning opportunities.	All students, especially students who qualify under Title I, including Low SES, ELL, Homeless, and Foster Youth.	22,373 Title I 1000-1999: Certificated Personnel Salaries 1/4 of 75.85% of a 1.0 FTE Instructional Coach's Salary 7,961 Title I 3000-3999: Employee Benefits 1/4 of 75.85% of a 1.0 FTE Instructional Coach's Benefits 7,123 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 24.15% of a 1.0 FTE Instructional Coach's Salary 2,655 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 24.15% of a 1.0 FTE Instructional Coach's Benefits 25,185 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of a 1.0 FTE Assistant Principal's Salary 8,437 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of a 1.0 FTE Assistant Principal's Benefits 22,692 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 2.2125 FTE Bilingual Instructional Aides Salaries 10,736 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 2.2125 FTE Bilingual Instructional Aides Benefits 11,412 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.975 FTE K-5 Paraeducators Salaries

			<p>4,307  LCFF - Supplemental  3000-3999: Employee  Benefits  1/4 of 0.975 FTE K-5  Paraeducators Benefits  17,666  Title I  1000-1999: Certificated  Personnel Salaries  1/4 of 69% of 0.6 FTE  Specialists in Science and  World Language salaries  5,702  Title I  3000-3999: Employee  Benefits  1/4 of 69% of 0.6 FTE  Specialists in Science and  World Language benefits  7,941  LCFF - Supplemental  1000-1999: Certificated  Personnel Salaries  1/4 of 31% of 0.6 FTE  Specialists in Science and  World Language salaries  2,456  LCFF - Supplemental  3000-3999: Employee  Benefits  1/4 of 31% of 0.6 FTE  Specialists in Science and  World Language benefits  29,258  Learning Recovery  1000-1999: Certificated  Personnel Salaries  1/4 of 1.0 FTE Intervention  Teacher Salary  6,493  Learning Recovery  3000-3999: Employee  Benefits  1/4 of 1.0 FTE Intervention  Teacher benefits  29,258  LCFF - Supplemental  1000-1999: Certificated  Personnel Salaries  1/4 of 1.0 FTE Intervention  Teacher Salary  6,750  LCFF - Supplemental  3000-3999: Employee  Benefits  1/4 of 1.0 FTE Intervention  Teacher Salary  24,517  LCFF - Supplemental  1000-1999: Certificated  Personnel Salaries</p>
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			<p>1/4 of 1.0 FTE Intervention Teacher's Salary 5,447</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher's Benefits 1,337</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.125 FTE Health Assistant Salary 587</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.125 FTE Health Assistant Benefits</p>
1.2	<p>Through the Community Schools model, Williamson will intentionally connect family engagement efforts to student preparedness, academic achievement, student behavior, and advocacy. Activities may include culturally responsive family education nights, multilingual communication strategies, and workshops on understanding Essential Standards, assessment data, school attendance, and how to support learning and learning behaviors at home. School staff will ensure that families are informed partners in their children's academic and social-emotional learning (SEL) progress. Family voice will help inform both site practices and resource allocation, supporting equity and access.</p>	<p>All students, especially students who qualify under Title I, including Low SES, ELL, Homeless, and Foster Youth.</p>	<p>20,840</p> <p>Community Schools Grant 2000-2999: Classified Personnel Salaries 1/4 of 1.0 FTE Community Schools Facilitator I salary 10,530</p> <p>Community Schools Grant 3000-3999: Employee Benefits 1/4 of 1.0 FTE Community Schools Facilitator I benefits 2,675</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.25 FTE Elementary School Clerk Salary 1,043</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.25 FTE Elementary School Clerk Benefits 16,908</p> <p>Community Schools Grant 2000-2999: Classified Personnel Salaries 1/4 of 0.7 FTE Behaviorist Salary 6,553</p> <p>Community Schools Grant 3000-3999: Employee Benefits 1/4 of 0.7 FTE Behaviorist Benefits 2,419</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries</p>

			<p>1/4 of 0.25 FTE Elementary Parent Coordinator Salary 943</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits</p> <p>1/4 of 0.25 FTE Elementary Parent Coordinator Benefits 225</p> <p>Community Schools Grant 5000-5999: Services And Other Operating Expenditures Mileage for Community Schools Facilitator to Support Community Schools programs and initiatives 9,014</p> <p>Community Schools Grant 5000-5999: Services And Other Operating Expenditures PC Care and Superior Sports intervention programs to support positive student behavior and increase academic readiness and achievement 250</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries</p> <p>Additional time-carded hours for classified staff to support inclusive family engagement, school climate initiatives, and Community Schools-aligned programs and events 92</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits</p> <p>Additional time-carded benefits for classified staff to support inclusive family engagement, school climate initiatives, and Community Schools-aligned programs and events</p>
<p><b>1.3</b></p>	<p>Staff will engage in ongoing professional development both internally and through external sources (speakers, conferences, presentations, etc.) focused on key district and site initiatives including Essential Standards instruction, Marzano’s Model of Instruction, the 15-Day Challenge framework, integrated ELD, structured SEL practices, and Response to Intervention (RTI) systems. Funding will support training, implementation materials, and time-carded collaboration time to reflect, plan, and apply learning. Follow-up coaching and peer observation will help ensure consistent use of high-impact strategies. All training will align to student learning</p>	<p>All students, especially students who qualify under Title I, including Low SES, ELL, Homeless, and Foster Youth.</p>	<p>1,966</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries</p> <p>Certificated Substitute Salaries for Professional Development Release 433</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits</p> <p>Certificated Substitute Benefits for Professional Development Release</p>

	needs, especially in ELA and math, and support staff in delivering Tier 1 instruction that addresses both academic and social-emotional outcomes.		1250 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development Conferences and Engagements
1.4	Provide supplemental curriculum materials, enrichment resources, and culturally relevant learning experiences to extend and deepen instruction in ELA, Math, and Designated ELD. This includes field trips, assemblies, and on-site learning experiences tied to core content and grade-level themes; academic software and manipulatives for small groups and Tier 2 instruction; and take-home literacy/math resources for family engagement. Resources and experiences will reinforce key essential standards while also promoting student curiosity, voice, and access. Family education events and workshops will also be funded to build understanding of interventions, support systems, and advocacy, in alignment with FCUSD Process & Performance Targets and Welcoming Standards.	All students, especially students who qualify under Title I, including Low SES, ELL, Homeless, and Foster Youth.	7,500 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental books, supplies, and resources to increase student academic enrichment 521 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Busing Costs for Students to attend field trips for academic enrichment 500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures On-site Assemblies, Presentations, and Experiences to increase student academic enrichment 2000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Off-Site Field Trips to increase student academic enrichment 2,674 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of two 0.125 FTE Elementary School Clerk Salaries 1,872 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of two 0.125 FTE Elementary School Clerk Benefits
1.5	Williamson will increase opportunities for students to engage in meaningful interactions with school staff through targeted staffing assignments, small group instruction, and expanded learning opportunities, both certificated and classified staff will be leveraged to provide Tier 1, 2, and 3 supports throughout the school day to support academic readiness, increasing feedback, connection, and individualized instructional time.	All students, especially students who qualify under Title I, including Low SES, ELL, Homeless, and Foster Youth.	7,246 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.3 FTE Behaviorist Salary 2671 LCFF - Supplemental 3000-3999: Employee Benefits

			1/4 of 0.3 FTE Behaviorist Benefits 4,972 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.6538 FTE Yard Duty Salary 1,969 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.6538 FTE Yard Duty Benefits
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# 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.

Williamson Elementary made moderate progress toward the measurable outcomes outlined in the 2024–25 SPSA. Renaissance STAR benchmarks indicated growth in both ELA and Math, with approximately 26% of students meeting At/Above Benchmark in Reading and Math by Spring 2025. Local CFAs showed increased proficiency over the course of the year, particularly in grades 2–4, where weekly reteach and intervention cycles were more consistently implemented. However, CAASPP scores from Spring 2024 remained below district averages, and reclassification rates for English Learners stayed flat at 6%.

**Implementation of Strategies:**

Many of the planned actions were implemented, including the deployment of intervention teachers, paraprofessionals, and expanded access to Renaissance STAR and CFA tracking. Teachers began implementing immediate intervention practices aligned to essential standards, and some grade levels successfully grouped students by need for Tier 2 instruction. Field trips and enrichment opportunities were offered but limited in scope and unevenly accessed by grade level. Family workshops and advocacy opportunities were inconsistently attended, especially among families of ELs, RFEPs, and students with disabilities.

**Effectiveness of Actions:**

Tiered interventions and small group supports showed promise when consistently implemented, as evidenced by CFA and benchmark growth in several grade levels. However, many students in Tier 3 remained static due to inconsistent documentation, limited exit criteria, and scheduling challenges. Designated ELD support varied in fidelity across classrooms, and oral language development remains a significant area of need. Family engagement showed early promise but has not yet reached full alignment with FCUSD Welcoming Standards or Process & Performance Targets.

**Next Steps and Adjustments:**

For 2025–2026, the school will refine its multi-tiered intervention model to ensure immediate re-engagement following instruction, biweekly review of student progress, and clearer movement criteria across tiers. Staff roles will be clarified to increase small group academic and SEL supports, and all intervention programs will be monitored through shared logs. Field trip and enrichment access will be expanded to ensure every student participates in at least one inclusive experience. The site will host quarterly family education events aligned to advocacy and system navigation, with interpretation, accessible materials, and outreach aligned to the FCUSD Welcoming Standards.

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

We spent all monies as expected in this goal area.

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.

Several key adjustments were made to strengthen the alignment, implementation, and impact of Goal 1 strategies in the 2025–2026 SPSA:

**Expanded Scope of the Goal:**

Last year's goal focused primarily on improving academic achievement in ELA and Math. This year's goal has been broadened to include enrichment, family advocacy, and Community Schools alignment, reflecting a more holistic approach to whole-child learning and equitable access.

**Tiered Intervention Redesign:**

The intervention model has shifted from scheduled Tier 2 pull-out support to a more responsive system that includes:

Immediate intervention following initial instruction on essential standards

Small-group Tier 2 instruction by grade level and standard

Push-in and pull-out Tier 3 support for students more than one grade level behind

Monitoring and exit strategies are now more clearly defined, and student progress is reviewed biweekly.

**Increased Focus on Designated ELD and EL Subgroups:**

While last year's SPSA included general support for English Learners, this year's goal explicitly calls out Designated ELD as a focus area, including targets for oral language, progress monitoring, and long-term EL (LTEL) movement. Activities now include professional development, grouping by language level, and increased accountability for DELD lesson delivery.

**New Family Engagement Structures:**

This year's SPSA adds a series of family education and advocacy workshops, aligned to the FCUSD Welcoming Standards and Process & Performance Targets. Outreach will be multilingual, accessible, and designed to empower families to better understand intervention systems, special programs, and grade-level expectations.

**Addition of Enrichment as a Strategic Driver:**

To increase motivation and engagement, the plan now includes equitable access to field trips, assemblies, and supplemental academic materials that connect to core content and support deeper understanding of essential standards.

**Monitoring and Support Alignment:**

Strategies and expenditures have been updated to reflect a more integrated model of data-driven instruction, with clear roles for intervention staff, classroom teachers, and support teams. The plan now includes more structured systems for documenting services, measuring student movement between tiers, and tracking enrichment/family participation.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

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

Williamson Elementary will foster a safe, inclusive, and engaging school climate that promotes student well-being, belonging, and success. Through intentional implementation of PBIS, Restorative Practices, Responsive Classroom, and the FCUSD Welcoming Standards, the school will reduce chronic absenteeism and suspensions while increasing student connection, family partnership, and equitable access to learning. Supports will focus on the whole student—academically, socially, emotionally, and culturally—with targeted attention to underserved groups, including African American students, English Learners, students experiencing homelessness or foster care, and students with disabilities. The school will expand student voice opportunities and offer inclusive family engagement experiences to ensure all families are welcomed, informed, and empowered as partners in their child's learning.

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

LCAP goal to which this school goal is aligned.

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

2.01 - Increase student attendance rates and reduce chronic absenteeism.

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

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

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

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

### Identified Need

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

Williamson Elementary's 2023–2024 CA Dashboard data indicates a significant need to improve student attendance, engagement, and behavior outcomes, particularly among historically underserved student groups. Chronic absenteeism remains elevated at 23.4% overall, with disproportionately high rates among African American (38.1%), homeless (43.5%), and students with disabilities (29.6%). Suspension rates also show disproportionality, with African American students at 15.6% compared to a schoolwide average of 3.4%.

Internal student and staff feedback, along with family participation trends, further highlight a need to build stronger relationships, consistency, and culturally responsive communication systems across the school. While foundational practices such as PBIS and Responsive Classroom are in place, implementation varies across classrooms and grade levels. Additionally, family engagement events draw limited representation from multilingual, newcomer, and historically underserved families.

Williamson's Coordination of Services Team (COST) meets weekly to review referrals for student concerns in academics, behavior, health, resources, etc. Student referrals resulted in increased access for students and families to school and community resources. Current COST members include Administration, Mental Health, Behavior, and Community Resources; future COST meetings will expand to include Special Education and Academic team members to strengthen outcomes for students across all areas that may be affecting academic readiness.

