Williams Elementary

10621660113811

Principal's Name: Guadalupe Ponce

Principal's Signature: GSPonce

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the District Goals and Guardrails supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Academic Achievement The Whole Child (Engagement/SEL) Operational Excellence	**DISTRICT GOALS:** **Early Literacy** **Literacy Intervention** **College & Career Readiness** **Life Skills**	**DISTRICT GUARDAILS:** **Community Engagement** **Equitable Access** **Effective Staff** **Health & Wellness**

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Guadalupe Ponce	X				
2. Chairperson - Antonia Gonzales		X			
3. Melisa Gemetti		X			
4. Monique Miller		X			
5. Bianca Guerrola			X		
6. Sylvia Rocha				X	
7. Carissa Holmes				X	
8. Melondy Wharry		X			
9. Angelica Juares-				X	
10. Naiesha Elam				X	
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Williams Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	**Print Name Below**	**Signature Below**	**Date**
Principal	**Guadalupe Ponce**	GSPonce	3/29/26
SSC Chairperson	**Antonia Gonzales**	Antonia	3/29/26

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

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

FY 2026/27

Williams - 0550

ON-SITE ALLOCATION

3010	Title I	$64,998	*
7090	LCFF Supplemental & Concentration	$182,400	
7091	LCFF for English Learners	$29,440	
	TOTAL 2026/27 ON-SITE ALLOCATION	**$276,838**	

*	These are the total funds provided through the Consolidated Application	
*	Title I requires a specific investment for Parent Involvement	
	Parent Involvement Budget - Minimum	$1,884
	Program Budget	$63,114
	Total Title I Allocation	$64,998

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Williams Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target
Goal 1	ELPAC - percentage of students who scored 4		22.5 %	2024-2025	**23.6 %**
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		63.2 %	2024-2025	**64.3 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		36.8 %	2025-2026	**37.9 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		49.3 %	2025-2026	**50.4 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		56.1 %	2025-2026	**57.2 %**
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		65.8 %	2025-2026	**66.9 %**
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		26.1 %	2025-2026	**27.2 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		65.7 %	2025-2026	**66.8 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		44.2 %	2025-2026	**45.3 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		53.6 %	2025-2026	**54.7 %**
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		57.4 %	2025-2026	**58.5 %**
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		12.9 %	2025-2026	**14 %**
Goal 1	SBAC ELA - Average distance from standard (ALL)	70 pts	-68.4 pts	2024-2025	**-53.4 pts**
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		24 %	2024-2025	**29 %**
Goal 1	SBAC Math - Average distance from standard (ALL)	-59.9 pts	-72.8 pts	2024-2025	**-57.8 pts**
Goal 1	SBAC Math - Average distance from standard (Students w/ Disabilities)		-156.7 pts	2024-2025	**-141.7 pts**
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		23 %	2024-2025	**28 %**

Goal 2	Chronic Absenteeism - (African American)		60.7 %	2024-2025	**60.1 %** ↓
Goal 2	Chronic Absenteeism - (Hispanic)		53.6 %	2024-2025	**53 %** ↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		53.8 %	2024-2025	**53.2 %** ↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		54.8 %	2024-2025	**54.2 %** ↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	30 %	35.5 %	2025-2026	**34.9 %** ↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	90.2 %	95 %	2025-2026	**96.1 %** ↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	92.7 %	95 %	2025-2026	**96.1 %** ↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		83 %	2025-2026	**85 %** ↑
Goal 2	Suspension Rate - (African American)		14 %	2024-2025	**13.67 %** ↓
Goal 2	Suspension Rate - (Hispanic)	6 %	8.4 %	2024-2025	**8.07 %** ↓
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)	6 %	9.4 %	2024-2025	**9.07 %** ↓
Goal 2	Suspension Rate (ALL) Semester 1	6 %	5.1 %	2025-2026	**4.77 %** ↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

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

Literacy

PROBLEM OF PRACTICE

1. A significant number of students, particularly socioeconomically disadvantage students, English Learners, students with disabilities, African American students, and students are not demonstrating grade-level proficiency in literacy and mathematics as measured by SBAC and i-Ready diagnostic assessments. How can we improve Tier 1 instruction and target intervention in Literacy and Math to significantly increase the number of students meeting or exceeding standards.

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

Early Learning

PROBLEM OF PRACTICE

2. Students in the early grades (TK–2) are entering upper grades without strong foundational literacy skills, which impacts reading comprehension, vocabulary development, and overall academic achievement. How can we strengthen Tier 1 instruction and targeted intervention in literacy and foundational skills particularly for English Learners and students with disabilities to accelerate both language acquisition and grade-level proficiency, so that growth trends translate into significantly higher rates of students meeting or exceeding standards?

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

Attendance

PROBLEM OF PRACTICE

3. Williams' students experience inconsistent attendance and engagement, which impacts their ability to access consistent Tier 1 instruction and intervention supports. How can we leverage family engagement and positive school climate to implement targeted, culturally responsive attendance supports that significantly reduce chronic absenteeism, especially among English Learners, SWD, SED, HI students and move all student groups toward meeting or exceeding attendance goals?

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

4.Suspension rates are currently at 6.8 (high) including all student groups. How can we strengthen and align our culturally responsive practices, supports, and Restorative Practice systems to ensure equitable outcomes and significantly reduce the suspension rate for our SWD, HI, and African American students while sustaining low suspension rates schoolwide?

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

5. A significant number of students at Williams Elementary are not meeting grade-level expectations in mathematics, particularly in number sense and algebraic thinking. Current data indicates that many students struggle to explain their thinking, apply strategies, and demonstrate conceptual understanding.

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

1. Literacy: Instruction and strategies across grade levels.

- Students not mastering foundational skills in the primary grades.
- The need to progress monitor foundational literacy instruction
- Opportunities to continue develop foundational skill building strategies with all staff.
- Limited systematic use of assessment data to adjust Tier 1 instruction and provide targeted Tier 2 and Tier 3 interventions.
- Students with the highest needs (English Learners, students with disabilities, and students with attendance challenges) require more consistent targeted academic and language supports.

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

2. Intervention literacy instruction and strategies across grade levels.

- Students not mastering foundational skills in the primary grades.
- The need to progress monitor foundational literacy instruction
- Opportunities to continue develop foundational skill building strategies with all staff.
- Limited systematic use of assessment data to adjust Tier 1 instruction and provide targeted Tier 2 and Tier 3 interventions.
- Students with the highest needs (English Learners, students with disabilities, and students with attendance challenges) require more consistent targeted academic and language supports.

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

3. Attendance

- High Chronic Absenteeism Rate
- Over one-third of students (36.7%) are chronically absent, which significantly impacts instructional time and academic outcomes.
- Significant Group of Severely Chronically Absent Students
- 11.4% of students are severely chronically absent, indicating persistent attendance barriers that may require intensive intervention and family support.
- Large Number of Students in the “Manageable” Range
- 28.3% of students are close to becoming chronically absent. Without early intervention, many of these students could shift into higher-risk categories
- Chronic absenteeism and inconsistent attendance for some student groups limit access to daily instruction.
- Students with the highest needs (English Learners, students with disabilities, and students with attendance challenges) require more consistent targeted academic and language supports.
- Families need increased opportunities and support to understand academic expectations, available resources, and how to support learning at home.
- Develop protocols regarding absenteeism and progress monitoring
- Create plan for short term independent study contracts for attendance recovery

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

4. Suspensions

- Chronic absenteeism and inconsistent attendance for some student groups limit access to daily instruction.
- Students with the highest needs (English Learners, students with disabilities, and students with attendance challenges) require more consistent targeted academic and language supports.
- Families need increased opportunities and support to understand academic expectations, available resources, and how to support learning at home.
- TST: Higher percentage of students exposed to trauma and/or behaviors that result in level III misbehaviors.
- • Students who experience trauma or stress may struggle with school engagement and appropriate behavior.
- • A lack of accessible mental health services and behavioral support programs may lead to disciplinary issues.
- Offer supports available Simple Connect, All4Youth, Behavioral Health, Project Access, and Care Solace

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

5. Math

- Need consistent use of research-based math practices
- Progress Monitor mathematical discourse, use of manipulatives, and problem-solving strategies
- Increase opportunities for practice and reinforcement beyond the classroom: Math RTI, ASP Afterschool Tutoring opportunities
- Increase opportunity including family understanding of how to support math at home.

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

Need 1

- Provide professional learning and collaborative planning opportunities for teachers focused on foundational literacy instruction, morphology, vocabulary development, and comprehension strategies.
- Monitor and collect qualitative data of strong Tier 1 instruction across classrooms
- Establish and monitor clear schoolwide expectations for high-quality Tier 1 instruction in literacy and math, including explicit instruction, checks for understanding, and structured student engagement.
- Provide ongoing coaching, modeling, and instructional walkthrough feedback cycles focused on rigorous grade-level instruction and differentiation
- Monitor and collect data of equitable access to high-quality core instruction for all students, particularly multilingual learners, students with disabilities, and students performing below grade level, so they are not over-reliant on intervention at the expense of core learning.