To address these trends and align with the FCUSD Welcoming Standards and Process & Performance Targets, Williamson Elementary will focus on strengthening schoolwide systems of belonging, restorative practices, multilingual family advocacy, and student voice. Increased personnel support and structured Tier 1 and Tier 2 interventions are needed to ensure all students feel connected, supported, and successful in the school environment.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2.01 Positive Attendance Chronic Absenteeism Rate (CA Dashboard); internal weekly attendance monitoring; outreach logs; attendance incentives</p>	<ul style="list-style-type: none"> <li>• 2023–2024 CA Dashboard: 23.4% chronic absenteeism overall</li> <li>• African American: 38.1% (Red)</li> <li>• Homeless: 43.5% (Orange)</li> <li>• Students with Disabilities: 29.6% (Orange)</li> <li>• 2024–2025 internal trend data shows similar rates through March, with slight improvements in K–2</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce overall chronic absenteeism to 18%</li> <li>• Reduce chronic absenteeism for African American students to =30%</li> <li>• Reduce chronic absenteeism for Homeless students to =35%</li> <li>• Ensure all students identified as chronically absent are assigned a Tier 2 or Tier 3 support plan, with at least biweekly check-ins</li> <li>• Increase family participation in attendance outreach efforts and improve accuracy of attendance codes through consistent contact and support services</li> </ul>
<p>2.02 Increase High School Graduation Rate</p> <ul style="list-style-type: none"> <li>• Number and frequency of family education sessions focused on school pathways and advocacy</li> <li>• Participation rates for newcomer and multilingual families</li> <li>• Parent/family survey data indicating confidence in understanding the U.S. school system</li> <li>• Student progress tracking for ELs and LTELs (using RFEP monitoring, ELPAC growth, and core content performance)</li> <li>• Follow-up support/referral logs for families with targeted needs (tutoring, counseling, enrichment access)</li> </ul>	<ul style="list-style-type: none"> <li>• In 2023–2024, Williamson held 2 family informational nights specific to multilingual families, with limited attendance</li> <li>• Surveys and anecdotal feedback showed that many newcomer families were unfamiliar with high school graduation requirements, special education processes, and how to advocate within the U.S. school system</li> <li>• Interpretation and translated materials were available inconsistently, limiting full access to services</li> <li>• ELPAC and RFEP data indicate that some English Learners are not meeting growth targets in upper grades, impacting long-term graduation trajectories</li> </ul>	<ul style="list-style-type: none"> <li>• Host at least 3 multilingual family informational events focused on advocacy, school navigation, and student supports (graduation requirements, IEP/504s, GATE, A-G, college/career readiness)</li> <li>• Achieve 50% participation from newcomer, multilingual, and underserved families in at least one such session</li> <li>• Increase favorable responses on family surveys by 20% regarding understanding of U.S. school expectations and confidence in advocating for their child</li> <li>• Ensure 100% of newcomer families are connected with translation services, community liaison outreach, and progress updates</li> <li>• Begin longitudinal tracking of EL and RFEP academic progress in grades 3–5 to support transitions to secondary success pathways</li> </ul>

<p>2.03 Academic Readiness, Social Emotional Learning, and Positive Behavior</p> <ul style="list-style-type: none"> <li>• Suspension Rate (CA Dashboard)</li> <li>• SWIS behavior data (office discipline referrals, minor incidents, and location/type trends)</li> <li>• PBIS Tier 1, 2, and 3/COST develop and implement targeted interventions and supports across school environments and systems</li> <li>• Student SEL surveys (e.g., Panorama or site-created)</li> <li>• Tier 1 SEL implementation tracking (e.g., Morning Meetings, Second Step)</li> <li>• Goal-setting and self-reflection logs</li> <li>• Recognition and incentive participation</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension Rate (2023–2024): 3.4% overall; 15.6% African American; 6.2% Students with Disabilities</li> <li>• SWIS data from 2024–2025 showed high behavior incidents during unstructured times (recess, transitions), with disproportionality in referrals</li> <li>• PBIS Tier 1, 2, and 3/COST Teams develop and implement targeted interventions and supports school-wide, across grade levels, in different common areas, for small groups of students, and individual students leading to an increase in ROAR ticket distribution and alternatives to suspension, and a decrease in office discipline referrals and students suspensions.</li> <li>• Tier 1 SEL structures were inconsistently implemented across grade levels</li> <li>• Student surveys (where administered) reflected moderate levels of connection, confidence, and engagement</li> <li>• Behavior intervention documentation and progress monitoring varied in consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce overall suspension rate by 2.5%, with subgroup improvement for African American and Students with Disabilities</li> <li>• Decrease SWIS referrals by 15%, with targeted reductions during recess/lunch periods</li> </ul> <p>-Increase ROAR ticket distribution from ~400/classroom a month to &gt;600/class a month.</p> <p>-Increase alternatives to suspension by 2.5% as measured by the use of Other Means in response to suspendable offenses.</p> <ul style="list-style-type: none"> <li>• Ensure 100% of classrooms implement Tier 1 SEL routines (Morning Meetings, SEL lessons, behavior expectations) at least 3x weekly</li> <li>• At least 80% of students will participate in regular academic goal setting and self-reflection</li> <li>• Increase favorable responses on student surveys related to motivation, safety, and belonging by 10%</li> <li>• Expand weekly recognition (PAWS/shout-outs) schoolwide, with all students celebrated at least once per trimester</li> </ul>
<p>2.04 Connectedness: Family Engagement, Student Voice, and Parent Advocacy</p> <ul style="list-style-type: none"> <li>• Parent/family attendance at engagement events and workshops</li> <li>• Student and family feedback surveys (Panorama or site-created)</li> <li>• Translation and interpretation usage logs</li> <li>• Participation in student leadership, clubs, and peer mentoring</li> <li>• Implementation of Welcoming Standards walkthrough tools and reflections</li> <li>• Family communication effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• 2023–2024 family engagement events showed approximately 40% participation, with limited representation from multilingual, newcomer, and underserved families</li> <li>• Students expressed a desire for more leadership roles and an authentic voice in shaping school decisions</li> <li>• Translation and interpretation were inconsistently available for family events and communications</li> <li>• Welcoming Standards self-assessment was initiated but not yet fully</li> </ul>	<ul style="list-style-type: none"> <li>• Increase overall family participation at engagement events to =60%, with subgroup representation tracked and celebrated</li> <li>• Ensure translation and interpretation are available and used at 100% of public-facing school events and key communications</li> <li>• Implement Welcoming Standards reflection tools in at least 2 domains, with evidence of classroom and schoolwide action</li> <li>• Launch and sustain student leadership forums at least monthly, with representation across grade levels</li> </ul>

(ParentSquare response rates, access to multilingual materials)	<p>implemented across all domains</p> <ul style="list-style-type: none"> <li>Communication barriers (language, tech access, timing) impacted family-school partnership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Improve favorable responses on family and student surveys related to connectedness, voice, and respect by 10%</li> <li>Provide 3 or more family education events focused on navigating school systems, supporting academics, and student advocacy</li> </ul>
<p>2.05 Community School Implementation</p> <ul style="list-style-type: none"> <li>Completion of Community Schools Readiness Index and Capacity Assessment</li> <li>Implementation of year-one priorities from the Community Schools Action Plan</li> <li>Stakeholder participation in Community Schools planning and events</li> <li>Strengthen the COST system. Integrating health, wellness, and academic supports across school systems for all students</li> <li>Development of shared decision-making structures and family-student leadership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>2023–2024: Williamson launched its first year as a Community School site</li> <li>Needs assessment and Readiness Index were completed with stakeholder input</li> <li>Initial goals identified included improving wraparound service access, increasing family voice, and deepening collaboration between school and community</li> <li>Coordination of services was limited by capacity and structures in the early stages of implementation</li> <li>Awareness of the Community School's purpose and programs varied among staff and families</li> </ul>	<ul style="list-style-type: none"> <li>Complete Year 2 Community Schools Action Plan implementation benchmarks</li> <li>Strengthen integrated support systems connecting health, wellness, and academic services</li> <li>Engage &gt;75% of families in at least one community school event or support opportunity</li> <li>Expand community partnerships and increase referrals to mental health, basic needs, and enrichment programs</li> <li>Increase staff understanding of the Community Schools framework through PD and collaboration opportunities</li> </ul>

## 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	To support academic connectedness and reduce chronic absenteeism, Williamson will provide targeted instructional staffing—such as intervention teachers, specialists, and support staff—to deliver small groups, differentiated instruction and accelerate progress on grade-level essential standards. These supports will also be used to extend learning opportunities before, during, and after school. Staff will focus on building student confidence, interest, and ownership in their academic progress. Programming will intentionally engage underserved students, including English Learners, students with disabilities, foster/homeless youth, and students performing below grade level.	All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	29,258 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher Salary 6,750 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher Benefits 24,517 LCFF - Supplemental

			1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher Salary 5,448 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher Benefits 29,258 Learning Recovery 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher Salary 6,493 Learning Recovery 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher Benefits
2.2	<p>To improve academic readiness and reduce chronic absenteeism, Williamson will provide structured grade-level release time using credentialed World Language and Science teachers. During this time, students will participate in engaging, standards-aligned instruction that builds background knowledge, curiosity, and cross-curricular connections. This model ensures that students receive uninterrupted, high-interest instruction while teachers collaborate on essential standards, data analysis, and intervention planning. Engaging content-area learning during release time helps increase student motivation, promotes consistent attendance, and ensures that all students experience access to content-rich instruction. The release structure also reinforces Williamson’s commitment to academic equity, student engagement, and culturally responsive programming.</p>	All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	22,373 Title I 1000-1999: Certificated Personnel Salaries 1/4 of 75.85% of 1.0 FTE Instructional Coach salary 7,962 Title I 3000-3999: Employee Benefits 1/4 of 75.85% of 1.0 FTE Instructional Coach benefits 7,123 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 24.15% of 1.0 FTE Instructional Coach salary 2,655 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 24.15% of 1.0 FTE Instructional Coach benefits 17,666 Title I 1000-1999: Certificated Personnel Salaries 1/4 of 69% of two 0.6 FTE World Language & Science Certificated Teacher positions salary 5,702 Title I 3000-3999: Employee Benefits 1/4 of 69% of two 0.6 FTE World Language & Science

			<p>Certificated Teacher positions benefits 7,942 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 31% of two 0.6 FTE World Language &amp; Science Certificated Teacher positions salary 2,457 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 31% of two 0.6 FTE World Language &amp; Science Certificated Teacher positions benefits</p>
<b>2.3</b>	<p>Williamson will maintain a site-based team including a behaviorist, health assistant, paraeducators, and yard duty supervisors trained in PBIS and trauma-informed care to support a safe, consistent, and positive school culture. This team will monitor Tier 1 and Tier 2 behavior supports, ensure recess and unstructured time are aligned with SEL goals, and provide intervention and de-escalation supports as needed. Their work reinforces classroom instruction by promoting self-regulation, restorative practices, and positive relationships. Data from SWIS, suspension rates, and school climate surveys will guide ongoing supports.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>25,185 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of Assistant Principal Salary 8,437 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of Assistant Principal Benefits 7,247 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.3 FTE Behaviorist salary 2671 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.3 FTE Behaviorist benefits 2,674 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of two 0.125 FTE Elementary School Clerk Salary 1,872 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of two 0.125 FTE Elementary School Clerk Benefits 22,692 LCFF - Supplemental 2000-2999: Classified Personnel Salaries</p>

			<p>1/4 of 2.2625 FTE Bilingual Paraeducator Salaries 10,736</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 2.2625 FTE Bilingual Paraeducator Benefits 11,413</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.9875 FTE Elementary Paraeducator Salaries 4,307</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.9875 FTE Elementary Paraeducator Benefits</p>
2.4	<p>Through the Community Schools model, Williamson will expand access to coordinated whole-child systems that meet student and family needs, improve school climate, and increase advocacy. The Community Schools facilitator will lead efforts to increase access to services (e.g., PC CARE mental health partnerships, basic needs referrals), elevate student and family voice through advisory and planning forums, and guide continuous improvement efforts aligned to the district's Welcoming Standards and the Process &amp; Performance Targets by implementing programs such as Superior Sports will continue to support positive recess experiences. These structures ensure equitable access to opportunities and support the long-term well-being of students and families.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>16,909</p> <p>Community Schools Grant 1000-1999: Certificated Personnel Salaries 1/4 of 0.7 FTE Behaviorist salary 6,554</p> <p>Community Schools Grant 3000-3999: Employee Benefits 1/4 of 0.7 FTE Behaviorist benefits 20,840</p> <p>Community Schools Grant 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Community Schools Facilitator Salary 10,531</p> <p>Community Schools Grant 3000-3999: Employee Benefits 1/4 of 1.0 FTE Community Schools Facilitator Benefits 225</p> <p>Community Schools Grant 5000-5999: Services And Other Operating Expenditures Mileage for Community Schools Facilitator to Support Community Schools programs and initiatives 9,014</p> <p>Community Schools Grant 5000-5999: Services And Other Operating Expenditures PC Care and Superior Sports intervention programs to support positive student behavior and increase</p>

			<p>academic readiness and achievement 2,420 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.25 FTE Parent Coordinator Salary 943 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.25 FTE Parent Coordinator Benefits 1,337 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.125 FTE Health Assistant Salary 588 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.125 FTE Health Assistant Benefits</p>
2.5	<p>To ensure physically and emotionally safe learning environment, Williamson will invest in sitewide safety systems that promote prevention, preparedness, and responsiveness. This includes supervision staffing (e.g., yard duties), updated safety communication tools (e.g., walkie-talkies and signage), emergency supplies, and alignment with PBIS expectations across all school settings. Safety drills, daily procedures, and visual supports will be regularly reviewed with students and staff. These structures help foster trust, reduce disciplinary incidents, and encourage daily attendance by ensuring students and families feel confident in the school's ability to provide a secure and supportive environment. Family input and Community Schools structures will guide continuous improvement.</p> <p>Williamson will use additional staffing, such as bilingual aides, instructional support staff, and a community liaison, to increase the number of meaningful staff-student and staff-family interactions throughout the school day. Staff will engage with students in multiple environments—from the classroom to recess and lunch supervision—to provide consistent support, academic encouragement, and relationship-building. Bilingual staff and translated materials will also ensure that families receive timely, culturally responsive communication and have access to academic advocacy tools. The focus is on sustained connection and proactive outreach.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>4,972 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.6538 FTE Yard Duty Salary 1,970 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.6538 FTE Yard Duty Salary 2000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Supplemental Books, Materials, and Supplies to implement safety and PBIS initiatives 250 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time-carded hours for classified staff to support inclusive family engagement, school climate initiatives, and Community Schools-aligned programs and events 93 LCFF - Supplemental 3000-3999: Employee Benefits</p>

			<p>Additional time-carded benefits for classified staff to support inclusive family engagement, school climate initiatives, and Community Schools-aligned programs and events 2,675 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of two 0.125 FTE Elementary School Clerk Salaries 1,043 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of two 0.125 FTE Elementary School Clerk Benefits</p>
2.6	<p>Professional learning opportunities will support staff in implementing integrated systems of academic, social-emotional, and behavioral support aligned with PBIS, Marzano’s Model of Instruction, and Community Schools practices. Topics include trauma-informed care, attendance interventions, culturally responsive engagement, and strengthening Tier 1 instruction with integrated SEL. Teachers, paraeducators, and leadership staff will also have access to PD on building welcoming school environments, family advocacy, and system coherence. The Community Schools team will support PD planning and implementation.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>1,966 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Substitute Services Salaries to release classroom teachers for Professional Development 433 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Substitute Services Benefits to release classroom teachers for Professional Development 1,250 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development Conferences and Engagements</p>
2.7	<p>To reinforce connectedness, attendance, and engagement, Williamson will provide students with access to enriching, inclusive field trips, schoolwide assemblies, classroom materials, and supplemental supplies. Schoolwide incentives tied to PBIS and attendance (e.g., rewards, celebrations, recognition programs) will be equitably structured to include all learners. Materials and experiences will reflect student cultures and interests, and family engagement events will be planned to welcome and include all families in school life.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>7,500 LCFF - Supplemental 4000-4999: Books And Supplies Purchase Supplemental Books and Supplies 522 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Busing Costs for Students to attend field trips for academic enrichment 500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures</p>

			On-site Assemblies, Presentations, and Experiences to increase student academic enrichment 2,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Field Trips to provide academic enrichment
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# 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.

During the 2023–2024 school year, Williamson Elementary made strong initial progress toward improving student engagement, family connectedness, and schoolwide belonging. Several Tier 1 practices were launched or expanded, including monthly student recognition assemblies, the re-launch of the PBIS PAWS incentive system, and expanded access to Superior Sports during recess. Staff-led Morning Meetings and classroom community-building routines were in place in many grade levels, with observable impact on student relationships and behavior in those classrooms.

Attendance interventions were strengthened through weekly data reviews and personalized outreach, led by the attendance clerk, community liaison, and principal. While chronic absenteeism rates remained high overall, targeted students did experience improved attendance patterns, particularly among those receiving regular Tier 2 support.

Efforts to engage families included hosting back-to-school and literacy nights, offering translation at key events, and expanding the use of ParentSquare for multilingual outreach. The Community School framework supported needs assessments and stakeholder input, but implementation of new systems (such as coordinated services and advisory structures) was still in early stages.

While many systems were launched with enthusiasm, implementation of fidelity varied across grade levels and staff roles. SWIS behavior data revealed a high number of playground and transition-related incidents. Suspension rates decreased for some groups but remained disproportionately high for African American and Students with Disabilities. The school’s Welcoming Standards self-assessment indicated strong progress in Domain 1 (physical environment) but emerging development in Domain 2 (relationships) and Domain 3 (student/family voice).

**Summary of Progress Toward Goals:**

Williamson made partial progress toward Goal 2 outcomes. Suspension and behavior incidents decreased slightly but not equitably. Family engagement showed some growth in attendance and communication access, and student participation in positive recognition events increased. However, chronic absenteeism and consistent implementation of SEL, PBIS, and connectedness strategies remain areas for focused growth. The foundation laid in 2023–2024 has created conditions for deeper impact in 2024–2025 through stronger system alignment, staffing, and targeted training.

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

While the 2024–2025 SPSA established a strong vision for school connectedness, several implementation gaps and adjustments emerged over the course of the year:

**Chronic Absenteeism:** The plan projected significant decreases in chronic absenteeism through Tier 1 messaging and Tier 2 outreach; however, site data showed limited improvement, particularly among high-need groups such as African American students, students experiencing homelessness, and multilingual learners. Contributing factors included

ongoing housing instability, inconsistent follow-up due to staffing changes, and limited family awareness of the importance of attendance beyond state mandates.

**Suspension and Behavior Data:** The SPSA anticipated a reduction in suspension rates and SWIS referrals through PBIS and SEL supports. While suspension rates slightly improved overall, disproportionality persisted for African American and SWD students. Playground and transition behavior incidents remained high, indicating that Tier 1 behavior expectations and supervision systems were not consistently reinforced across all settings.

**Family Engagement:** The plan called for increased multilingual outreach and advocacy-building events for families. While some progress was made—especially in communication through ParentSquare and expanded translation in the school office—attendance at events was lower than projected. Newcomer and multilingual families remained underrepresented in feedback forums and leadership opportunities.

**Community Schools Implementation:** The SPSA projected full implementation of Year 1 Community School benchmarks. In practice, readiness tools were completed, and priorities were identified, but staff capacity and scheduling barriers limited full execution of shared leadership structures and wraparound referral systems. The new Community Schools Facilitator position, once filled, will allow for greater alignment.

**PBIS and SEL Implementation:** The plan outlined regular SEL instruction and visible Tier 1 supports in every classroom. Implementation varied widely across grade levels and was not systematically monitored. While students in some classrooms benefited from consistent SEL practices and community-building routines, others did not experience those supports regularly.

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

In response to the progress and implementation challenges observed during the 2024–2025 school year, several key changes have been made to strengthen outcomes in attendance, engagement, and school connectedness for 2025–2026:

**Refined Attendance Strategy:** Based on limited progress in reducing chronic absenteeism, Williamson has clarified Tier 1, Tier 2, and Tier 3 attendance protocols, including biweekly review cycles, targeted communication scripts, and expanded use of the school clerk, assistant principal, and parent coordinator to lead proactive outreach. Family education efforts will now include explicit messaging about the academic and relational impact of attendance.

**Expanded Student Supervision & Behavior Support:** SWIS data highlighted a need for stronger consistency during unstructured times. As a result, more structured recess coverage and training will be implemented through continued support from Superior Sports and clear staff assignments. A new walkie-talkie communication system will enhance real-time response and alignment across the playground, cafeteria, and arrival/dismissal zones.

**Increased SEL/PBIS Monitoring & Fidelity:** To address uneven implementation of SEL and PBIS strategies across classrooms, a clear Tier 1 framework and monitoring system have been created. All teachers will use shared visuals, participate in PBIS refreshers, and report implementation progress through quarterly reflection forms. This shift is supported by instructional and behavior coaching, as well as weekly recognition and SEL goal setting embedded into team routines.

**Enhanced Family Engagement Focus:** Family engagement events will be more intentionally co-designed with the Parent Coordinator, Community Schools Facilitator, and multilingual families, with flexible formats (e.g., virtual options, family meal nights, student-led conferences) to increase access. All materials will be provided in families' home languages, and participation data will be tracked and analyzed by subgroups to ensure equitable access.

**Stronger Community Schools Integration:** Based on the limited implementation of shared leadership and integrated supports, 2025–2026 will include dedicated time for the Community Schools Facilitator to establish regular Family & Student Advisory Groups and launch coordinated care/referral systems. Benchmarks will align with Year 2 expectations from the state framework.

**Alignment with Welcoming Standards:** In response to the self-assessment and walkthrough reflections, Williamson will deepen work in Domains 2 (relationships) and 3 (student and family voice). This includes expanding student leadership forums, increasing opportunities for family advocacy training, and intentionally recognizing student identity and strengths in daily routines.

These changes reflect Williamson’s continued commitment to equity, belonging, and partnership, with clear systems and staff roles in place to turn vision into action in the 2025–2026 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

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

Williamson Elementary will ensure that all students receive strong first instruction that is rigorous, standards-aligned, and responsive to their academic and linguistic needs. Through the use of Essential Standards, common formative assessments, small-group instruction, and integrated supports for English Learners, students with disabilities, and historically underserved groups, teachers will provide access to grade-level content and promote high levels of student thinking, engagement, and achievement.

Instruction will be supported through sustained professional development, collaborative PLC structures, instructional coaching, and the use of high-quality supplemental curriculum and technology tools. In alignment with the district's Multi-Tiered System of Supports (MTSS), Williamson will focus on academic equity and early intervention, ensuring all students—particularly those below grade level—have the opportunity to access and master essential learning targets.

The school will also deepen instructional coherence through the 15-Day Challenge model and build staff capacity using Marzano's Model of Instruction, the California Standards for the Teaching Profession (CSTPs), and site-based walkthrough tools aligned with feedback and growth. All instructional efforts will remain grounded in FCUSD's Process & Performance Targets and Welcoming Standards to ensure access, inclusion, and excellence for every learner.

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

LCAP goal to which this school goal is aligned.

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

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

3.02 - Provide professional development opportunities in quality first instruction.

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

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

### Identified Need

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

Recent academic data from both state and local assessments indicate that a significant number of students at Williamson Elementary are not yet meeting grade-level expectations in English Language Arts and Mathematics. Renaissance STAR, Dibels Oral Reading Fluency (ORF), and common formative assessment data show persistent performance gaps for English Learners, students with disabilities, and students performing two or more years below grade level. While some grade levels demonstrated growth, inconsistencies in instructional access and pacing limited accelerated learning for many students.

Walkthrough observations, team feedback, and PLC reflection tools reveal variability in the implementation of high-leverage instructional strategies, academic language supports, and structured small-group instruction. The use of common Essential Standards and shared formative assessments is in progress, but further coherence is needed to ensure all students are consistently receiving rigorous, standards-aligned first instruction.

There is also a demonstrated need for increased alignment between instruction and intervention, especially in the use of data to target skills, respond quickly to misconceptions, and support all learners—including Long-Term English Learners (LTELs), Newcomers, and students with IEPs—in accessing grade-level tasks. Additional professional development is needed to strengthen scaffolding techniques, question design, and strategies that build academic discourse and cognitive demand.

To meet these instructional needs, Williamson must strengthen Tier 1 instruction, expand use of formative data, and increase teacher capacity through coaching, collaborative planning, and access to quality supplemental resources. These actions are essential to closing opportunity gaps and ensuring equitable access to high levels of learning for all students.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>3.01 – Transformative SEL (T-SEL) and Culturally Relevant Pedagogy</p> <ul style="list-style-type: none"> <li>Teacher self-assessments on culturally responsive practices</li> <li>Use of academic discourse, student voice, and identity-affirming strategies (via walkthroughs)</li> <li>Student survey data on belonging, relevance, and cultural representation</li> </ul>	<ul style="list-style-type: none"> <li>In 2024–2025, ~65% of teachers participated in site-based or district-led PD focused on T-SEL or cultural relevance</li> <li>Walkthroughs showed emerging implementation of inclusive content and identity-affirming classroom practices</li> <li>Student reflections indicated inconsistent opportunities to see themselves represented in curriculum</li> </ul>	<ul style="list-style-type: none"> <li>100% of staff will engage in at least one T-SEL and culturally relevant instructional strategy training</li> <li>Walkthrough data will show an increase in visible culturally responsive strategies in at least 80% of classrooms</li> <li>Student survey responses indicating feelings of belonging and cultural representation will increase by 10% overall and by 15% for African American and EL students</li> </ul>
<p>3.02 – Professional Development in Quality First Instruction</p> <p>-% of teachers participating in PD aligned with the 15-Day Challenge, Marzano’s Model of Instruction, and Essential Standards</p> <ul style="list-style-type: none"> <li>PLCs using shared pacing guides and common assessments</li> <li>Walkthrough evidence of high-leverage instructional</li> </ul>	<ul style="list-style-type: none"> <li>In 2024–2025, all grade levels began using 15DC pacing tools and engaged in 3–4 PD sessions on high-leverage strategies</li> <li>Use of checks for understanding and gradual release varied significantly by classroom</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers will participate in ongoing PD on rigorous first instruction and common assessment design</li> <li>All PLCs will implement and reflect on common instructional plans tied to Essential Standards</li> </ul>