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

Need 2

- Strengthen PLC structures to ensure teachers regularly analyze assessment data (i-Ready, SBAC, formative assessments) and adjust instruction to meet student needs.
- Collect and Monitor instruction with IPG
- Need fora a qualitative data tool: ILT to create a walk through tool for K-2 and 3rd-6th

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

Need 3

- Expand targeted intervention supports and progress monitoring for students performing below grade level, particularly English Learners and students with identified academic gaps.
- Add Designated ELD Instruction to Master Instructional Schedule
- Professional Learning on Designated and Integrated ELD Instruction
- Integrated ELD in core curriculum and supplemental materials using Wonders text and Magnetic Reading. Additionally, the use of I-ready online platforms and Teacher toolbox lessons to supplement core curriculum

- RTI model in K-6th grade classes including small group instruction by certificated teachers and paraprofessionals

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

Need 4

- Create an Attendance Committee with both classified and Certificated staff to spearhead initiatives to increase attendance rate
- TST to prioritize attendance
- Implement attendance monitoring systems to support improved attendance and student engagement
- Williams Elementary currently has an Average Daily Attendance (ADA) of 90.4%. While this indicates that the majority of students attend school regularly, the data also shows that chronic absenteeism remains a concern

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

Need 5

- Need to increase family workshops, communication, and involvement to better support student achievement in literacy, math, and overall engagement
- Current data shows many students are still below grade level, and learning must extend beyond the classroom to accelerate progress
- Equip families with clear strategies aligned to classroom instruction, and build their capacity as partners in learning
- Strengthen consistency between home and school, increases student support, and helps close achievement gaps especially for our most vulnerable student groups.
- Increase opportunities for family workshops, communication, and involvement that support literacy, math learning, and school engagement.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

LITERACY TK- 2ND GRADE FOUNDATION SKILLS PROGRAM

Fully Implemented

The TK–2 foundational literacy program has been implemented through structured literacy instruction, phonics and morphology instruction, and targeted small group support. Teachers engage in collaborative planning through PLC structures and receive ongoing support through coaching and professional learning. Foundational literacy practices are regularly monitored through classroom observations and data analysis.

INCREASE ELA SBAC & IREADY PROFICIENCY TO 50%

Fully Implemented

Teachers are using i-Ready diagnostic data and formative assessments to guide instruction; however, consistency in implementing targeted strategies across grade levels continues to be strengthened through PLC collaboration and instructional support.

INCREASE ENGLISH LANGUAGE DEVELOPMENT REDESIGNATION RATE

Fully Implemented

Designated and integrated ELD instruction is implemented across grade levels. Teachers are incorporating language development strategies into daily instruction; however, additional support and monitoring are needed to increase redesignation rates and strengthen language acquisition.

COMPREHENSIVE READING SUPPORT & INTERVENTION PROGRAM TK-6TH

Fully Implemented

Reading interventions are provided through small group instruction and targeted support. Progress monitoring and intervention scheduling are in place; however, continued alignment between Tier 1 instruction and intervention supports is needed.

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

Fully Implemented

Teachers are implementing grade-level math instruction and using district curriculum and formative assessments. Ongoing professional learning and PLC collaboration are supporting improved instructional strategies in mathematics.

CHARACTER AND COMPETENCIES FOR WORKPLACE SUCCESS

Partially Implemented

social emotional learning practices are embedded through classroom routines, recognition systems, and schoolwide expectations that promote positive student behavior and engagement.

INCREASE ATTENDANCE RATE

Partially Implemented

Attendance monitoring systems and family outreach efforts are in place. Staff continue to communicate with families regarding attendance expectations and provide support when attendance challenges arise.

MULTI -TIERED LEVELS OF SUPPORT TO LOWER SUSPENSION RATE

Fully Implemented

The school implements MTSS practices including restorative approaches, behavior supports, and targeted interventions to address student behavior and reduce suspension rates.

STAFF ENGAGEMENT

Fully Implemented

Staff engagement is supported through collaborative PLC structures, professional learning opportunities, and shared leadership among instructional teams.

Increased Parent Participation and Inclusion

Partially Implemented

The school offers parent workshops, communication opportunities, and family engagement events. Continued efforts are being made to increase participation and accessibility for families.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

LITERACY TK- 2ND GRADE FOUNDATION SKILLS PROGRAM

Partially Effective

Early literacy instruction has improved student access to foundational reading skills. Classroom observations and assessment data show increased engagement and development of phonics and decoding skills in early grades.

Grade Kinder is leading - data currently at 63%

INCREASE ELA SBAC & IREADY PROFICIENCY TO 50%

Partially Effective

Student growth is visible in interim assessments; however, overall proficiency levels indicate continued focus is needed on strengthening Tier 1 instruction and targeted support for students performing below grade level.

INCREASE ENGLISH LANGUAGE DEVELOPMENT REDESIGNATION RATE

Partially Effective

Students are demonstrating language development growth, but redesignation rates indicate a need for more targeted instructional supports and consistent language development strategies.

COMPREHENSIVE READING SUPPORT & INTERVENTION PROGRAM TK-6TH

Effective

Intervention programs provide support to struggling readers; however, continued alignment between classroom instruction and intervention strategies is necessary to accelerate student growth.

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

Partially Effective

Students show growth in math skills, but proficiency data indicates the need for continued emphasis on conceptual understanding, problem solving, and mathematical discourse.

CHARACTER AND COMPETENCIES FOR WORKPLACE SUCCESS

Partially Effective

Positive behavior systems and character education practices contribute to a supportive school climate and increased student engagement.

INCREASE ATTENDANCE RATE

Partially Effective

Attendance monitoring and outreach efforts have supported improved awareness; however, continued strategies are needed to reduce chronic absenteeism.

MULTI -TIERED LEVELS OF SUPPORT TO LOWER SUSPENSION RATE

Partially Effective

Implementation of MTSS and restorative practices has supported a positive school climate and reduced disciplinary incidents.

STAFF ENGAGEMENT

Partially Effective

Staff participation in PLCs, professional learning, and collaborative planning contributes to instructional improvement and shared responsibility for student outcomes.

Increased Parent Participation and Inclusion

Partially Effective

Family engagement opportunities have been limited. Participation rates remain low, and families may lack clarity on how to support learning at home. As a result, this action has not yet contributed significantly to improved student outcomes.

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

Based on the analysis of implementation and effectiveness, the school will strengthen instructional practices through continued focus on foundational literacy, targeted interventions, and data-driven instruction.

- Expanding professional learning focused on foundational literacy, morphology, and comprehension strategies.
- Strengthening PLC structures to support deeper analysis of student data and instructional planning.
- Increasing targeted interventions for students performing below grade level, particularly English Learners and students receiving additional academic support.
- Continuing to improve attendance through proactive family outreach and support systems.
- Expanding family engagement opportunities that support literacy, math learning, and school involvement.

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

SSC:

- School Site Council reviewed the following academic, attendance, and climate data, including SBAC results, i-Ready diagnostic growth, English Learner progress, and attendance trend data.
- SSC members discussed the importance of foundational literacy instruction in the early grades, expanding targeted intervention supports,
- Principal shared our continuing effort to monitor student progress through Core Phonics Survey and teacher data.
- Council members requested field trips and other engagement opportunities
- SSC provided feedback and support continuing the investment in literacy, intervention programs,
- SSC Members requested more family engagement initiatives.

ELAC:

Translate literature so that parents are able to help

ELAC concerned with lack of funding

Increase parent involvement

Support parents understand what student are learning so they can help

Staff:

- Teachers are combining foundational skills instruction, differentiated small-group support, vocabulary/morphology work, and integrated reading and writing activities to strengthen literacy outcomes across classrooms.
- School staff reviewed the data during staff meetings and discussed trends related to student achievement, attendance, and instructional practices.
- Teachers reflected on the need to strengthen Tier 1 instruction, particularly in foundational literacy and mathematics
- Need to continue using assessment data to guide instruction and intervention planning.
- Needing support in other strategies to strengthen reading comprehension.
- Staff feedback supported continued professional learning, targeted intervention support, and ongoing collaboration to improve student outcomes.

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

LITERACY TK- 2ND GRADE FOUNDATION SKILLS PROGRAM

Action Details

Early Literacy

SMART Goal:
By June 2027, 60% of K-2 students will score proficient in literacy as measured by i-Ready Diagnostic #3. Teachers will deliver explicit and systematic instruction in decoding and encoding words, including word part analysis and connected text reading, to build reading accuracy, automaticity, fluency, and comprehension.

Action Plan

Ongoing Professional Learning
- Provide ongoing coaching for leaders, ILT, and teachers to bridge Foundational Skills and Reading Comprehension
- Analyze data and progress monitor regularly
- Conduct focus observations with ILT and PLCs, to assess current literacy practices, needs and s et measurable goals based on findings.
- Develop a tool for ongoing progress monitoring in collaboration with teachers.

Instructional Support for Foundational Skills
- Focus on academic language, phonemic awareness, encoding, and word recognition
- Implement daily to support literacy, fluency, and comprehension
- Use Common Formative Assessments (CFAs) to track student progress

Tier 2 RTI Support
- Utilize RSP and RTI Programs to work in support of the same objective
- Create a schedule that both RTI and RSP can adhere
- Provide support for students needing extra help by assigning students to TST team
- Conduct root cause analysis for students not meeting standards and offer interventions
- Provide enrichment for students who have mastered targets.

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

Consistent RTI Structures
- Ensure RTI is applied consistently across all grade levels.
- Monitor and adjust RTI interventions as needed.

- Regularly review progress, adjusting strategies as needed based on data.
- Admin will continue professional learning and coaching with TNTP for sustainability.