<p>strategies (e.g., CFUs, modeling, academic language scaffolds)</p>	<ul style="list-style-type: none"> <li>75% of teachers regularly engaged in instructional PLC discussions</li> </ul>	<ul style="list-style-type: none"> <li>Walkthroughs will show growth in the use of Tier 1 strategies in 90% of classrooms by spring 2026</li> </ul>
<p>3.03 – Research-Based English Learner Instructional Strategies</p> <ul style="list-style-type: none"> <li>% of classrooms implementing integrated ELD strategies (e.g., sentence frames, visuals, structured interaction)</li> <li>Teacher participation in EL-focused PD</li> <li>EL and RFEP student growth on CFAs, ELPAC, and writing tasks</li> <li>Use of designated ELD time in alignment with district expectations</li> </ul>	<ul style="list-style-type: none"> <li>In 2024–2025, most classrooms used visuals and sentence frames inconsistently; few included structured academic talk</li> <li>Designated ELD was delivered more consistently, but often focused on basic language skills rather than language connected to content</li> <li>LTEs showed minimal progress on grade-level writing CFAs</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers will receive targeted PD on research-based EL instructional strategies</li> <li>90% of classrooms will implement 3+ integrated ELD strategies regularly</li> <li>70% of EL and RFEP students will show growth on at least two CFAs or writing rubrics aligned to grade-level language targets</li> <li>Designated ELD time will be strategically planned and monitored at each grade level</li> </ul>
<p>3.04 – Access to College &amp; Career Pathways (A-G, STEM, Enrichment)</p> <ul style="list-style-type: none"> <li>Number of grade-level STEM enrichment and exploration experiences</li> <li>% of students participating in inquiry-based or project-based learning</li> <li>Student survey data on interest in college/career fields (especially underrepresented students)</li> <li>Exposure to role models and pathways (e.g., career days, guest speakers, field trips)</li> </ul>	<ul style="list-style-type: none"> <li>In 2024–2025, all grade levels had access to science instruction, but STEM extensions were limited</li> <li>Field trips and presentations varied by grade level and funding availability</li> </ul>	<ul style="list-style-type: none"> <li>All students will participate in at least 2 STEM, A-G, or career-connected learning experiences</li> <li>Each grade level will host at least one role model, field trip, or presentation tied to real-world learning or STEM careers</li> </ul>
<p>3.05 Community Schools Instructional Alignment</p> <ul style="list-style-type: none"> <li>% of instructional teams (e.g., grade levels) who include Community Schools team members (e.g., parent coordinator, counselor, facilitator) in collaborative planning</li> <li>Presence of family/student input on lesson relevance and cultural representation</li> <li>Community Schools artifacts tied to instruction (e.g., student/family advisory minutes, integrated PD, classroom-based wraparound referrals)</li> </ul>	<ul style="list-style-type: none"> <li>In 2024–2025, Community Schools team members occasionally participated in staff discussions, but connections to Tier 1 instruction were limited</li> <li>Few structures existed to bring student or family feedback directly into instructional planning</li> <li>Implementation artifacts were siloed and inconsistent across grade levels</li> </ul>	<ul style="list-style-type: none"> <li>100% of grade levels will engage with Community Schools staff in planning at least once per trimester</li> <li>At least 80% of classrooms will show evidence of student/family voice in lesson design or extension activities (via teacher reflection logs, walkthrough notes, or student work samples)</li> <li>Each quarter, Community Schools implementation logs will document at least 3 examples of integrated instructional impact across tiers (e.g., family-informed accommodations, SEL-</li> </ul>

		aligned lessons, enrichment tied to advisory input)
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**Strategies/Activities**

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Instructional Personnel to Strengthen Core Teaching and Learning</p> <p>Williamson will maintain instructional staffing to ensure access to high-quality, standards-aligned instruction in all classrooms. Positions include classroom teachers, specialists, and academic intervention support providers who will work directly with students during Tier 1 and small-group instruction blocks. These educators will deliver essential standards using best practices in integrated ELD, academic discourse, and formative assessment to close achievement gaps and support equitable outcomes for all learners.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>22,373</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1/4 of 75.85% of Instructional Coach's Salary</p> <p>7,961</p> <p>Title I</p> <p>3000-3999: Employee Benefits</p> <p>1/4 of 75.85% of Instructional Coach's Benefits</p> <p>17,666</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1/4 of 69% of two 0.6 FTE Salaries for Specialist teachers in Science and World Language</p> <p>5,702</p> <p>Title I</p> <p>3000-3999: Employee Benefits</p> <p>1/4 of 69% of two 0.6 FTE Benefits for Specialist teachers in Science and World Language</p> <p>7,941</p> <p>LCFF - Supplemental</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1/4 of 31% of two 0.6 FTE Salaries for Specialist teachers in Science and World Language</p> <p>2,456</p> <p>LCFF - Supplemental</p> <p>3000-3999: Employee Benefits</p> <p>1/4 of 31% of two 0.6 FTE Benefits for Specialist teachers in Science and World Language</p>
3.2	<p>Community Schools Alignment with Academic Instruction and Whole-Child Supports</p> <p>The Community Schools Facilitator will collaborate with instructional teams to ensure family and student input informs curriculum and teaching practices. Community Schools structures will also</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>20,840</p> <p>Community Schools Grant</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1/4 of Community Schools Facilitator Salary</p>

	<p>help align academic instruction with health, wellness, and social-emotional supports to address barriers to learning. Student and family voices will be integrated into lesson themes, materials selection, and enrichment activities, contributing to instructional relevance, equity, and long-term academic success.</p>		<p>10,530 Community Schools Grant 3000-3999: Employee Benefits 1/4 of Community Schools Facilitator Benefits 225 Community Schools Grant 5000-5999: Services And Other Operating Expenditures Employee Mileage to implement Community Schools programs and supports 16,908 Community Schools Grant 2000-2999: Classified Personnel Salaries 1/4 of 0.7 FTE Behaviorist Salary 6,553 Community Schools Grant 3000-3999: Employee Benefits 1/4 of 0.7 FTE Behaviorist Benefits 250 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time-carded hours for classified staff to support inclusive family engagement, school climate initiatives, and Community Schools-aligned programs and events 92 LCFF - Supplemental 3000-3999: Employee Benefits Additional time-carded benefits for classified staff to support inclusive family engagement, school climate initiatives, and Community Schools-aligned programs and events</p>
<p><b>3.3</b></p>	<p><b>Academic Intervention and Support Personnel</b> To improve student mastery of essential standards and provide just-in-time academic support, Williamson will provide timecard intervention blocks, targeted small-group instruction, and grade-level planning time for certificated staff. These supports will be based on formative assessment data and will accelerate progress for students performing below grade level. English Learners, RFEPs, and students with disabilities will receive additional support through inclusive, scaffolded small-group instruction embedded within the school day.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>29,258 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher Salary 6,750 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher Benefits 24,517 LCFF - Supplemental</p>

			2000-2999: Classified Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher Salary 5,447 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher Benefits 29,258 Learning Recovery 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher Salary 6,493 Learning Recovery 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher Benefits 22,692 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 2.2625 FTE Bilingual Aide Salary 10,736 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 2.2625 FTE Bilingual Aide Benefits 11,412 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.9875 FTE General Education Paraeducator Salaries 4,307 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.9875 FTE General Education Paraeducator Benefits
<b>3.4</b>	Professional Development for Standards-Aligned, Culturally Responsive Instruction Williamson staff will engage in professional learning aligned to district and site priorities, including the Marzano Model of Instruction, 15-Day Challenge, CSTPs, integrated/designated ELD, academic language development, Universal Design for Learning (UDL), and culturally responsive teaching. PD will be offered through site-based sessions, district initiatives, and conference attendance, with a focus on improving Tier 1 instruction, teacher clarity, and student engagement.	All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	1,966 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Substitute Services Salaries to release classroom teachers for Professional Development 433 LCFF - Supplemental 3000-3999: Employee Benefits

			<p>Certificated Substitute Services Benefits to release classroom teachers for Professional Development 1,250</p> <p>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development Conferences and Engagements</p>
<p><b>3.5</b></p>	<p><b>Instructional Materials and Tools to Support PD Implementation</b>  To support the implementation of professional learning and curriculum priorities, Williamson will purchase supplemental instructional materials, professional texts, planning tools, and classroom resources. These materials will support high-leverage instructional practices, including the use of visuals, sentence frames, academic talk routines, and culturally relevant content. Staff will also receive materials to support intervention groups, anchor charts, and formative assessment tools aligned to Essential Standards.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>7,500</p> <p>LCFF - Supplemental 4000-4999: Books And Supplies  Supplemental books, supplies, and materials 2,000</p> <p>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Off-Site Field Trips to increase student academic enrichment 500</p> <p>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures On-site Assemblies, Presentations, and Experiences to increase student academic enrichment 521</p> <p>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Busing Costs for Students to attend field trips for academic enrichment</p>
<p><b>3.6</b></p>	<p><b>Whole-Child Supports Through Behavior, Wellness, and Classroom Connection</b>  To ensure students are ready to access rigorous instruction, Williamson will provide behavior and wellness supports that align with MTSS, PBIS, and Responsive Classroom practices. These include paraeducators, yard supervisors, and support staff who reinforce schoolwide expectations, build student-staff relationships, and respond to social-emotional and behavioral needs. These efforts improve student regulation, classroom focus, and instructional time.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>9,014</p> <p>Community Schools Grant 5000-5999: Services And Other Operating Expenditures PC Care and Superior Sports intervention programs to support positive student behavior and increase academic readiness and achievement 4,972</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.6538 FTE Yard Duty Salaries 1,969</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.6538 FTE Yard Duty Benefits</p>

			<p>1,337 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.125 FTE Health Assistant Salary 587 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.125 FTE Health Assistant Benefits 7,246 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.3 FTE Behaviorist Salary 2671 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.3 FTE Behaviorist Benefits</p>
<b>3.7</b>	<p>Collaborative Leadership and Instructional Systems Coherence Site leadership, instructional coaches, and teacher leaders will support implementation of all instructional initiatives through ongoing collaboration, PLC planning, coaching cycles, and feedback systems. This includes monitoring of Essential Standards pacing, assessment calibration, and use of walkthrough tools aligned with the Marzano Model and CSTPs. The team will ensure coherence across goals, reduce initiative fatigue, and create a shared language around high-quality instruction that centers equity and access.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>25,185 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Assistant Principal's Salary 8,437 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE Assistant Principal's Salary 7,123 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 24.15% of Instructional Coach's Salary 2,655 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 24.15% of Instructional Coach's Benefits</p>
<b>3.8</b>	<p>Williamson will deepen the connection between family engagement and professional development by including parent and caregiver voices in instructional planning and feedback loops. Staff will participate in training that integrates family perspectives, multilingual communication strategies, and culturally responsive practices into classroom instruction. The Community Schools team and parent coordinator will collaborate with teachers to co-design family education nights focused on helping families understand Essential Standards, student data, and academic support strategies. Teacher PD will include reflection on</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>2,675 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.25 FTE School Clerk's Salaries 1,043 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.25 FTE School Clerk's Benefits 2,674</p>

	<p>family feedback to improve clarity, relevance, and home-school partnership in support of student learning.</p>	<p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.25 FTE School Clerks' Salaries 1,872 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.25 FTE School Clerks' Benefits 2,419 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.25 FTE Parent Coordinator's Salary 943 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.25 FTE Parent Coordinator's Benefits</p>
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# 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.

In 2024–2025, Williamson Elementary made strong initial strides toward strengthening Tier 1 instruction through the implementation of common Essential Standards, expanded PLC collaboration, and the adoption of the 15-Day Challenge planning model. All grade-level teams began using common formative assessments in both ELA and math, with increasing use of student work analysis and data cycles to inform instruction and intervention. Instructional walkthroughs demonstrated growth in academic vocabulary scaffolding, modeling, and use of visuals and sentence frames to support English Learners.

Professional development offerings aligned to both site and district initiatives, including sessions on high-leverage instructional strategies, SEL integration, and EL supports. Designated and integrated ELD were delivered more consistently, and intervention efforts became more data-responsive throughout the year.

However, the overall pace and depth of implementation varied by grade level and instructional team. While strong examples of scaffolded, student-centered instruction emerged, site walkthroughs and coaching logs revealed inconsistent use of checks for understanding, structured student talk, and small-group instruction. Additionally, limited time and competing initiatives occasionally hindered the full implementation of new instructional strategies.

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

Tier 1 Instructional Routines: While all teachers planned using common pacing and Essential Standards, not all grade levels implemented structured Tier 1 practices with fidelity across subjects.

Professional Development: Though staff participated in multiple PD opportunities, teacher survey feedback indicated a need for more time to apply and internalize practices, particularly for integrated ELD and academic discourse.

Community Schools Integration: Community Schools systems were launched successfully, but connections between instructional planning and whole-child supports were still emerging. Family and student voices were underutilized in shaping curriculum decisions.

Use of Supplemental Materials: Several planned instructional materials and tools were delayed or not purchased due to supply chain or budget timing issues, reducing support for immediate strategy implementation.

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

Expanded PD Implementation Support (Strategy 3.3): Teachers will be provided time-carded collaboration and classroom coaching to ensure that PD practices are fully implemented and adjusted for student needs.

Increased Focus on EL Instruction (Strategy 3.1 & 3.3): A clearer alignment between EL-focused professional development and classroom walkthrough expectations will be implemented. Supports will include modeling, designated ELD lesson design, and increased student interaction opportunities.

New Strategy 3.4 – Community Schools Instructional Integration: A fourth strategy has been added to intentionally align Community Schools work (facilitator, family partnerships, student voice, SEL services) to Tier 1 instructional planning, small-group support, and classroom enrichment.

Improved Monitoring Structures: Collaborative teams will use updated PLC reflection tools aligned to FCUSD's Process and Performance Targets and the Marzano Model of Instruction. These tools will allow for improved tracking of strategy implementation and its effect on student learning.

Supplemental Curriculum Planning: Purchases of culturally responsive materials, academic vocabulary tools, and visual supports will be prioritized earlier in the year to ensure alignment with instructional goals and student access to grade-level content.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### **Ensure Safe, Inclusive, and Equitably Resourced Learning Environments for All Students**

Williamson Elementary will ensure that all students have access to a safe, welcoming, and inclusive learning environment by maintaining highly qualified educators, facilities in good repair, and culturally and linguistically responsive instructional practices. Systems and structures will support the academic, social, and emotional well-being of all learners, particularly English Learners, foster and homeless youth, students with disabilities, and historically underserved populations.

Professional learning and implementation supports will be provided to maintain a fully credentialed and supported teaching staff, including induction support for new educators and targeted coaching for those with provisional credentials. Facilities upgrades and learning environment enhancements will be aligned to student safety and comfort, including playground and recess safety improvements, campus cleanliness, and access to functioning tools and equipment.

Williamson's Community Schools initiative will play an integral role in supporting this goal by coordinating whole-child systems, improving communication between families and staff, and ensuring that resource alignment reflects student and community voice. Materials, instructional practices, and outreach efforts will honor students' cultural identities, languages, and lived experiences.

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

LCAP goal to which this school goal is aligned.

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

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

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

### Identified Need

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

Maintaining a qualified, supported, and culturally responsive staff is essential to sustaining student growth, engagement, and access to grade-level content. At Williamson, analysis of staffing patterns, family feedback, and walkthrough data show that while most students are taught by fully credentialed teachers, new educators often require extended support to meet the demands of Tier 1 instruction and differentiated needs.

Facilities inspections, custodial logs, and stakeholder input highlight areas where physical upgrades and environmental upkeep can enhance student and staff experiences. This includes restrooms, classroom tools, and recess supervision.

Student surveys, walkthrough observations, and EL program reviews also show that instruction is not yet fully inclusive of students' home languages, cultures, or identities. There is a need for sustained PD, materials, and systems to ensure that teaching and learning reflect the lived experiences of all students and that schoolwide environments foster belonging, safety, and well-being.

The Community Schools approach offers a vehicle for improving these systems by bridging instructional goals with health, safety, and cultural inclusion priorities and aligning site improvement efforts with authentic student, staff, and family input.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4.01 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support. % of teaching assignments that are fully credentialed and appropriately placed; Induction support completion rates	In 2024–2025, 96% of teachers were fully credentialed and appropriately assigned. Two teachers were enrolled in intern/provisional credential pathways. 100% of new teachers participated in Induction or site-based mentoring.	Maintain 100% Induction participation and increase fully credentialed assignment rate to 98% or higher through targeted support and recruitment partnerships. All new teachers receive mentoring and observation feedback at least monthly.
4.02 - Maintain schools in good repair. Williams Facility Inspection Tool (FIT) rating and site-based maintenance log completion	In 2024–2025, Williamson was rated “Good” on the FIT, with specific areas for improvement in bathroom maintenance and playground safety signage. Routine custodial logs were inconsistently documented.	Achieve a FIT rating of “Exemplary” in 2025–2026 through improved documentation, targeted facilities requests, and staff/family input collected through the Community Schools advisory process. 100% of custodial and maintenance logs are completed monthly.
4.03 Use of Culturally and Linguistically Responsive Strategies and Materials Walkthrough observations, family surveys, EL program feedback, and the presence of culturally inclusive materials in classrooms	In 2024–2025, walkthroughs showed increasing use of visual supports and sentence frames for ELs, but limited evidence of culturally responsive curriculum or family-informed learning tools. Only 30% of classrooms had student work, books, or displays reflecting diverse cultures.	At least 75% of classrooms will implement one or more culturally and linguistically responsive strategies weekly (e.g., visuals, multilingual vocabulary, cultural texts, sentence frames). 100% of classrooms will include visible materials that reflect student diversity. The Community Schools facilitator will help gather family input on inclusive curriculum materials and events.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Instructional Coaching and Professional Growth Systems for All Staff Williamson will maintain and expand access to instructional coaching and collaborative learning structures to support high-quality, inclusive instruction. Coaching and Professional Development will be aligned to Marzano’s Model of Instruction, CSTPs, and culturally and linguistically responsive teaching practices. Teachers will engage in cycles of reflection, goal setting, and modeling, with coaching support tailored to Essential Standards, academic language scaffolds, and classroom equity. New and veteran teachers alike will benefit from feedback and peer learning that promote professional efficacy and job satisfaction.	All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	22,376 Title I 1000-1999: Certificated Personnel Salaries 1/4 of 75.85% of Instructional Coach's Salary 7,962 Title I 3000-3999: Employee Benefits 1/4 of 75.85% of Instructional Coach's Benefits 7,126 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

			<p>1/4 of 24.15% of Instructional Coach's Salary 2,658</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 24.15% of Instructional Coach's Benefits 17,669</p> <p>Title I 1000-1999: Certificated Personnel Salaries 1/4 of 69% of two 0.6 FTE Salaries for Specialist teachers in Science and World Language 5,702</p> <p>Title I 3000-3999: Employee Benefits 1/4 of 69% of two 0.6 FTE benefits for Specialist teachers in Science and World Language 7,942</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 31% of two 0.6 FTE Salaries for Specialist teachers in Science and World Language 2,457</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 31% of two 0.6 FTE Benefits for Specialist teachers in Science and World Language 1,250</p> <p>LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development Conferences and Engagements 1,967</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Substitute Services Salaries to release classroom teachers for Professional Development 436</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits Certificated Substitute Services Benefits to release</p>
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			<p>classroom teachers for Professional Development 25,186</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Assistant Principal's Salary 8,440</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE Assistant Principal's Benefits</p>
<b>4.2</b>	<p><b>Instructional Assistants and Multilingual Outreach Supports</b></p> <p>Bilingual Instructional Assistants (BIAs) and General Education Instructional Assistants will provide classroom support, small-group intervention, some translation in students' home languages, and live interpretation during instructional time and school events. These aides will strengthen home-school partnerships by helping families navigate the school system, access translated materials and participate in family engagement events. Their presence supports instructional access for English Learners, contributes to schoolwide belonging, and aligns with the Welcoming Standards.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>22,692</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 2.2625 FTE Bilingual Aide Salaries 10,737</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 2.2625 FTE Bilingual Aide Benefits 11,413</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.9875 FTE General Education Paraeducator Salaries 4,308</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.9875 FTE General Education Paraeducator Benefits</p>
<b>4.3</b>	<p><b>Supplemental Instructional Time and Staffing for Intervention and Academic Support</b></p> <p>To address unfinished learning and reinforce foundational skills, Williamson will provide timecard intervention and planning time for certificated staff. These supports will ensure students receive small-group instruction based on CFA and benchmark data. Staff will use this time to target skill gaps, adjust instruction, and collaborate on strategies that support historically underserved students. This system helps prevent the over-reliance on Tier 3 supports by improving Tier 1–2 alignment and responsiveness.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>29,258</p> <p>LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher Salary 6,751</p> <p>LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher Benefits 29,258</p> <p>Learning Recovery 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher Salary 6,494</p> <p>Learning Recovery</p>

			3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher Benefits 24,517 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1/4 of 1.0 FTE Intervention Teacher Salary 5,448 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 1.0 FTE Intervention Teacher Benefits
4.4	<b>Facilities Monitoring, Cleanliness, and Safety Walkthroughs</b> Williamson will implement a system of regular site walkthroughs, completed by administration and custodial leads, to monitor cleanliness, functionality, and student access to safe and welcoming environments. These walkthroughs will address FIT criteria, playground supervision zones, restroom conditions, and classroom supply needs. Data gathered will be used to submit work orders and adjust custodial plans. Student and family feedback, gathered through Community Schools and PBIS structures, will also inform facilities decisions.	All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	0 None Specified None Specified Walkthroughs with appropriate school staff to support FIT
4.5	<b>Schoolwide Safety Structures and Emergency Preparedness</b> To ensure student and staff well-being, Williamson will continue to invest in proactive school safety systems, including updated emergency supplies, campus signage, two-way radios for communication, and Tier 1 behavior routines aligned to PBIS. Increased staffing to support staff to student ratios and increased positive contacts with a caring and trained adult. Staff will receive regular safety and de-escalation training, and students will practice emergency drills with clear expectations and supportive adult modeling. Family outreach will include safety updates, drill schedules, and communication practices. These systems foster a sense of trust and preparedness across the community.	All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.	7,247 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.3 FTE Behaviorist Salary 2670 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.3 FTE Behaviorist Benefits 1,340 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.125 Health Assistant Salary 588 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.125 Health Assistant Benefits 4,972 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.6538 FTE Yard Duty Salaries

			<p>1,970  LCFF - Supplemental  3000-3999: Employee  Benefits  1/4 of 0.6538 FTE Yard Duty  Benefits  9,014  Community Schools Grant  5000-5999: Services And  Other Operating Expenditures  PC Care and Superior Sports  intervention programs to  support positive student  behavior and increase  academic readiness and  achievement  2,000  LCFF - Supplemental  5000-5999: Services And  Other Operating Expenditures  Supplemental Books,  Materials, and Supplies to  implement safety and PBIS  initiatives</p>
4.6	<p>Enrichment Experiences to Expand Engagement and Connection  Field trips, assemblies, and enrichment programs will be used to expand access to real-world learning and promote student belonging. These experiences will reflect students' cultural identities, connect to academic standards, and offer joyful opportunities that increase motivation and reduce chronic absenteeism. Activities will be equitably designed to ensure access for all students, with transportation and logistics coordinated in partnership with the Community Schools team and instructional staff.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>500  LCFF - Supplemental  5000-5999: Services And  Other Operating Expenditures  On-site Assemblies,  Presentations, and  Experiences to increase  student academic enrichment  522  LCFF - Supplemental  5000-5999: Services And  Other Operating Expenditures  Busing Costs for Students to  attend field trips for academic  enrichment  2,000  LCFF - Supplemental  5000-5999: Services And  Other Operating Expenditures  Off-Site Field Trips to  increase student academic  enrichment</p>
4.7	<p>Instructional Tools, Supplies, and Technology Infrastructure  To support instruction and school operations, Williamson will provide classrooms and staff with access to technology, sensory tools, instructional software, and supplemental curriculum materials. These resources will be selected to align with student needs, curriculum goals, and accessibility standards. Technology platforms will support differentiated instruction, home-school communication, and inclusive access for multilingual learners and students with IEPs. Equipment will be maintained in good repair and updated based on use and feedback.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>7,500  LCFF - Supplemental  5000-5999: Services And  Other Operating Expenditures  Supplemental books,  supplies, and materials</p>

<p><b>4.8</b></p>	<p>Community Schools Integration Across Facilities, Instruction, and Wellness Williamson’s Community Schools team will support the implementation of Goal 4 by aligning whole child supports, instructional access, and campus improvement efforts. The facilitator will coordinate student and family advisory input, help connect facilities and wellness concerns to district services, and ensure shared leadership is reflected in decision-making. Systems will be developed to integrate school climate data, service referrals, and staff feedback into improvement planning tied to facilities, instructional conditions, and student experience.</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL, Homeless and Foster Youth.</p>	<p>20,841 Community Schools Grant 2000-2999: Classified Personnel Salaries 1/4 of Community Schools Facilitator Salary 10,531 Community Schools Grant 3000-3999: Employee Benefits 1/4 of Community Schools Facilitator Benefits 16,909 Community Schools Grant 2000-2999: Classified Personnel Salaries 1/4 of 0.7 FTE Behaviorist Salary 6,554 Community Schools Grant 3000-3999: Employee Benefits 1/4 of 0.7 FTE Behaviorist Benefits 225 Community Schools Grant 5000-5999: Services And Other Operating Expenditures Employee Mileage to implement Community Schools programs and supports 2,677 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.25 FTE School Clerk's Salary 1,043 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.25 FTE School Clerk's Benefits 2,420 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 1/4 of 0.25 FTE Parent Coordinator's Salary 944 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.25 FTE Parent Coordinator's Benefits</p>
<p><b>4.9</b></p>	<p>Family Partnership to Improve Campus Climate and Resource Access Family engagement will be integrated into Goal 4 through accessible communication, input forums, and co-designed events that strengthen home-</p>	<p>All students, especially students who qualify under Title I including Low SES, ELL,</p>	<p>2,680 LCFF - Supplemental 2000-2999: Classified Personnel Salaries</p>

	<p>school trust and resource access. Families will have opportunities to engage in campus walkthroughs, surveys, and advocacy training that inform decisions about safety, materials, and school improvement. Interpretation and translation will be available at all public-facing events, and the school will provide multilingual printed materials to ensure every family can participate in the academic life of the school.</p>	<p>Homeless and Foster Youth.</p>	<p>1/4 of 0.25 FTE School Clerk's Salaries 1,878 LCFF - Supplemental 3000-3999: Employee Benefits 1/4 of 0.25 FTE School Clerk's Benefits 250 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time-carded hours for classified staff to support inclusive family engagement, school climate initiatives, and Community Schools-aligned programs and events 93 LCFF - Supplemental 3000-3999: Employee Benefits Additional time-carded benefits for classified staff to support inclusive family engagement, school climate initiatives, and Community Schools-aligned programs and events</p>
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# 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.

In 2024–2025, Williamson made meaningful progress in providing a safe, inclusive, and equitably resourced environment for all students. The site maintained a high rate of appropriately assigned, fully credentialed teachers, with strong participation in site-based PD and coaching. Though most teachers received support through districtwide induction and site mentors, several also engaged in informal peer coaching and PLC-driven feedback cycles.

Classroom walkthroughs showed growth in the use of culturally and linguistically responsive materials, especially in primary grades. Teachers increased their use of sentence frames, visuals, and multilingual scaffolds to support access for ELs and students with disabilities. Several classes also adopted culturally relevant classroom libraries, and family engagement events (such as “Books and Breakfast”) reflected student diversity.

Facilities improvements were moderately successful, with several site concerns resolved, such as playground signage and custodial staffing. However, FIT results still identified some restroom maintenance and playground shade coverage as priority areas. Custodial and safety logs were not always completed consistently, indicating a need for improved tracking systems.