Direct Instructional Services

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

Tier 1: Core Instruction (All Students)

- All students receive 120 minutes of daily ELA instruction, including whole-group and small-group differentiated instruction.
- Instruction is standards-aligned, incorporating IPG Tenets 1—3 for foundational skills, student ownership, and instructional rigor.
- Classroom teachers lead Tier 1 instruction, supported by PLC structures, ILT, CCT, and schoolwide climate and culture practices aligned to District discipline guidelines.

Tier 2 & 3 — Targeted Intervention

- Grades K-6 participate in 30-40-minute intervention sessions, 4 days per week, delivered by classroom teachers, teaching fellows, and support staff.
- Tier 2 and Tier 3 support is provided for students reading 1 year or more below grade level by teacher and teaching fellows.
- Tier 1 and Tier 2 supports are coordinated during Daily Dive, ensuring classroom teachers and PLC teams address skill gaps in real time.
- Students are progress-monitored with i-Ready diagnostics, common formative assessments, and targeted re-teaching to address foundational skill gaps.

Professional Development and Teacher Supports

- Teachers engage in ongoing professional development to:
- Analyze students' foundational reading needs and determine interventions.
- Plan differentiated instruction aligned to grade-level standards.
- Implement inclusive practices for students with special needs.
- Use Instructional Practice Guide Tenets 2C (Foundational Skills) and 3 (Student Ownership) to strengthen instruction rigor. K-2 teachers participate in semester coaching cycles with academic coach.

Continue with Fresno High Regional Literacy Project through:

- Project ARISE modules on the Science of Reading.
- TNTP partnership for early literacy coaching and curriculum-focused communities of practice. PLC Teams support skill development in:
- Academic language, inferential/narrative language, and vocabulary.
- Phonemic awareness, decoding, word analysis, and writing recognition.
- Reading connected text daily to build fluency and comprehension.
- Using common formative assessments for progress monitoring and root-cause analysis.

Teacher Support and Collaboration

- Teachers have sub-release days to attend:
- Lesson studies, classroom visits, Data Chats, SSTs, and IEPs.
- Quarterly goal-setting conferences with students to review i-Ready goals, common assessments, EL reclassification goals, and attendance.
- PLC sub-release days: Four days for data analysis, instructional planning, and addressing foundational skill gaps.
- Root-cause analysis to determine interventions for students not meeting standards and enrichment for students who have mastered targets.
- Push-in support for K—6 reading through Teaching Fellows to strengthen early literacy foundations.
- Opportunities for staff and leadership to build capacity in literacy instruction, including asynchronous courses, coaching, and curriculum-focused communities of practice.

- Evidence-Based Instructional Strategies:
    - Implementation of Orton-Gillingham strategies based on the Science of Reading.
    - Daily connected text reading and systematic phonics instruction using Wonders and Magnetic Reading lessons.
    - Use of instructional resources such as leveled readers, assessment kits, and differentiated materials to meet diverse learning needs.
    - Create Schoolwide Instructional Assurances TK-6 including Instructional Schedule 120 Minutes of ELA to ensure consistent Tier 1 instruction aligned with grade-level curriculum and standards.
    - Integration of Blended Learning Technology (student tablets) to support instruction and assessment.
- Personnel & Resources:
    - Tutors: Each K-1 classroom (8 classrooms) will have a tutor for 3.5 hours per day, Monday-Friday, to provide small-group support and individualized reading assistance.
    - Teachers: Deliver explicit, structured literacy instruction and conduct ongoing progress monitoring.
    - Instructional Coaches & TSAs: Provide professional development and coaching to enhance Tier 1 instruction.
- Parent & Community Engagement:
    - Sequenced Parent Workshops focused on Literacy and Math, School-hosted Literacy Night to equip parents with strategies for supporting foundational skills at home.

Tier 2: Targeted Support

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

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

Tier 3: Intensive Support

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

- Evidence-Based Interventions:
    - One-on-one literacy interventions using structured literacy approaches such as Orton-Gillingham.

- Intensive phonics and fluency instruction using materials and supplies specifically designed for foundational skills development.
- Frequent progress monitoring through SST meetings and i-Ready assessments.
- Use of adaptive learning technology for personalized instruction.

• Personnel & Resources:
- Special Education Teachers & Reading Specialists: Provide intensive, individualized instruction.
- School Counselors & Behavioral Interventionists: Implement targeted behavioral supports.
- Sub Release for SST Meetings: Allow teachers to participate in data-driven discussions to identify student needs.

• Social-Emotional & Behavioral Support:
- Restorative circles and conflict resolution strategies.
- Individualized Behavior Intervention Plans (BIPs) aligned with PBIS strategies.

Alignment of Site Resources & Personnel to MTSS Practices

• Professional Learning & Coaching:
- Orton-Gillingham training for teachers to deepen understanding of the Science of Reading.
- TNTP partnership for professional learning, coaching, and curriculum planning.
- Professional learning sessions on foundational literacy instruction for Tk-2nd grade.

• Assessment & Data Monitoring:
- Use of i-Ready, CFAs, and diagnostic tools for ongoing progress monitoring.
- Data analysis and planning time are supported by sub-release days.

• Collaboration & Family Engagement:
- Literacy Night to engage families in foundational literacy practices.
- Cross-team collaboration between general education, intervention, and special education staff.

English Learner Students

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

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

• Performance: 10.9% increased
• Progress: 63.2%of ELL students are making progress toward English language proficiency, categorized in the orange (low-performance) group on the California Dashboard.
• Student Population: 52 students.
• ELPI 52.2%

White:

• Performance: -70.9 points below the standard on SBAC.
• Progress: 19.6%% of students are making progress toward proficiency, categorized in the red (low-performance) group on the California Dashboard.

- Student Population: 17 students.

African American Students

- Performance: -55.9 points below the standard on SBAC.
- California Dashboard Status: 22.8 increased Moved from orange to yellow indicators
- Student Population: 39 students

Students with Disabilities (SWD)

- Performance: -145.5 points below the standard on SBAC.
- Trend: Increase by 9.1 points from the 2025 SBAC
- California Dashboard Status: Moved from Red to orange
- Student Population: 58 students.

Student Groups

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

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

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

Budget

- TSA
- RCA
- RTI Tutors: Provide 5 days per week

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

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

With Title I funds, we will support English Language Learners by providing supplemental materials and resources for differentiated instruction, along with professional development for teachers and support staff to strengthen language acquisition and promote academic success. Additionally, we will allocate funds to hire a Teacher on Special Assignment (TSA), a Resource Counselor Assistant

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

English Learner

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

Hispanics

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

Students with Disabilities:

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Staff will partner with families to boost K–2 literacy growth toward the 60% proficiency target.

Actions: share easy, multilingual home literacy routines (phonemic play, daily decoding/encoding practice, read-aloud strategies), promote and staff family literacy workshops, distribute short tip-sheets and CFA/progress summaries, and support home–school behavior and practice trackers. They will help liaise between teachers and families for Tier 2/RTI placements, assist in scheduling family check-ins, provide resources for at-home enrichment, and support communication of progress and celebrations to increase family involvement and student practice time.

Professional Learning

Describe Professional Learning related to this action.

Ongoing PLC collaboration and coaching will support the consistent application of these strategies to accelerate, ongoing coaching for leaders, ILT, and staff (including TNTP coaching), regular data analysis and progress monitoring, and focus observations with ILT/PLCs to set measurable goals.

Support staff will help implement the Instructional Practice Guide and Reading Foundational Skills Look Fors, assist with daily foundational-skills routines (phonemic awareness, encoding, word recognition), and use CFAs and a teacher-developed progress-monitoring tool.

Teams will help maintain consistent RTI structures support Tier 2 schedules, coordinate with RSP/RTI/TST teams, collect data for Wizard updates, and support interventions and enrichment as directed.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

We will achieve these improvements in knowledge and learning through the following actions:

- Effective Tier 1 Instruction: Teachers will implement high-quality Tier 1 instruction aligned with assessments to ensure consistency and effectiveness.
- Data-Driven Instruction: PLC teams will meet regularly to analyze student data and adjust instruction accordingly.
- Targeted Interventions: Tier 2 and Tier 3 interventions will be structured and tailored based on assessment results to meet student needs.
- Professional Development: K-2 teachers will complete foundational literacy training, while 3-6 teachers will finalize a comprehensive assessment plan.

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

Shape these behaviors...

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

We will shape these behaviors by utilizing district benchmark assessments, i-Ready Diagnostic reading assessments, and SBAC Interim assessments, including FSA. Expected Outcomes:

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

Measuring Success:

- Progress will be measured through growth from one assessment to the next and i-Ready Personalized Learning Lessons.
- Our goal is to increase the number of students meeting their stretch growth by 20% in i-Ready Diagnostic 3 (D3) compared to last year's D3 results.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

We will ultimately achieve these impacts by:

- Increasing the number of students meeting or exceeding SBAC reading standards from 31.3% to 36.3% and reducing the distance from standards met from -58.5 to -43.5.
- Significantly increasing the number of students reading at or above grade level, closing achievement gaps.
- Establishing a sustainable, data-driven instructional culture embedded in PLC practices.
- Reducing the need for intensive Tier 3 interventions through strong foundational literacy development in early grades.
- Ensuring high teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

The Principal, ILT, CCT, PLCs, and teachers will continuously monitor outcomes to ensure progress and drive improvement.