Community Schools implementation supported the goal by elevating student and family voices around school climate and instructional materials. The facilitator helped organize feedback forums and support bilingual communication, though instructional integration of feedback remained an area for growth.

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

**Mentorship vs. Coaching:** Though the plan originally focused on new teacher mentorship, most professional learning was delivered through PLCs and informal collaboration. A more universal instructional coaching approach would better support all staff.

**Material and Tech Purchases:** Supply chain issues and budget timing delays impacted the purchase and delivery of several supplemental materials and software tools. Some items arrived after key PD or units had already occurred.

**Use of BIAs:** While Bilingual Instructional Assistants provided strong translation and home-language support, their instructional impact varied depending on coordination with classroom teachers. More intentional integration is needed.

**Family Input and Facilities Monitoring:** Community Schools structures helped surface family input, but follow-through on facilities requests and communication regarding safety improvements were uneven.

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.

**Shift from Mentorship to Coaching (Strategy 4.1):** To better support all teachers, the site will implement an instructional coaching strategy with built-in cycles for goal setting, modeling, and feedback aligned to essential standards and inclusive practices.

**Stronger Facilities Monitoring (Strategy 4.4):** Site walkthroughs will follow a standardized protocol including FIT-aligned tools, student/staff/family input, and documentation logs reviewed monthly by administration.

**Earlier and More Inclusive Purchasing (Strategies 4.5 & 4.6):** Orders for field trips, assemblies, and materials will be placed earlier and reviewed through an equity and accessibility lens. Family and staff advisory input will guide culturally relevant selections.

**Intentional BIA Collaboration (Strategy 4.3):** Bilingual aides will receive structured planning time with classroom teachers and attend PD on integrated ELD and language scaffolds.

**Expanded Community Schools Integration:** The Community Schools facilitator will support implementation of all strategies in Goal 4 by helping collect feedback, coordinate supports, and ensure student/family voice is reflected in materials, PD planning, and site improvement efforts.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

## Annual Review

**SPSA Year Reviewed: 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.

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

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



# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,473,506.00
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	\$214,816.00

Subtotal of additional federal funds included for this school: \$214,816.00

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

State or Local Programs	Allocation (\$)
Community Schools Grant	\$256,287.00
LCFF - Supplemental	\$859,398.00
Learning Recovery	\$143,005.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$1,258,690.00

Total of federal, state, and/or local funds for this school: \$1,473,506.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	214816	0.00
LCFF - Supplemental	859398	0.00
Learning Recovery	143005	0.00
Community Schools Grant	256287	0.00

## Expenditures by Funding Source

Funding Source	Amount
Community Schools Grant	256,287.00
LCFF - Supplemental	859,398.00
Learning Recovery	143,005.00
None Specified	0.00
Title I	214,816.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	674,393.00
2000-2999: Classified Personnel Salaries	360,488.00
3000-3999: Employee Benefits	350,583.00
4000-4999: Books And Supplies	22,500.00
5000-5999: Services And Other Operating Expenditures	65,542.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries	Community Schools Grant	37,749.00
2000-2999: Classified Personnel Salaries	Community Schools Grant	113,246.00
3000-3999: Employee Benefits	Community Schools Grant	68,336.00
5000-5999: Services And Other Operating Expenditures	Community Schools Grant	36,956.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	359,450.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	247,242.00
3000-3999: Employee Benefits	LCFF - Supplemental	201,620.00
4000-4999: Books And Supplies	LCFF - Supplemental	22,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	28,586.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	117,032.00
3000-3999: Employee Benefits	Learning Recovery	25,973.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	160,162.00
3000-3999: Employee Benefits	Title I	54,654.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	367,359.00
Goal 2	369,373.00
Goal 3	367,359.00
Goal 4	369,415.00

# School Site Council Membership

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

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

Name of Members	Role
Leslee Cottrell, Principal	Principal
August Houston, Classroom Teacher	Classroom Teacher
Susanna Verplancken, Classroom Teacher	Classroom Teacher
Domonique Neil, Classroom Teacher	Classroom Teacher
Amber Harvey, School Clerk	Other School Staff
Sheena Malone, Parent	Parent or Community Member
Tiffany Leland, Parent	Parent or Community Member
Edgar Oliva, Parent	Parent or Community Member
Mohammad Konay, Parent	Parent or Community Member
Parampreet Singh, Parent	Parent or Community Member

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

# English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Leslee Cottrell, Principal	Principal
Kayla Yates, Assistant Principal	Other School Staff
Darsie Dupree, Program Monitor & Instructional Coach	Other School Staff
Celine Escobedo, Classroom Teacher	Classroom Teacher
Nathaly Rodriguez, Community Schools Facilitator	Other School Staff
Olena Bryk, Parent	Parent or Community Member
Nare Minasyan, Parent	Parent or Community Member
Rimma Dividian, Parent	Parent or Community Member
Candy Martinez, Bilingual Instructional Aide	Other School Staff
Guadalupe Marin, Parent & Bilingual Instructional Aide	Other School Staff Parent or Community Member
Tetiana McFarland, Instructional Aide	Other School Staff
Svetlana Gerasenkova, Instructional Aide	Other School Staff
Larisa Mayevski, Bilingual Instructional Aide	Other School Staff

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

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

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on May 27, 2025.

Attested:



Principal, Leslee Cottrell on 5/27/25



SSC Chairperson, Susanna Verplancken on 5/27/25

# 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

# Williamson Elementary



**2024-2025 SPSA Review and  
2025-2026 Budget Proposal**

# Annual Evaluation of Effectiveness of 2024/2025 SPSA

Strategies Identified in 2024-2025 SPSA and Degree of Implementation for Each Strategy				
Goal 1: Common formative, benchmark, and summative assessments will be used to ensure all students at Williamson Elementary will make yearly progress toward grade level mastery of reading, mathematics, writing, social science and science.	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
<p><b>Strategy 1:</b>            Teams will be released by grade level through the use of Science, World Language, and Art certificated teachers, to collaborate using the PLC process. Our Instructional Coach will support grade levels and individual classroom teachers in order to help them increase their effectiveness and overall high-quality first instruction using PLC practices in ELA, math, DELD, IELD, writing, etc. The Principal and Assistant Principal will work closely with the Academic team and Guiding Coalition to identify and support high-quality first instruction practices and programs on campus. Intervention teachers will support math and reading foundational skills through 1st &amp; 2nd-grade University of Florida Literacy Instruction (UFLI) and RTI in math small groups, 3rd-5th grade RTI in Math Essential Standards, and remediation in Math and Reading foundational skills for grades K-5. Bilingual Aides and Instructional Aides will support student groups and instruction. The school will purchase supplemental materials, books, and supplies in order to support high-quality first instruction. Additional supports will be provided to our ATSI students with Disabilities, to support their academic progress, specifically around their English Language Arts skills and knowledge.</p>	✓			

# Annual Evaluation of Effectiveness of 2024/2025 SPSA

## Overall Implementation, Differences, and Changes

**Goal 1:** Common formative, benchmark, and summative assessments will be used to ensure all students at Williamson Elementary will make yearly progress toward grade level mastery of reading, mathematics, writing, social science and science.

### Overall Implementation:

- Intervention teachers and paraprofessionals supported small-group instruction in ELA and Math
- Teachers began using immediate reteach and intervention cycles based on essential standards
- Designated ELD was provided, but use of strategies and consistency varied by classroom
- Field trips and enrichment were offered but not consistently accessed across grade levels
- Family engagement events were held but had low turnout among English Learner (EL) and SPED families

### Evidence of Effectiveness:

- Targeted Tier 2 instruction helped students grow when consistently implemented
- Small group supports were effective in grades where intervention cycles were regular
- Data-driven instruction became more common during PLC time
- CAASPP scores in ELA and Math increased slightly from the prior year, but remain below district averages
- Renaissance STAR data showed 26% of students met benchmark in Reading and Math by spring 2025
- Common Formative Assessment (CFA) results improved across the year, especially in grades 2–4

### Challenges and Next Steps:

- Some Tier 3 students made limited progress due to unclear entry/exit systems and scheduling gaps
- Oral language development remains a key area of need for ELs and Reclassified Fluent English Proficient (RFEP)
- Ensure all students receive timely intervention with biweekly progress checks
- Expand field trip and enrichment access for every student
- Offer quarterly family advocacy events with interpretation and culturally responsive outreach
- Improve designated ELD instruction with clearer support tools and classroom coaching

# Annual Evaluation of Effectiveness of 2024/2025 SPSA

Strategies Identified in 2024-2025 SPSA and Degree of Implementation for Each Strategy				
Goal 2: Students at Williamson Elementary will learn in a safe, healthy, and positive environment.	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
<b>Strategy 1:</b> Support decreased chronic absenteeism and increased positive student attendance and behaviors, through engaging students and families and strengthening their connections to school staff. Increase positive attendance and behavior recognition and incentives during monthly assemblies and student ROAR store. Support positive behaviors on campus, especially for students who are identified as ATSI Special Education students, as well as students who are Pacific Islander and African American. Hire a 0.25 FTE School Clerk to support attendance. Hire three 0.6 FTE Specialists in Science, Spanish, and Art to increase engaging and enriching activities within the school day.	✓			
<b>Strategy 2:</b> Increased student access to staff, programs, supports, and enrichment opportunities, including a 1.0 FTE Assistant Principal and a 1.0 Instructional Coach.	✓			
<b>Strategy 3:</b> Increase student behavioral and mental health supports on campus. Hire a 0.5 FTE Behaviorist, a 0.4 FTE Mental Health Specialist, partner with SCOE to provide a 1.0 FTE Clinician through Sacramento County Office of Education (SCOE), and connect with PC Care to provide mental health support to families outside of school. Use our 1.0 FTE MTSS Intervention Specialist, and two 1.0 FTE Intervention teachers to support behavior interventions and behavior academies.	✓			
<b>Strategy 4:</b> Increase safety measures on campus including hiring a 0.6538 FTE Yard Duty, a 0.125 FTE Health Assistant, increasing recess supports on campus, and purchasing walkie-talkies for classrooms to connect with the school office.	✓			
<b>Strategy 5:</b> Increase our volunteers, family engagement, and community partnerships and participation. Hold family events, communicate with homes in a variety of ways, and create or maintain opportunities for families to engage with the school and give input and feedback about their student's academics and their family's needs in their home language. Use connections developed by our Community Schools Facilitator I to connect families and students to services to support the whole child. Host at least one Community Resource Fair as evidenced by invitations and sign-in sheets. Hire a 0.25 FTE Parent Coordinator, 2.2125 FTE Bilingual Aides, and 0.975 FTE Instructional Aides	✓			
<b>Strategy 6:</b> Hire a 1.0 FTE Community Schools Facilitator I to implement the four pillars of Community Schools	✓			

# Annual Evaluation of Effectiveness of 2024/2025 SPSA

## Overall Implementation, Differences, and Changes

**Goal 2: Students at Williamson Elementary will learn in a safe, healthy, and positive environment.**

### Overall Implementation:

- Increased access to wellness supports, including a full-time Health Assistant, paraeducators, and yard duty supervisors.
- Superior Sports and structured recess improved consistency in expectations and behavior.
- PBIS recognition systems (like PAWS) were relaunched schoolwide, with student shout-outs at assemblies.
- Community Schools launched Year 1 work, including readiness assessments and initial advisory planning.
- Some family engagement nights and translated communications were offered.
- Chronic absenteeism rates decreased slightly but remained above state and district targets.
- Suspension rates improved overall, but remained high for African American students and students with disabilities.
- SWIS data showed many behavior incidents during recess and transitions, with common hotspots identified.
- Family and student survey data showed moderate levels of connectedness, especially in classrooms with Morning Meetings and recognition systems.

### Evidence of Effectiveness:

- Students felt more connected to school in classrooms where SEL and recognition systems were consistently used.
- SWIS helped the team identify high-need areas and times for behavior support.
- Attendance outreach efforts helped improve outcomes for targeted students.
- Coordination of Services Team (COST) referred over 100 students to additional services through inside and outside of school programs

### Challenges and Next Steps:

- Implementation of SEL and PBIS strategies varied across grade levels.
- Chronic absenteeism interventions need clearer Tier 1 and Tier 2 systems and more regular review.
- Family engagement was limited among newcomer, multilingual, and underserved families.
- Expand student leadership and structured SEL implementation in all classrooms
- Provide all staff with walkie-talkies and training for playground safety and communication
- Host culturally responsive family events co-designed with families and the Community Schools team
- Use Community Schools structures to improve student and family voice in shaping the school environment

# Annual Evaluation of Effectiveness of 2024/2025 SPSA

Strategies Identified in 2024-2025 SPSA and Degree of Implementation for Each Strategy				
Goal 3: Teachers and support staff at Williamson Elementary will provide students with high quality classroom instruction.	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
<b>Strategy 1:-</b> In order to increase our students' overall academic achievement, we will provide ongoing, targeted professional development for staff through school and district resources to support site and district initiatives.	✓			
<b>Strategy 2:</b> Provide professional development within or outside of contracted time in programs such as but not limited to DELD, GLAD, PLC, PBIS, and Responsive Classroom as well as supplemental books, materials, and supplies to implement programs and purchase supplemental materials, supplies, and books to implement programs and including collaboration to implement learned activities and strategies. Teachers will collaborate with Special Education staff to increase the academic skills and readiness of our ATSI Students with Disabilities, especially in ELA.	✓			
<b>Strategy 3:</b> Support classroom teachers in implementing professional development to support school and district initiatives and programs.	✓			

# Annual Evaluation of Effectiveness of 2024/2025 SPSA

## Overall Implementation, Differences, and Changes

**Goal 3: Teachers and support staff at Williamson Elementary will provide students with high quality classroom instruction.**

### Overall Implementation:

- Teachers received PD on Essential Standards, Marzano's Model, and Integrated ELD strategies.
- Staff began using gradual release and small-group instruction more frequently.
- PLC teams reviewed data more regularly to adjust instruction and identify student needs.
- Some classrooms received new materials and visual tools to support academic vocabulary and engagement.
- Community Schools began integrating student/family input into academic support conversations.
- All grade levels used 15-Day Challenge pacing tools and Essential Standards to guide instruction.
- Teachers began using common assessments and analyzing student work during PLC time.
- Gaps remained in instructional consistency, especially in checks for understanding, scaffolds for ELs, and small-group instruction.

### Evidence of Effectiveness:

- 15-Day Challenge pacing and common assessments helped grade levels stay aligned.
- Professional development sessions were well-attended and helped introduce key strategies.
- Some classrooms showed growth in scaffolded instruction and academic discourse.

### Challenges and Next Steps:

- EL support was inconsistent across grade levels; oral language and academic talk need more emphasis.
- Supplemental materials and PD follow-up were delayed due to timing and budget processes.
- Family engagement in academic goal-setting was limited.
- Provide more targeted support for ELs through designated and integrated ELD
- Use instructional coaching and walkthroughs to ensure PD strategies are implemented consistently
- Offer materials and follow-up time for PD sessions and curriculum tools
- Host multilingual family events focused on essential standards, assessments, and academic advocacy

# Annual Evaluation of Effectiveness of 2024/2025 SPSA

Strategies Identified in 2024-2025 SPSA and Degree of Implementation for Each Strategy				
Goal 4: At Williamson Elementary all students will receive instruction from a highly qualified teacher and have access to District adopted, standards-aligned curriculum.	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
<b>Strategy 1:</b> Mentor three new teachers on staff as evidenced by teacher & new teacher mentorship assignments and monthly check-ins by Administration. Provide Instructional Coaching for all six grade levels in their grade level teams to strengthen their PLC focus and instructional practices as a team, and also conduct individual coaching cycles to strengthen first instruction. Provide an MTSS Intervention Specialist to examine student data and support PLC practices including first instruction and Tier 2 interventions in class and across grade levels. Grade levels will work closely with our Resource teacher to determine what support Special Education students need to be successful in General Education classes. Provide an Assistant Principal to support instruction as evidenced by classroom observations.	✓			
<b>Strategy 2</b> Provide two 1.0 FTE intervention teachers to support first instruction and Tier 2 interventions in classes and across grade levels. Provide three 0.6 FTE specialists who will provide instruction in Science, Spanish, and Art to release grade levels to conduct team meetings and also engage in professional development as grade level teams.	✓			
<b>Strategy 3:</b> Provide 2.2125 FTE Bilingual Aides and 0.975 FTE Paraeducators to support increased student-staff contacts, paying special attention to students who are multilingual and students with disabilities engaging in academics in the General Education classroom.	✓			
<b>Strategy 4:</b> Conduct monthly walkthroughs of campus and report findings to district as evidenced by Walkthrough Reports being sent to District Office.	✓			
<b>Strategy 5:</b> Provide Grade level field trips or class presentations as evidenced by field trip applications and student reports of events. Provide school-wide assemblies and events as evidenced by contracts and reports of assemblies and events.	✓			
<b>Strategy 6:</b> Provide supplemental and enrichment materials, supplies, and books to implement and enrich the adopted curriculum. Provide technology to support in class instruction and increase overall teacher effectiveness in the classroom.	✓			

# Annual Evaluation of Effectiveness of 2024/2025 SPSA

## Overall Implementation, Differences, and Changes

**Goal 4: At Williamson Elementary all students will receive instruction from a highly qualified teacher and have access to District adopted, standards-aligned curriculum.**

### Overall Implementation:

- **Instructional coaching was available to staff through site and district systems.**
- **Facilities walkthroughs began and identified priority areas for improvement.**
- **Bilingual aides and clerks helped improve communication and support for multilingual families.**
- **Materials and enrichment supplies were ordered to supplement curriculum and improve classroom environments.**
- **Facilities were rated “Good” on the FIT (Facilities Inspection Tool), with some concerns around restrooms and playground conditions.**
- **Most teachers were fully credentialed and received access to PD or coaching support.**
- **Some cleaning logs and maintenance requests were inconsistently completed.**
- **Classroom materials showed improvement in representation and inclusive resources, but unevenly across grade levels.**

### Evidence of Effectiveness:

- **Coaching helped staff reflect on and apply instructional strategies.**
- **Families and staff reported increased access to tools and resources in many classrooms.**
- **Community Schools feedback helped identify environment and safety priorities.**

### Challenges and Next Steps:

- **Some facilities repairs and materials orders were delayed due to timing or capacity issues.**
- **Family participation in campus improvement planning was limited.**
- **Safety systems need more alignment and staff-wide training.**
- **Improve walkthrough and facilities tracking tools, with logs reviewed monthly**
- **Expand safety protocols and communication systems (e.g., walkies, signage)**
- **Ensure every classroom has access to culturally responsive materials and technology tools**
- **Invite families to join walkthroughs, advisory groups, and school improvement planning sessions through the Community Schools model**

# Personnel Budget Expenditures to Continue in 2025/2026

Item	Rationale	Areas of Impact	Cost
<p>2 x 0.6 FTE Specialists</p> <p>-Science</p> <p>-Spanish World Language</p> <p>-Art Teacher (Paid for by State VAPA Funding)</p> <p>(Sharing 3 x 1.0 FTE contracts with Cordova Villa Elementary)</p> <p>Grade-Level Team Time</p>	<ul style="list-style-type: none"> <li>● Grade-Level Team Time               <ul style="list-style-type: none"> <li>○ Continue providing grade-level teams with two release times or “Team Times” a week that they do not have to prep for</li> <li>○ Team Times are used for grade-level PLC work</li> <li>○ Teams are currently using this time to align planning, work through the four PLC Quesitons, plan and execute 15 Day Challenge cycles, prepare ELD materials, and participate in Data Discussions.</li> <li>○ Support Team Room supplemental materials and supplies for GLAD and PLC implementation: ink for color printer, library of PD and Teacher Resources for people to check out, materials for teams to create aligned activities to implement ELD and PLC, copies of the adopted curriculum, future data wall, etc.</li> </ul> </li> <li>● Increase positive attendance through highly engaging activities each week</li> <li>● Specialists pull and support LTELs and Newcomers twice weekly</li> <li>● Cross Curricular discourse</li> <li>● Science Specialist               <ul style="list-style-type: none"> <li>○ Increase access to Next Generation Science Standards and District adopted Amplify Science curriculum in all grade levels</li> <li>○ Increase in CAST scores</li> </ul> </li> <li>● Spanish World Language Specialist               <ul style="list-style-type: none"> <li>○ Increase native speakers’ literacy in their home language</li> <li>○ Attract and retain families who are looking for World Language exposure for Elementary age students in Rancho</li> </ul> </li> <li>● Art Specialist               <ul style="list-style-type: none"> <li>○ Increase students’ exposure to Visual Arts</li> <li>○ Engage students in more hands-on learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●Attendance</li> <li>●Suspensions</li> <li>●Positive School Culture and Climate</li> <li>●Science</li> <li>●Math</li> <li>●ELA</li> <li>●World Language</li> <li>●ELL</li> <li>●VAPA</li> </ul>	<p>\$135,067</p>

# Personnel Budget Expenditures to Continue in 2025/2026

Item	Rationale	Areas of Impact	Cost
1 FTE Assistant Principal	<ul style="list-style-type: none"> <li>● Support implementation of district and school site initiatives</li> <li>● Implement school-wide PBIS</li> <li>● Increased effectiveness of first instruction</li> <li>● PLC and High Reliability Schools implementation</li> <li>● Family Engagement and connection</li> <li>● Community Schools model implementation</li> <li>● Coordination of Services Team (COST) implementation</li> </ul>	<ul style="list-style-type: none"> <li>● All Curriculum</li> <li>● Family Engagement</li> <li>● Positive School Culture and Climate</li> <li>● Attendance</li> <li>● Suspensions</li> </ul>	District Paid
1 FTE Instructional Coach	<ul style="list-style-type: none"> <li>● Support Grade-Level Teams implement consistent PLC practices during bi-weekly Team Time</li> <li>● Professional Development Coaching Cycle for teachers one-on-one</li> <li>● Coaching Training will continue to impact First Instruction</li> <li>● Build capacity in classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>● First Instruction</li> <li>● PLC Practices</li> <li>● Academic PD</li> <li>● Site Level Leadership Opportunity</li> <li>● 75.85% Paid by Site, 24.15% Paid for by district</li> </ul>	\$160,459
2 K-5 Elementary Paraeducators	<ul style="list-style-type: none"> <li>● Classroom support to implement small group instruction in Kindergarten-fifth grades</li> <li>● Overall school engagement and connectedness</li> </ul>	<ul style="list-style-type: none"> <li>● ELL</li> <li>● Math</li> <li>● Reading</li> </ul>	\$62,879
4 Bilingual Instructional Aides	<ul style="list-style-type: none"> <li>● Language enriched interventions and supports for English Learners</li> <li>● Family engagement and connections through school visits, family events, conference and meeting supports, ELAC meetings, and school communication.</li> <li>● Support 20 day challenge and attendance phone calls</li> <li>● Supporting families with one-on-one support for registration and income verification</li> </ul>	<ul style="list-style-type: none"> <li>● ELL</li> <li>● Math</li> <li>● Reading</li> <li>● Registration</li> <li>● Attendance and Engagement</li> </ul>	District Paid

# Personnel Budget Expenditures to Continue in 2025/2026

Item	Rationale	Areas of Impact	Cost
1 Kindergarten Instructional Aide	<ul style="list-style-type: none"> <li>Classroom support to implement small group instruction in Kindergarten</li> <li>Overall school engagement and connectedness</li> </ul>	<ul style="list-style-type: none"> <li>Math</li> <li>Reading</li> <li>Intervention</li> <li>Remediation</li> </ul>	District Paid
2 FTE Intervention Teacher	<ul style="list-style-type: none"> <li>Focus on foundational reading and math skills</li> <li>Intervention Teacher provides pull-out and push-in support to small groups of students who are performing 2 or more grade levels below their current grade</li> <li>Students are selected based on Renaissance STAR assessments as well as CAASPP scores and teacher math and reading inventories of progress to mastery of essential standards (to be determined by grade levels)</li> <li>For math, use Freckle (Renaissance) and small group instruction of Renaissance recommended lessons as well as activities to build number sense and support students building and accessing problem-solving tools, and strategies</li> <li>Students participate in intervention for four to six weeks</li> <li>Students who do not make growth are recommended for RTI and another round of intervention</li> </ul>	<ul style="list-style-type: none"> <li>Math</li> <li>Reading</li> <li>CAASPP</li> <li>Intervention</li> <li>Remediation</li> <li>1 District Paid</li> <li>1 Site Paid</li> </ul>	1 District Paid \$119,858
1 MTSS Coordinator/ Intervention Teacher	<ul style="list-style-type: none"> <li>Support intervention at the school site participating in all of the above named activities</li> <li>Review Data and support planning around Data for staff</li> <li>Build Capacity in Teachers around data, interventions, and supports</li> <li>Provide intervention for students in the same capacity as the other intervention teachers</li> </ul>	<ul style="list-style-type: none"> <li>Math</li> <li>ELA</li> <li>CAASPP</li> <li>ELD</li> <li>PLC Practices</li> <li>First Instruction</li> <li>Intervention</li> <li>Remediation</li> <li>District Paid</li> </ul>	District Paid

# Personnel Budget Expenditures to Continue in 2025/2026

Item	Rationale	Areas of Impact	Cost
Yard Duty	<ul style="list-style-type: none"> <li>● Support on-campus opportunities for students to engage in activities</li> <li>● Respond to student needs on campus</li> <li>● Provide opportunities to engage in new activities and expand knowledge and experiences</li> <li>● Implement and support School-Wide PBIS Practices</li> </ul>	<ul style="list-style-type: none"> <li>● All Curriculum</li> <li>● Safety</li> <li>● Suspension</li> <li>● Engagement</li> <li>● Positive School Culture and Climate</li> </ul>	District Paid
Health Assistant	<ul style="list-style-type: none"> <li>● Respond to student needs on campus</li> <li>● Support student safety and health</li> <li>● Connect with families about health information and supports</li> <li>● Support implementation of the Community Schools Model</li> </ul>	<ul style="list-style-type: none"> <li>● All Curriculum</li> <li>● Safety</li> <li>● Suspension</li> <li>● Engagement</li> <li>● Positive School Culture and Climate</li> </ul>	District Paid
Parent Coordinator	<ul style="list-style-type: none"> <li>● Recruit school volunteers</li> <li>● Communicate about school events, activities, initiatives, etc. through all school communication modes</li> <li>● Connect with outside programs and agencies to develop partnerships between them and the school</li> <li>● Support implementation of the Community Schools Model</li> </ul>	<ul style="list-style-type: none"> <li>● All Curriculum</li> <li>● Parent Engagement</li> <li>● Volunteers</li> <li>● Community Connections</li> <li>● Student Engagement</li> <li>● Positive School Culture and Climate</li> </ul>	District Paid