- Instructional Support and Feedback:
    - Administrators will conduct weekly classroom visits (Admin/AC) to observe instruction.
    - Teachers will receive targeted feedback with follow-ups to ensure implementation.
    - Patterns and trends will be identified to align professional learning with site needs.
    - The reading foundational skills tool and collective commitments walkthrough tools will be utilized to collect data and provide feedback.

Measuring Outcomes:

- Success will be measured by reading foundational skills walkthrough data, focusing on Best Practices, with a target of 70% "yes" observations in Phonological and Phonic Awareness.
- Teachers, grade-level PLCs, and administrators will collaborate to monitor progress and ensure continuous improvement.

- Teachers, grade-level PLCs, and administrators will consistently monitor outcomes to ensure progress and make necessary adjustments.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

LITERACY 3RD-6TH INCREASE ELA SBAC & IREADY PROFICIENCY TO 60%

Action Details

Early Literacy

SMART Goals:

1. **By the end of May 2027,** 60% of 3rd-6th grade students will score **proficient** in literacy as measured by **i-Ready Diagnostic #3 and SBAC data**.

Action Plan:

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

Direct Instructional Services

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

Tier 1: Core Instruction (All Students)

- All students receive 120 minutes of daily ELA instruction, including whole-group and small-group differentiated instruction.
- Instruction is standards-aligned, incorporating IPG Tenets 1—3 for foundational skills, student ownership, and instructional rigor.
- Classroom teachers lead Tier 1 instruction, supported by PLC structures, ILT, CCT, and schoolwide climate and culture practices aligned to District discipline guidelines.

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

Tier 2 & 3 — Targeted Intervention

- Grades K-6 participate in 30-40-minute intervention sessions, 4 days per week, delivered by classroom teachers, teaching fellows, and support staff.
- Tier 2 and Tier 3 support is provided for students reading 1 year or more below grade level by teacher and teaching fellows.
- Tier 1 and Tier 2 supports are coordinated during Daily Dive, ensuring classroom teachers and PLC teams address skill gaps in real time.
- Students are progress-monitored with i-Ready diagnostics, common formative assessments, and targeted re-teaching to address foundational skill gaps.
- Instructional Supports & Interventions:
- Small-group instruction based on CFA data
- Re-teaching of key concepts aligned with grade-level curriculum
- Professional Learning & Teacher Collaboration:
- Substitutes for Teachers to engage in Professional Learning, Data Analysis, & Planning
- Resources to support professional learning and instructional strategies

Professional Development and Teacher Supports

- Teachers engage in ongoing professional development to:
- Analyze students' foundational reading needs and determine interventions.
- Plan differentiated instruction aligned to grade-level standards.
- Implement inclusive practices for students with special needs.
- Use Instructional Practice Guide Tenets 2C (Foundational Skills) and 3 (Student Ownership) to strengthen instruction rigor. K-2 teachers participate in semester coaching cycles with academic coach

Teacher Support and Collaboration

- Teachers have sub-release days to attend:
- Lesson studies, classroom visits, Data Chats, SSTs, and IEPs.
- Quarterly goal-setting conferences with students to review i-Ready goals, common assessments, EL reclassification goals, and attendance.
- PLC sub-release days: Four days for data analysis, instructional planning, and addressing foundational skill gaps.
- Root-cause analysis to determine interventions for students not meeting standards and enrichment for students who have mastered targets.
- Push-in support for K—6 reading through Teaching Fellows to strengthen early literacy foundations.
- Opportunities for staff and leadership to build capacity in literacy instruction, including asynchronous courses, coaching, and curriculum-focused communities of practice.

- Evidence-Based Instructional Strategies:
    - Implementation of Orton-Gillingham strategies based on the Science of Reading.

    - Daily connected text reading and systematic phonics instruction using Wonders and Magnetic Reading lessons.
    - Use of instructional resources such as leveled readers, assessment kits, and differentiated materials to meet diverse learning needs.
    - Create Schoolwide Instructional Assurances TK-6 including Instructional Schedule 120 Minutes of ELA to ensure consistent Tier 1 instruction aligned with grade-level curriculum and standards.
    - Integration of Blended Learning Technology (student tablets) to support instruction and assessment.
- Personnel & Resources:
    - ELF Tutors: will support in RTI for 6 hours per day, Monday-Friday, to provide small-group support and individualized reading assistance.
    - Teachers: Deliver explicit, structured literacy instruction and conduct ongoing progress monitoring.
    - Instructional Coaches & TSAs: Provide professional development and coaching to enhance Tier 1 instruction.
- Parent & Community Engagement:
    - Sequenced Parent Workshops focused on Literacy and Math, School-hosted Literacy Night to equip parents with strategies for supporting foundational skills at home.

Tier 2: Targeted Support

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

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

Tier 3: Intensive Support

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

- Intensive, small-group, or one-on-one instruction for students significantly below grade level
- Use of research-based interventions and scaffolding strategies
- Additional Support Resources: Parent Involvement Resources to support EL instruction and intervention strategies
- Evidence-Based Interventions:
    - One-on-one literacy interventions using structured literacy approaches such as Orton-Gillingham.
    - Intensive phonics and fluency instruction using materials and supplies specifically designed for foundational skills development.
    - Frequent progress monitoring through SST meetings and i-Ready assessments.
    - Use of adaptive learning technology for personalized instruction.
- Personnel & Resources:
    - Special Education Teachers & Reading Specialists: Provide intensive, individualized instruction.
    - School Counselors & Behavioral Interventionists: Implement targeted behavioral supports.
    - Sub Release for SST Meetings: Allow teachers to participate in data-driven discussions to identify student needs.

- Social-Emotional & Behavioral Support:
    - Restorative circles and conflict resolution strategies.
    - Individualized Behavior Intervention Plans (BIPs) aligned with PBIS strategies.

Alignment of Site Resources & Personnel to MTSS Practices

- Professional Learning & Coaching:
    - Orton-Gillingham training for teachers to deepen understanding of the Science of Reading.
    - TNTP partnership for professional learning, coaching, and curriculum planning.
    - Professional learning sessions on foundational literacy instruction for Tk-2nd grade.
- Assessment & Data Monitoring:
    - Use of i-Ready, CFAs, and diagnostic tools for ongoing progress monitoring.
    - Data analysis and planning time are supported by sub-release days.
- Collaboration & Family Engagement:
    - Literacy Night to engage families in foundational literacy practices.
    - Cross-team collaboration between general education, intervention, and special education staff.

English Learner Students

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

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

English Language Learners (ELLs)

- Performance: 10.9% increased
- Progress: 63.2%of ELL students are making progress toward English language proficiency, categorized in the orange (low-performance) group on the California Dashboard.
- Student Population: 52 students.
- ELPI 52.2%

White:

- Performance: -70.9 points below the standard on SBAC.
- Progress: 19.6%% of students are making progress toward proficiency, categorized in the red (low-performance) group on the California Dashboard.
- Student Population: 17 students.

African American Students

- Performance: -55.9 points below the standard on SBAC.
- California Dashboard Status: 22.8 increased Moved from orange to yellow indicators
- Student Population: 39 students

Students with Disabilities (SWD)

- Performance: -145.5 points below the standard on SBAC.
- Trend: Increase by 9.1 points from the 2025 SBAC
- California Dashboard Status: Moved from Red to orange
- Student Population: 58 students.

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

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

Tiered Support Structure

- Tier II (1 year below grade level) and Tier III (2+ years below grade level) students will receive targeted intervention from:
    - TSA
    - Academic Coach
    - Certificated Tutor
    - Teaching Fellows
    - RSP Teacher
    - RTI Support: Teaching Fellows: Provide 5 days per week (6 hours per day) of additional instructional support.

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

High-Quality Designated and Integrated ELD Instruction

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

Targeted Interventions & Academic Support

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

Professional Learning & Collaboration

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

- Common Assignment Data Analysis:
    - Teachers will regularly analyze student performance on common assessments to monitor progress and adjust instruction accordingly.

Student Groups

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

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

- With Title I funds, we plan to support English Language Learners by providing supplemental materials and resources for differentiated instruction, as well as professional development for teachers and support staff to enhance language acquisition and academic success. Williams Elementary will utilize Title I funds to contract California Teaching Fellows to support Tier III Response to Intervention (RTI) groups in reading. This initiative aims to provide targeted support for students performing below grade level.
- RTI Implementation: Frequency & Duration: Students will participate in 40-minute RTI sessions, four days per week through a deployment model involving multiple support staff.
- Support Team: Intervention will be delivered by classroom teachers, TSA, Academic Coach, certified tutor sub, Teaching Fellows, and support staff to ensure comprehensive literacy support.

Budget

- TSA
- RCA
- RTI ELF Fellows: Provide 5 days per week

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

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

With Title I funds, we will support English Language Learners by providing supplemental materials and resources for differentiated instruction, along with professional development for teachers and support staff to strengthen language acquisition and promote academic success. Additionally, we will allocate funds to hire a Teacher on Special Assignment (TSA), a Resource Counselor Assistant

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

English Learner

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

Hispanics

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

Students with Disabilities:

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will support the 60% proficiency goal by using a simple three-read routine at home (read for understanding, read for craft, read to write/compare), 15–30 min daily reading, and guided question stems. School will provide one-page guides on Portrait Of A Learner, Kinder First Grade Learner including quarterly workshops, translated materials, monthly progress updates, and targeted outreach for students needing interventions.

Professional Learning

Describe Professional Learning related to this action.

Professional Learning: PLCs and ILT will focus on three-read Close Reading lessons, backward-mapping to IAB/FIAB/SBAC standards, and CFA development aligned to CAASPP rigor. Supports include four half-day subs/month, ILT coaching, CFA calendar, Common Core Companion training, and ongoing data-analysis protocols to drive intervention and enrichment.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

We will achieve these improvements in knowledge and learning through the following actions:

- Effective Tier 1 Instruction: Teachers will implement high-quality Tier 1 instruction aligned with assessments to ensure consistency and effectiveness.
- Data-Driven Instruction: PLC teams will meet regularly to analyze student data and adjust instruction accordingly.
- Targeted Interventions: Tier 2 and Tier 3 interventions will be structured and tailored based on assessment results to meet student needs.
- Professional Development: K-2 teachers will complete foundational literacy training, while 3-6 teachers will finalize a comprehensive assessment plan.
- Instructional Support and Feedback:
    - Administrators will conduct weekly classroom visits (Admin/AC) to observe instruction.
    - Teachers will receive targeted feedback with follow-ups to ensure implementation.
    - Patterns and trends will be identified to align professional learning with site needs.
    - The reading foundational skills tool and collective commitments walkthrough tools will be utilized to collect data and provide feedback.

Measuring Outcomes:

- Success will be measured by reading foundational skills walkthrough data, focusing on Best Practices, with a target of 70% "yes" observations in Phonological and Phonic Awareness.
- Teachers, grade-level PLCs, and administrators will collaborate to monitor progress and ensure continuous improvement.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

We will achieve these improvements in knowledge and learning through the following actions:

- Effective Tier 1 Instruction: Teachers will implement high-quality Tier 1 instruction aligned with assessments to ensure consistency and effectiveness.
- Data-Driven Instruction: PLC teams will meet regularly to analyze student data and adjust instruction accordingly.
- Targeted Interventions: Tier 2 and Tier 3 interventions will be structured and tailored based on assessment results to meet student needs.
- Professional Development: K-2 teachers will complete foundational literacy training, while 3-6 teachers will finalize a comprehensive assessment plan.
- Instructional Support and Feedback:
    - Administrators will conduct weekly classroom visits (Admin/AC) to observe instruction.
    - Teachers will receive targeted feedback with follow-ups to ensure implementation.
    - Patterns and trends will be identified to align professional learning with site needs.
    - The reading foundational skills tool and collective commitments walkthrough tools will be utilized to collect data and provide feedback.

Measuring Outcomes:

- Success will be measured by reading foundational skills walkthrough data, focusing on Best Practices, with a target of 70% "yes" observations in Phonological and Phonic Awareness.
- Teachers, grade-level PLCs, and administrators will collaborate to monitor progress and ensure continuous improvement.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

We will ultimately achieve these impacts by:

- Increasing the number of students meeting or exceeding SBAC reading standards from 19.7% to 25% and reducing the distance from standards met from -86.35 to -70.0.
- Significantly increasing the number of students reading at or above grade level, closing achievement gaps.
- Establishing a sustainable, data-driven instructional culture embedded in PLC practices.
- Reducing the need for intensive Tier 3 interventions through strong foundational literacy development in early grades.
- Ensuring high teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

The Principal, ILT, CCT, PLCs, and teachers will continuously monitor outcomes to ensure progress and drive improvement

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

INCREASE ENGLISH LANGUAGE DEVELOPMENT REDESIGNATION RATE

Action Details

Early Literacy

SMART Goal:
By the end of the 2026-2027 school year, the number and percentage of English Learner (EL) students redesignated will increase by 25%. Williams will implement a comprehensive program to support English Learners at all stages of language acquisition and academic development, aligning with the ELD Standards and ELA/ELD Framework. The program will focus on increasing redesignation rates and improving proficiency levels on the ELPAC assessment. Through Professional Learning Communities (PLCs), teachers will execute a targeted action plan that integrates Response to Intervention (RTI) strategies, emphasizing support for EL students performing below grade level on SBAC, i-Ready, BAS, and redesignation data in the 2026-2027 testing administration.

Action Plan I nstruction & Curriculum Implementation

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

Assessment & Progress Monitoring

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

Professional Development & Support

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

Direct Instructional Services

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

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

Tier 2: Targeted Instruction & Intervention

- ELD Companion, Guided Reading, and ELD/ELA Framework resources to provide structured language support for students requiring additional instruction.
- Paper, charts, and posters to support differentiated instruction and visual learning aids.
- Paper, folders, and whiteboards to facilitate small group instruction and student engagement in literacy activities.

Tier 3: Intensive Intervention & Support

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

English Learner Students

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

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

- Performance: 10.9% increased
- Progress: 63.2%of ELL students are making progress toward English language proficiency, categorized in the orange (low-performance) group on the California Dashboard.
- Student Population: 52 students.
- ELPI 52.2%

White:

- Performance: -70.9 points below the standard on SBAC.
- Progress: 19.6%% of students are making progress toward proficiency, categorized in the red (low-performance) group on the California Dashboard.
- Student Population: 17 students.

African American Students

- Performance: -55.9 points below the standard on SBAC.
- California Dashboard Status: 22.8 increased Moved from orange to yellow indicators
- Student Population: 39 students

Students with Disabilities (SWD)

- Performance: -145.5 points below the standard on SBAC.
- Trend: Increase by 9.1 points from the 2025 SBAC
- California Dashboard Status: Moved from Red to orange
- Student Population: 58 students.

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

RTI Implementation

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

Tiered Support Structure

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

To ensure English Learners (ELs) receive the necessary support to develop language proficiency and achieve academic success, Williams Elementary has implemented a comprehensive approach that includes instructional strategies, targeted interventions, data-driven instruction, and professional learning for educators. 1. High-Quality Designated and Integrated ELD Instruction

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

Targeted Interventions & Academic Support

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

Professional Learning & Collaboration

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

Student Groups

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

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

Budget

- TSA
- RCA
- RTI Tutors: Provide 5 days per week

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

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

With Title I funds, we will support English Language Learners by providing supplemental materials and resources for differentiated instruction, along with professional development for teachers and support staff to strengthen language acquisition and promote academic success.

Additionally, we will allocate funds to hire a Teacher on Special Assignment (TSA), a Resource Counselor Assistant to provide targeted instructional support, social-emotional guidance, and mentorship for English Learner students.

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

English Learner

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

Hispanics

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

Students with Disabilities:

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Engage families of English Learners through ELPAC goal-setting conferences, informational ELAC meetings, and workshops, supported by bilingual resources and the Home School Liaison, to strengthen understanding of academic goals and strategies to support language and grade-level learning at home. Parent workshops will be translated and advertised in English and Spanish.

Professional Learning

Describe Professional Learning related to this action.

Teachers and support staff will participate in targeted professional learning to strengthen the delivery of designated and integrated ELD. Training will focus on implementing academic discourse strategies, talk moves/accountable talk, Language Frames, and data-driven instruction using ELPAC data in Elevation. Staff will also receive guidance on differentiating instruction for LTELs and Dually Identified ELS with IEPs, monitoring student progress, and providing targeted intervention during core instruction and after-school tutoring. Ongoing PLC collaboration and coaching will support the consistent application of these strategies to accelerate

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)
Expect to see

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

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

We will achieve these improvements in knowledge and learning through the following actions:

- Effective Tier 1 Instruction: Teachers will implement high-quality Tier 1 instruction aligned with assessments to ensure consistency and effectiveness.
- Data-Driven Instruction: PLC teams will meet regularly to analyze student data and adjust instruction accordingly.
- Targeted Interventions: Tier 2 and Tier 3 interventions will be structured and tailored based on assessment results to meet student needs.
- Professional Development: K-2 teachers will complete foundational literacy training, while 3-6 teachers will finalize a comprehensive assessment plan.
- Instructional Support and Feedback:
    - Administrators will conduct weekly classroom visits (Admin/AC) to observe instruction.
    - Teachers will receive targeted feedback with follow-ups to ensure implementation.
    - Patterns and trends will be identified to align professional learning with site needs.
    - The reading foundational skills tool and collective commitments walkthrough tools will be utilized to collect data and provide feedback.

Measuring Outcomes:

- Success will be measured by reading foundational skills walkthrough data, focusing on Best Practices, with a target of 70% "yes" observations in Phonological and Phonic Awareness.

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

Shape these behaviors...

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

We will shape these behaviors by utilizing district benchmark assessments, i-Ready Diagnostic reading assessments, and SBAC Interim assessments, including FSA. Expected Outcomes:

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

Measuring Success:

- Progress will be measured through growth from one assessment to the next and i-Ready Personalized Learning Lessons.
- Our goal is to increase the number of students meeting their stretch growth by 20% in i-Ready Diagnostic 3 (D3) compared to last year's D3 results.
- Teachers, grade-level PLCs, and administrators will consistently monitor outcomes to ensure progress and make necessary adjustments.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

We will ultimately achieve these impacts by:

- Increasing the number of students meeting or exceeding SBAC reading standards from 31.3% to 36.3% and reducing the distance from standards met from -58.5 to -43.5.
- Significantly increasing the number of students reading at or above grade level, closing achievement gaps.
- Establishing a sustainable, data-driven instructional culture embedded in PLC practices.
- Reducing the need for intensive Tier 3 interventions through strong foundational literacy development in early grades.
- Ensuring high teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

The Principal, ILT, CCT, PLCs, and teachers will continuously monitor outcomes to ensure progress and drive improvement.