# NEW Personnel Budget Expenditures in 2025/2026

Item	Rationale	Areas of Impact	Cost
0.3 FTE Behaviorist	<ul style="list-style-type: none"> <li>● Provide support for classroom teachers in Behavior Data Collection, Behavior Supports for students, training in De-Escalation, Alternatives to Exclusionary Discipline</li> <li>● Communicate with families about behaviors and supports</li> <li>● Support students with behavior challenges and self-management strategies</li> <li>● 0.7 FTE Paid with Community Schools Grant, this will create 1.0 FTE Position at Williamson for full school day/week supports</li> </ul>	<ul style="list-style-type: none"> <li>● All Curriculum</li> <li>● Family Engagement</li> <li>● Positive School Culture and Climate</li> <li>● Attendance</li> <li>● Suspensions</li> </ul>	\$39,669
2 x 0.125 Elementary School Clerks	<ul style="list-style-type: none"> <li>● Support school attendance initiatives</li> <li>● Decrease Chronic Absenteeism</li> <li>● Increase positive student and family contacts</li> <li>● Support implementation of Community Schools model</li> </ul>	<ul style="list-style-type: none"> <li>● All Curriculum</li> <li>● Family Engagement</li> <li>● Positive School Culture and Climate</li> <li>● Attendance</li> <li>● Suspensions</li> </ul>	\$18,196

# Expenditures included in the Community Schools Grant Proposal 2025/2026

Item	Rationale	Areas of Impact	Student Groups Impacted	Cost
1.0 FTE Community Schools Facilitator I	<ul style="list-style-type: none"> <li>● Communicate with families in accessible and meaningful ways</li> <li>● Provide information about academic progress of students</li> <li>● Provide academic activities for families to participate in</li> <li>● Support relationship building between school and home</li> <li>● Support families with concerns, questions, school registration, navigating the school system, etc.</li> </ul>	<ul style="list-style-type: none"> <li>●All Curriculum</li> <li>●Family Engagement</li> <li>●Positive School Culture and Climate</li> <li>●Attendance</li> <li>●Suspensions</li> </ul>	●All students	\$125,483
0.7 FTE Behavior Specialist	<ul style="list-style-type: none"> <li>●Provide support for classroom teachers in Behavior Data Collection, Behavior Supports for students, training in De-Escalation, Alternatives to Exclusionary Discipline</li> <li>●Communicate with families about behaviors and supports</li> <li>●Support students with behavior challenges and self-management strategies</li> </ul>	<ul style="list-style-type: none"> <li>●All Curriculum</li> <li>●Positive School Culture and Climate</li> <li>●Suspensions</li> <li>●Attendance</li> </ul>	●All Students	\$93,848
Mental Health Support through UC Davis PC Care	<ul style="list-style-type: none"> <li>●Provide home-based mental health support for students who are in need of Tier 3 support</li> </ul>	<ul style="list-style-type: none"> <li>●All Curriculum</li> <li>●Positive School Culture and Climate</li> <li>●Suspensions</li> </ul>	●All Students	\$6,056
Recess Support	<ul style="list-style-type: none"> <li>● Provide recess supports 3 days a week, 2 hours a day, for 30 school weeks</li> <li>●Support Behavior Academies, specifically Good Sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>●Positive School Culture and Climate</li> <li>●All Curriculum</li> </ul>	●All students	\$30,000
Supplement Supports	<ul style="list-style-type: none"> <li>●Mileage, equipment, supplemental materials and supports for implementing the four pillars of Community Schools</li> </ul>	●All Curriculum	●All students	\$900

# Additional Expenditures Suggested for 2025/2026

Item	Rationale	Areas of Impact	Student Groups Impacted	Cost
Professional Development for Certificated and Classified Staff	<ul style="list-style-type: none"> <li>●Professional development in district and site initiatives for both academic and behavior learning</li> </ul>	<ul style="list-style-type: none"> <li>●All Curriculum</li> <li>●ELL</li> <li>●Positive School Culture and Climate</li> </ul>	<ul style="list-style-type: none"> <li>●All Students</li> </ul>	\$5,000
Supplemental Materials and Supplies for Specialist Teachers	<ul style="list-style-type: none"> <li>●Provide a budget of \$500 per specialist toward supplemental books and supplies in order to implement Science, VAPA, and Spanish Specialist programs               <ul style="list-style-type: none"> <li>■ This is apx \$1 per student per Specialist for the school year</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●Attendance</li> <li>●Suspensions</li> <li>●Positive School Culture and Climate</li> <li>●All Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>●All Students</li> </ul>	\$1,500





# Additional Expenditures Suggested for 2025/2026

Item	Rationale	Areas of Impact	Student Groups Impacted	Cost
Student Enrichment	<ul style="list-style-type: none"> <li>●Apx \$25/student per classroom</li> <li>●\$2000 for school-wide Assemblies</li> <li>●Field Trips, Classroom Presentations, Assemblies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>●All Curriculum</li> <li>●Positive School Culture and Climate</li> </ul>	<ul style="list-style-type: none"> <li>●All Students</li> </ul>	\$12,086
Supplemental Books and Supplies	<ul style="list-style-type: none"> <li>●Provide students and staff with supplemental books and materials and supplies to more fully access District Adopted Curriculum</li> <li>●Implement PD</li> <li>●Implement preventions, interventions, and supports to create a safe and positive school culture and climate</li> </ul>	<ul style="list-style-type: none"> <li>●All Curriculum</li> <li>●Positive School Culture and Climate</li> <li>●Suspensions</li> </ul>	<ul style="list-style-type: none"> <li>●Low SES</li> </ul>	\$30,000
Positive Behavior & Attendance Incentives	<ul style="list-style-type: none"> <li>●Purchase items for students to earn through positive attendance and positive behavior</li> <li>●Student Certificates and recognition for positive attendance and positive behavior</li> <li>●Support Paw Patrol: student leadership activities</li> </ul>	<ul style="list-style-type: none"> <li>●Attendance</li> <li>●Campus Behavior</li> <li>●Suspensions</li> <li>●Positive Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>●All Students</li> </ul>	\$4,000

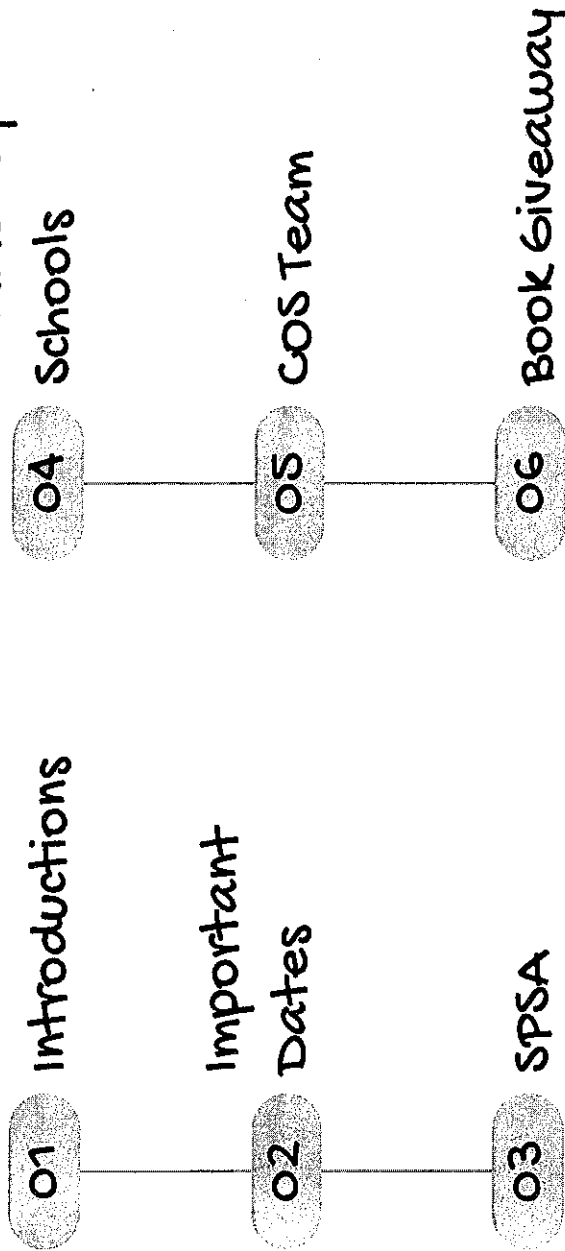
# Additional Expenditures Suggested for 2025/2026

Item	Rationale	Areas of Impact	Student Groups Impacted	Cost
Substitute Services	Release Classroom Teachers to: <ul style="list-style-type: none"> <li>●Attend Professional Development on or off site</li> <li>●Participate in Every Student By Name (ESBN)</li> <li>●Prepare Designated ELD Units</li> <li>●Observe Peers in Classrooms in order to Work more Collaboratively</li> <li>●Conference with families about student progress with a translator in their home language</li> </ul>	<ul style="list-style-type: none"> <li>●All Curriculum</li> <li>●Positive School Culture and Climate</li> </ul>	<ul style="list-style-type: none"> <li>●All students</li> </ul>	\$9,600
Family Engagement	<ul style="list-style-type: none"> <li>●Communicate with families in accessible and meaningful ways including translation services</li> <li>●Provide information about academic progress of students</li> <li>●Provide academic activities for families to participate in through a resource room</li> <li>●Support relationship building between school and home through family engagement activities</li> <li>●Support families with concerns, questions, school registration, etc.</li> </ul>	<ul style="list-style-type: none"> <li>●Attendance</li> <li>●Suspensions</li> <li>●Positive School Culture and Climate</li> <li>●All Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>●All students</li> <li>●African American Students</li> <li>●ELL Students</li> <li>●Students with Disabilities</li> </ul>	\$1,370

ELAC Sign-In Sheet  
 May 8, 2025  
 Williamson Room E16  
 12:15-1:15

Print Name	Signature
1. Darzie Dupree	
2. Abigail Cruz Lopez	Abigail Cruz Lopez
3. Candy Martinez	Candy
4. Tetiana McParland	
5. Inna Khtei	
6. Shadofa	
7. Leslie Cottrell	Pottner
8. Nathaly Rodriguez	
9. Daylyn Musante	SCOE
10. Brenda Hernandez	BH
11.	
12.	
13.	
14.	

# ELAC Meeting Agenda



ELAC Meeting Notes  
5/8/25  
Williamson Elementary  
12:15pm-1:15pm  
Room E16

Meeting called to order at 12:21pm.

Parents and attendees signed in and found spots to sit. Darsie Dupree started the meeting by going over the agenda and doing introductions.

We jumped to COS Team because Daylyn had another meeting to attend. Daylyn and Nathaly presented what our COS Team does on campus, the services they help facilitate, how teachers and parents can make referrals, how often the team meets, the composition of the team. Daylyn discussed the number of students/ families supported by the team this year. Parents were supportive and appreciative of the team and didn't have any questions. Daylyn and Nathaly did let parents know how to reach them with any questions that may come up after they process the information.

Darsie went over important dates for the remainder of the year. Parents took pictures of the slides and did not have any questions but were appreciative. Leslee stated that we would put the dates on the website.

Leslee went over the SPSA- specifically spending this year and the plans for spending next year. She went over the results of the parent survey she gave in January as well. Parents did not have any questions and were happy that students would still be receiving Spanish, Art and Science next year.

Nathaly did our Community Schools update and also shared summer resources with parents. Parents were very happy to have access to summer resources. Parents were interested in having

English classes brought to Williamson. Leslee and Nathaly discussed that that is a goal that we have at our school. We do have one school next year in Rancho Cordova that will have English classes next year that all parents are able to attend. Parents were also able to take boxes of food and baby/toddler food home with them. That was appreciated as well.

At the end of the meeting we had a Book Giveaway and parents were able to take home different levels of books for students for summer reading.

Parents did not have any questions or concerns. They were appreciative and supportive and looking forward to summer and the next school year.

Meeting adjourned at: 1:05 pm

**Williamson School Site Council**  
**~Meeting Minutes~**  
**May 27, 2025 via Microsoft Teams**

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**Call to Order:** 3:10 PM via Microsoft Teams

**Members in Attendance:** Leslee Cottrell, Principal; Domanique Neil, Classroom Teacher; August Houston, Classroom Teacher; Amber Harvey, Classified Staff; Tiffany Leland, Parent, Sheena Malone, Parent

**Guests in Attendance:** Nathaly Rodriguez, Community Schools Facilitator; Kayla Yates, Assistant Principal; Corina Pimentel, Administrative Assistant

**ITEMS:**

- **Review & Approve Minutes from March 18, 2025:**
  - Discussion: No changes noted
  - Motioned by: August Houston
  - 2nd by: Tiffany Leland
  - Approved
- **Coordination of Services Team (COST) Report:** Nathaly reported on our student and school community use of our referral system for student services and programs. Plans for next year include increased support on campus for students and for school wide PBIS.
- **Community Schools Report:** Nathaly reported Williamson's Community School's activity and progress toward implementation, and reviewed our California Community Schools Grant Annual Yearly Progress (AYP) report
- **Safety Plan** - Approved with no changes (Motioned: Tiffany Leland, 2nd: August Houston)
- **PTA Update**
  - Amber, PTA president: Plans for next year, recruiting additional volunteers for school, supporting additional fundraisers, adding one additional family event
- **SPSA 25/26 Approval:**
  - Leslee reviewed the evaluation of effectiveness for the 2024/2025 SPSA and introduced the proposed SPSA for 25/26
  - Discussion: No Changes
  - Motioned by Amber Harvey
  - 2nd by August Houston
  - Approved
- **Public Comment:**
  - Staff shared summer wishes with the group

**Adjourned:** 3:53 PM

Motioned to Adjourn: Amber Harvey

Adjourn : All in favor