- Teachers, grade-level PLCs, and administrators will collaborate to monitor progress and ensure continuous improvement.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

COMPREHENSIVE READING INTERVENTION PROGRAM TK-6TH

Action Details

Literacy Intervention

SMART Goal: By June 2027, 60% of K-6 students scoring significantly below grade level on SBAC, i-Ready Diagnostics, and the Phonics Inventory will demonstrate at least one year of growth in foundational reading skills and comprehension as measured by i-Ready progress monitoring and formative assessments. Additionally, the redesignation rate of English Learners (Levels 1-3) will increase by 10%.

Action Plan:

Tier 1:

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

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

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

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

- TST Identification
- SST or 504 Plan
- RSP Staff Support (Grades 1-3) for Tier 3 small group interventions during the RTI and Foundational Skills Instructional Block.
- Additional Professional Development for Teachers in foundational reading skills to improve intervention strategies and ensure effective RTI implementation.

Direct Instructional Services

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

- Tier 1: Universal Support (Core Instruction for All Students)
  - Implementation of ELD Standards to support English Language Development in all classrooms.
  - Use of Wonders Leveled Readers to provide differentiated reading instruction.
  - i-Ready Program for diagnostic assessments and personalized learning pathways.
  - Update Technology to enhance instruction, assessment, and student engagement.
  - Contract for copy machine to support instructional and assessment material preparation.

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

- Reading Tutors provide structured intervention for students needing additional reading support.
- Extra Pay Contracts for After-School Reading Intervention/Tutoring for certificated and classified staff to support students nearing proficiency.
- Inter-Act Fellows Tutoring Contract to provide small-group intervention and targeted academic support.

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

- Partnership with the Family Wellness Center to provide wraparound support for students facing academic and social-emotional challenges.
- Individualized Reading Intervention through one-on-one tutoring sessions and intensive skill-building strategies

English Learner Students

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

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

English Language Learners (ELLs)

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

White:

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

African American Students

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

- Student Population: 93 students

Students with Disabilities (SWD)

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

Tier 1

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

RTI Implementation

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

Tiered 2 & 3

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

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

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

Targeted Interventions

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

Professional Learning

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

Student Groups

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

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

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

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

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

Budget

- TSA
- RCA

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

English Learner

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

Hispanics

- We plan to support Hispanic students by ensuring that teachers and support staff implement designated ELD Instruction daily to ensure our ELs, including LTELs and Dually Identified ELs with IEPs, access core learning

- Add tutoring during the after-school program
- i-ready diagnostic and SBAC goal-setting conferences
- SBAC Assembly to promote test-taking strategies and the importance of goal-setting
- We will maximize our Home School Liaison to improve service and communication with the families of our ELs.

Students with Disabilities:

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will need support understanding student reading progress, literacy programs used at school, and strategies to support reading at home. Workshops and communication will help families learn how to encourage daily reading, vocabulary development, and language growth, while also providing information about the English Learner redesignation process and ways to support student success.

Professional Learning

Describe Professional Learning related to this action.

Staff will need professional learning in foundational reading instruction, effective RTI implementation, and data-driven instruction using SBAC, i-Ready, and Phonics Inventory data. Training will also focus on small-group intervention strategies, use of literacy programs (Wonders, i-Ready, Amira, Scholastic), and instructional strategies to support English Learners (Levels 1–3) to improve literacy outcomes and increase redesignation rates.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

We will achieve these improvements in knowledge and learning through the following actions:

- Effective Tier 1 Instruction: Teachers will implement high-quality Tier 1 instruction aligned with assessments to ensure consistency and effectiveness.
- Data-Driven Instruction: PLC teams will meet regularly to analyze student data and adjust instruction accordingly.
- Targeted Interventions: Tier 2 and Tier 3 interventions will be structured and tailored based on assessment results to meet student needs.
- Professional Development: K-2 teachers will complete foundational literacy training, while 3-6 teachers will finalize a comprehensive assessment plan.
- Instructional Support and Feedback:
    - Administrators will conduct weekly classroom visits (Admin/AC) to observe instruction.
    - Teachers will receive targeted feedback with follow-ups to ensure implementation.
    - Patterns and trends will be identified to align professional learning with site needs.
    - The reading foundational skills tool and collective commitments walkthrough tools will be utilized to collect data and provide feedback.

Measuring Outcomes:

- Success will be measured by reading foundational skills walkthrough data, focusing on Best Practices, with a target in Phonological and Phonic Awareness.
- Teachers, grade-level PLCs, and administrators will collaborate to monitor progress and ensure continuous improvement.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

We will achieve these improvements in knowledge and learning through the following actions:

- Effective Tier 1 Instruction: Teachers will implement high-quality Tier 1 instruction aligned with assessments to ensure consistency and effectiveness.
- Data-Driven Instruction: PLC teams will meet regularly to analyze student data and adjust instruction accordingly.
- Targeted Interventions: Tier 2 and Tier 3 interventions will be structured and tailored based on assessment results to meet student needs.
- Professional Development: K-2 teachers will complete foundational literacy training, while 3-6 teachers will finalize a comprehensive assessment plan.
- Instructional Support and Feedback:
    - Administrators will conduct weekly classroom visits (Admin/AC) to observe instruction.
    - Teachers will receive targeted feedback with follow-ups to ensure implementation.
    - Patterns and trends will be identified to align professional learning with site needs.
    - The reading foundational skills tool and collective commitments walkthrough tools will be utilized to collect data and provide feedback.

Measuring Outcomes:

- Success will be measured by reading foundational skills walkthrough data
- Teachers, grade-level PLCs, and administrators will collaborate to monitor progress and ensure continuous improvement.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

We will ultimately achieve these impacts by:

- Increasing the number of students meeting or exceeding SBAC reading standards from 31.3% to 36.3% and reducing the distance from standards met from -58.5 to -43.5.
- Significantly increasing the number of students reading at or above grade level, closing achievement gaps.
- Establishing a sustainable, data-driven instructional culture embedded in PLC practices.
- Reducing the need for intensive Tier 3 interventions through strong foundational literacy development in early grades.
- Ensuring high teacher efficacy in delivering rigorous, differentiated literacy instruction aligned with student needs.

The Principal, ILT, CCT, PLCs, and teachers will continuously monitor outcomes to ensure progress and drive improvement

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

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

Action Details

College & Career Readiness

SMART Goal:

By June 2027, 40% of K-2 students will score proficient in Mathematics as measured by i-Ready Diagnostic #3 and 3rd-6th grade students will score proficient in Mathematics as measured by i-Ready Diagnostic #3 and SBAC. Teachers will incorporate challenging content in all lessons, ensuring alignment with the Common Core State Standards (CCSS) for Mathematics, focusing on focus, coherence, and rigor.

Action Plan
Curriculum Alignment & Instructional Practices

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

Professional Learning Communities (PLCs) & Assessment Practices

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

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

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

Targeted Skill Development & Math Fluency

- Math Reflex and Math Frax will be implemented to develop automaticity in math facts and strengthen conceptual understanding in the fraction's domain.

- The i-Ready Toolkit will supplement the adopted curriculum with conceptual math lessons aligned to SBAC and i-Ready assessments.

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

Direct Instructional Services

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

Tier 1: Core Instruction for All Students
- Standards-Based Math Instruction: Implementation of grade-level math tasks with focus, coherence, and rigor.
- Math Instructional Strategies: The Math Task Prep Protocol, The 3 Reads Strategy, The Instructional Sequence, The Student Debrief, and the Exit Ticket.
- Use of Math Practices: Integration of the 8 Mathematical Practices to enhance conceptual understanding.
- Technology Support: i-Ready Teacher Toolkit for supplemental conceptual math lessons aligned to SBAC and i-Ready assessments.

Tier 2: Targeted Support for Students Nearly Meeting Standards
- Small Group Interventions: Targeted reteaching and support based on Common Formative Assessment (CFA) data.
- Math Reflex & Math Frax: Digital tools to strengthen fluency and conceptual understanding in fractions.
- Professional Learning: TNTP training for teachers to improve instructional strategies.
- Additional Instructional Materials: Purchase orders for math manipulatives and materials for conceptual understanding.

Tier 3: Intensive Interventions for Students Below Grade Level
- Personalized Learning & Intervention: Use of i-Ready interventions tailored to student needs.
- Extended Learning Opportunities: Small-group instruction and individualized support.
- Hands-on Learning Resources: Materials and supplies for hands-on lessons to reinforce foundational skills.

Student Motivation & Recognition (All Tiers)
- Incentives & Awards:
  - Math Reflex Awards for students mastering fact fluency.
  - Stretch Goal Awards for students meeting math growth targets.
  - General awards and medals for math achievements.

English Learner Students

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

Math Data:

English Language Learners (ELLs)

- Performance: -65.7 points below the standard on SBAC.
- Progress: 12.4 % of ELL students are declinedprogress
- Categorized in the orange (low-performance) group on the California Dashboard.
- Student Population: 59 students.

African American Students

- Performance: -74.6 points below the standard on SBAC.
- Trend: decrease by -1.9 maintained points from the 2025 SBAC results.
- California Dashboard Status: Orange performance level
- Student Population: 39 students.

Students with Disabilities (SWD)

- Performance: -156.7 points below the standard on SBAC.
- Trend: Declined by 14.8 points from the 2025 SBAC results.
- California Dashboard Status: Red performance level
- Student Population: 58 students.

Hispanic HI

- Performance: -71.2 points below the standard on SBAC.
- Trend: Declined by -1.0 maintained points from the 2025 SBAC results.
- California Dashboard Status: Orange performance level
- Student Population: 192 students.

ALL Students

- Performance: -72.9 points below the standard on SBAC.
- Trend: decrease by 15.7 points from the 2025 SBAC results.
- California Dashboard Status: Orange performance level
- Student Population: 277 students.

To ensure consistency in math instruction, the Common Core Standards, 8 Mathematical Practices and Instructional Practice Guide (IPG) will guide lesson planning and teaching. The TNTP Playbook will also be utilized as a tool to standardize teaching practices, ensuring all lessons align with best practices and are data-driven.

Standardized Practices

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

Support for

Kindergarten: Differentiated instruction for early math skills

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

Student Groups

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

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

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

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

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

With Title I funds, we will support English Learners, Hispanics, and Students with Disabilities: by providing supplemental materials and resources for differentiated instruction, along with professional development for teachers and support staff to strengthen language acquisition and promote academic success.

Additionally, we will allocate funds to hire a Teacher on Special Assignment (TSA), a Resource Counselor Assistant to provide targeted instructional support, social-emotional guidance, and mentorship for English Learner students.

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

English Learner

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

Hispanics

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

Students with Disabilities:

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

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Engage families of English Learners through ELPAC goal-setting conferences, informational ELAC meetings, and workshops, supported by bilingual resources and the Home School Liaison, to strengthen understanding of academic goals and strategies to support language and grade-level learning at home. Parent workshops will be translated and advertised in English and Spanish.

Professional Learning

Describe Professional Learning related to this action.

Teachers and support staff will participate in targeted professional learning to strengthen the delivery of Math Instruction by aligning task, standard and assessment. Training will focus on implementing academic 3 reads strategy, math practices, conceptual understanding and data-driven instruction using i-ready and FIAB/IAB/ICAs. Staff will also receive guidance on differentiating instruction for all student groups, monitoring student progress, and providing targeted intervention during core instruction and after-school tutoring. Ongoing PLC collaboration and coaching will support the consistent application of these strategies to accelerate

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

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

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

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

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

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

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Materials & Supplies **No Food or Incentives**	3,170.00
G1A1	LCFF: EL	Instruction	Ins Aide-Sup			Classified Supplemental Pay Contract **Budget lines for personnel include salaries and related benefits	532.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8350		144,381.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Lease of Office Equipment two Ricohs	12,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1650		28,530.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies to Support English Language Learners	378.00
G1A4	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies to Support Goals	10,562.00

$199,553.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

INCREASE ATTENDANCE RATE

Action Details

Health & Wellness

SMART Goal:

By June 2027, Williams Elementary will decrease the amount of chronic absenteeism from the current 48.3% to our target of 38.7% while increasing the overall site ADA from 88.0% to 91%, supporting students to be on target to graduate as measured by District Attendance reports and District ADA reports.

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

- Utilize TST Team to identify Chronic and Severe Attendance students
- Implement Mentoring program for students with chronic absenteeism
- 1 full-time RCA position to assist with case management of students and work closely with families
- Utilize the services of the Hand-in-Hand Mentors to support students in the classroom and outside of the classroom with Tier 2 and Tier 3 needs.
- Utilize the services of a full-time Home School Liaison to track student attendance, make phone calls, conduct home visits
- Implement a character-building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task.
- Implement an attendance incentive program for students through the collaboration of the RCA and the Tier 2 Specialist.
- Incentivize attendance to increase attendance rates percentage rates by providing students with a Monthly Certificate for 91% or better attendance rate
- Increase greater levels of parent engagement through Parent University
- Hold monthly SST meetings for students with academic, behavior, and attendance concerns
- Include Attendance Rate in IEP Goals if the student has a Chronic or Severe Attendance Rate
- Incorporate Excellent Attendance certificates for those students who have a 100% -95% Attendance Rate

Tier 1

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

Tier 2

- SEL-Morning Meeting, Second Step, calm down corners, meaningful work-classroom jobs, and buddy systems.

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

Tier 2/3 Structures

- School-wide referral process through TST
- Rocket Time RTI program
- Intervention Specialist
- Community Mental Health Resources
- SST/IEPs/Parent Meetings

Direct Instructional Services

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

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

Maintaining Accurate Attendance Record:

- OA and Attendance Assistant will use the following reports daily on the Atlas portal:
- Teachers Not Taking Attendance Report- used to confirm the teacher has accounted for all students
- Attendance Verification Log- used to denote which parents have been contacted due to student absences
- Attendance Rates (ADA)-using 90% as the baseline metric for attendance rate
- Attendance Chronic Absence Elementary- used to identify individual student attendance rates to monitor for chronic absences moving into Tiers 2 &3
- Attendance Chronic Absence Elementary used to identify individual student attendance rates
- OA will progress monitor the following evidence to support Truancy status:
- HSL will follow SARB protocol through the Department of Prevention and Intervention (DPI)

- Collective school-wide commitment to using the second Step for explicit social-emotional learning instruction to support positive behavior outcomes.
- Collective commitment to daily lessons that build a sense of belonging and create stability.
- Classroom Meetings and school-wide assemblies to promote the importance of daily attendance

Tier 1

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

Tier 2

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

Tier 2/3 Structures

- HSL Home Visitations
- OM-Referral to SART
- All4Youth
- VP-SST/IEPs/Parent Meetings
- Teacher release time to participate in SST organized by academic coach
- Student Compact
- SART Contract
- Referral to DPI for SARB

English Learner Students

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

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

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

According to the California Dashboard, Williams English Language Learners are in the orange, low-performance level with 51 %of the students making progress of at least one English Language Performance Index level. This is an increase of 10.9% from 2025 which includes 89 students.

Student Groups

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

English Learners, White (WH) African American (AA), Hispanic (HI):

- Williams will utilize Title 1 funds to contract a Teacher on Special Assignment and Social Emotional/Academic Mentors that will support our Tier III Response to Intervention groups in reading
- Students will participate in 30-minute RTI sessions 5 days per week through a deployment model with the classroom teachers, Teacher on Special Assignment,
- Tier 2 and 3 support (for 1 Year Below Grade Level and 2+ Years Below Grade Level students) will be provided Teacher on Special Assignment and RTI Teacher and RSP teacher
- Classrooms will be provided with supporting materials through the GVC(Guaranteed Viable Curriculum)

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

- **English Learners, White (WH) African American (AA), Hispanic (HI):**

  Williams will utilize Title 1 funds to contract a Teacher on Special Assignment that will support our Tier III Response to Intervention groups in reading. Students will participate in 30-minute RTI sessions 5 days per week through a deployment model with the classroom teachers, Teacher on Special Assignment, Teaching Fellows (in grades K-2), and support staff. Kindergarten students will receive differentiated instruction within their classroom.
- Tier 2 and 3 support (for 1 Year Below Grade Level and 2+ Years Below Grade Level students) will be provided Teacher on Special Assignment
- Classroom technology to support student learning will be provided to each classroom
- Classrooms will be provided with supporting materials through the GVC(Guaranteed Viable Curriculum)
- Materials and supplies to support student engagement Certificated subs to support data chats, planning days, ILT/CCTwalks, etc.
- Staff fellowship to support classroom/student connectedness Classroom technology to support daily instruction Professional Learning to support the ongoing capacity building of each other

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

English Learners, White (WH) African American (AA), Hispanic (HI):

- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural experiences within real-world experiences.
- Teacher on Special Assignment
- RCA contact
- Tier 2 Specialist Check In Check Out
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students
- Teachers will analyze data on CFA, CSA, FIAB, IAB, and i-Ready for EL students and plan targeted instruction.
- Designated support in developing language proficiency.
- Integrated language support throughout the instructional day.
- Goal setting and data chats based on ELPAC results and EL re-designation goal-setting reports to be shared with teachers, students, and parents.
- Teachers will incorporate ELPAC-type tasks within their daily instruction.
- Ongoing progress monitoring by teachers, TSA, and CT

- Intervention time as needed.
- EL students will receive Integrated and Designated ELDinstruction daily through differentiation.
- Professional Learning will be provided alongside District EL Coach support.
- Deconstruction of ELDStandards
- Specific ELDStrategies
- Analyze data for common assignments to monitor and make instructional decisions.]

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Provide consistent communication with families about the importance of attendance, including early outreach when attendance patterns begin to decline.

Implement Early Intervention Systems
Identify students in the “manageable” range and provide targeted support before attendance issues become chronic.

Increase Student Engagement and Recognition
Promote attendance through positive recognition systems, incentives, and schoolwide celebrations that reinforce consistent attendance.

Partner with Families to Address Barriers
Work with families to identify and address attendance barriers through school resources, counseling support, and community partnerships.

Professional Learning

Describe Professional Learning related to this action.

Staff will benefit from professional learning focused on attendance awareness, early identification of attendance concerns, and strategies to improve student engagement. Training should support teachers in recognizing early warning signs of absenteeism, strengthening relationships with students and families, and using positive attendance practices in the classroom. Staff will also benefit from learning how to partner with families, communicate the importance of attendance, and connect students to school supports to reduce chronic absenteeism and improve overall attendance rates.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- Decrease chronic absenteeism by 5%
- Increase overall ADA by 5%
- Increase the number of students meeting standard on grade CFA's,CSA's, FIAB's, and IAB's
- Decrease the number of students receiving Tier II &III Academic
- Supports
- Decrease suspensions for All student groups (meet the target of 1.5%overall)
- Increase the number of students attending and receiving schoolwide attendance incentives by5%

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Chronic Absenteeism:

- Maintain chronic absenteeism to 15% less Decrease Distance from Standard by15 pts or more each year Increase % of students meeting or exceeding standards on SBACin ELAand Math by10%
- Decrease suspension rates to 1.5%for All students Increase the number of students that are redesignated each year Improve family relationships between school and staff (as measured byDistrictClimate and Culture Survey) Maintain the decreasing number of students receiving Tier 2&3 Academic Supports

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

Chronic Absenteeism:

- Improved academic performance-decrease Distance from Standard by15 points or more each year Increase %of students meeting of exceeding standards on SBAC in ELA and Math by10% Eliminate LTELs by continuing to increase ELs who are being redesignated on time Maintain decreasing number of students receiving Tier 2 &3 Academic Supports

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

MULTI -TIERED LEVELS OF SUPPORT TO LOWER SUSPENSION RATE

Action Details

College & Career Readiness

SMART Goal: By the end of June 2027 Williams will reduce the suspension rate per year by 50% by developing a behavior management program to reduce suspension rates and enhance time in class on task. Second Step Lesson strategies for all learners will enhance campus safety for all students and moderate negative behaviors of students resulting in fewer conflicts with staff and other students.

Actions:

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

Tier I Supports:

- Teachers- Daily Morning meetings
- Teachers-Second Step Lessons every Monday
- VP- Two times a year Behavior Assemblies
- End of Year Awards Assembly Trophies
- Teachers- Calming corners in classrooms
- All Staff- Wizard Ticket System
- Increase number of NTAs
- Additional funds to pay for 12 NTAs at 3.5 Hours
- Student Incentive Store - purchase orders for items
- CCT reviews each year-STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- Specialized Field Trips for Tier 1 Supports for 3rd-6th Grade

Tier II Supports

- Services and Supports from Restorative Practice Counselor
- Resource Counselor Assistants
- "Cool Down" Area in every classroom

- Student 'Check-In' program with RCA and Tier 2 Specialist
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist
- Peer Mediation
- Student jobs
- Structured Recess Activities

Tier III Supports

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

Direct Instructional Services

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

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

- Students will receive instruction around positive classroom behavior expectations (CHAMPs/MAC)
- Utilize DPI TSA to work in partnership with staff to increase ratios of positive interactions, school engagements, time-on-task, and reduce time out of classrooms though increasing effective Tier 1 behavior intervention
- strategies and best first practices

- Disaggregate misbehavior/suspension data to identify how student groups (SPED, EL, American, foster youth) are progressing
- Students will receive instruction around School-Wide Expectations

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

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

English Learner Students

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

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

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

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

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

For Tier III supports, the school will implement behavior support plans, office referrals, bi-monthly SST meetings, restorative circles, social skills groups, individual counseling, threat assessments, manifestation determination meetings, expanded IEPs, ICET referrals, and parent training.

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

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

Student Groups

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

Students with Disabilities (SWD):

Socio-economically Disadvantaged (SED):

Hispanic (HI):

White (WH):

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

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

Students with Disabilities

Hispanic (HI):

Socio-economically Disadvantaged (SED):

White (WH):

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

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

Hispanic (HI):

Socio-economically Disadvantaged (SED):

Students with Disabilities (SWD):

White (WH)

White (WH):

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

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

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

- PL on Designated and Intergraded ELD
- 30 minutes of Designated ELD instruction with be scheduled to each to grade level's Instructional day
- Use of ELD Component from Wonders Curriculum
- Afterschool tutoring for English Learners
- ELD Camp - tutoring and test prep for English Learners
- Teachers will utilize specific ELD strategies guided in the Wonders ELD section and include multicultural
- experiences within real-world experiences
- Teachers will analyze data on CFA, CSA, FIAB, IAB and i-Ready for EL students and plan targeted instruction
- Designated support in developing language proficiency
- Integrated language support throughout the instructional day
- Goal setting and data chats based on ELPAC results and EL re-designation goal-setting reports to be
- shared with teachers, students, and parents. Teachers will incorporate ELPAC-type tasks within their daily
- instruction

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Support staff will help connect families with easy-to-use resources that reinforce Second Step skills at home and promote consistent behavior expectations. Activities include supporting Family Workshops. Emphasis is on practical, low-barrier outreach (phone/text, translated materials, flexible options) to strengthen school–home partnerships.

Professional Learning

Describe Professional Learning related to this action.

Support staff will receive concise, practical training on behavior management and Second Step strategies to increase student time on task and reduce suspensions by 50% by June 30, 2027. Training includes a brief kickoff, short skill-focused sessions (proactive supports, de-escalation, restorative approaches), job-embedded coaching, and simple fidelity checks. Staff will join data review meetings and receive quick reference tools and scripts to use in classrooms, hallways, and common areas

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Strong Evidence

Short-Term (Learning)

Expect to see

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

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

- **Suspensions:**
  - Increase student engagement in morning meetings and Second Step SEL lessons to improve self-awareness and emotional regulation.
  - Consistently implement Tier 1 strategies to reduce minor classroom disruptions.
  - Increase family awareness of school-wide expectations and available resources through engagement efforts.
  - Improve student participation in behavior assemblies, incentives, and recognition programs.
  - Site teams (TST, SST, MTSS) to identify Tier 2/3 supports for targeted interventions.

Medium-Term (Change in Behavior or Performance)

Want to see

Shape these behaviors...

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

Summary:

- **Suspensions:**
  - Decrease in office discipline referrals (ODRs) due to proactive behavior supports.
  - Increase in positive adult-student relationships through mentoring programs and SEL support.
  - Strengthened school-wide climate and culture, measured by an increase in students meeting behavior expectations in common areas.
  - Improved academic engagement and reduced lost instructional time.
  - Greater collaboration between families, school staff, and community partners, enhancing support networks.
  - Effective use of data-driven decision-making for timely interventions and adjustments.

Long-Term (Change in Condition)

Hope to see

And ultimately achieve these impacts.

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

- **Suspensions:**
  - Continued reduction in behavioral incidents and an overall increase in positive behavior school-wide.
  - Students demonstrate stronger SEL skills, leading to better peer relationships, emotional resilience, and conflict resolution.
  - Increased academic achievement and student success, resulting in a more positive and structured learning environment.
  - Strong community-school partnerships supporting long-term student success beyond the classroom.
  - Equitable access to behavior supports, ensuring all students, especially those needing Tier 3 interventions, receive appropriate and effective assistance.

- **Engagement:**
  - Classroom walkthroughs will focus on site collective commitments, including:
    - A/B Partners
    - Anchor Charts
    - Clear transitions from "I do" to "We do"
  - Outcomes will be measured by walkthrough data, with 70% of classroom observations showing implementation of collective commitments in the short term.
  - Monitoring will be conducted by the Principal, VP, TSA, Academic Coach, and teachers.

- **Engagement:**
  - Increase in performance on RTI assessments, iReady Diagnostics, SBAC Interim assessments, and SBAC summative assessments.
  - Outcomes are measured by growth from assessment to assessment and the number of students meeting typical/stretch growth on iReady diagnostics.
  - Monitoring of outcomes by the Principal, VP, TSA, Academic Coach, teachers, and grade-level PLCs.

- **Engagement:**
  - Increase the percentage of students moving at least one ELPI level on the ELPAC Summative Assessment from 36% to 50%.
  - Outcomes measured by the increased percentage of students moving at least one ELP level on the ELPAC Summative Assessment.
  - Monitoring of outcomes by the Principal, VP, TSA, Academic Coach, and teachers.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

PROP 28

Action Details

College & Career Readiness

Proposition 28 funds will be used to expand arts education opportunities for students through hiring an Arts teacher opportunities in music dance activities, and performance-based learning. Classroom materials and supplies will be purchased to support arts instruction, including safe flooring for dance activities, sound equipment, production materials, basic props, and reusable costumes and shoes. C

Direct Instructional Services

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

- classroom materials and supplies will be purchased to support music and dance, like safe flooring and good sound
- materials and classroom supplies needed for production
- basic props for creativity
- curriculum materials that align with standards
- basic costumes and shoes that can be used repeatedly

guest presenters and professional learning for teachers to improve instruction

English Learner Students

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

English Learner students, including newcomer students, Long-Term English Learners (LTELs), and reclassified students, will benefit from arts-based learning opportunities that support language development through creative expression, movement, music, and collaborative performance activities. Arts instruction provides opportunities for students to build vocabulary, practice oral language, and engage in meaningful communication. Teachers will incorporate strategies that support language development, visual cues, and collaborative learning structures to ensure EL students fully participate in and benefit from arts instruction.

Student Groups

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

Using Title I funds only:
Prop 28 funds are used to support arts instruction for all students.

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

Using 7090/7091 funds only:
Prop 28 funds will support the purchase of arts materials, supplies, curriculum resources, and guest presenters that provide expanded access to music, dance, and visual arts experiences for students.

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

Williams Elementary will ensure all students have access to arts instruction that supports creativity, engagement, and self-expression through classroom-based arts integration and schoolwide opportunities.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Families will be invited to participate in student showcases, performances, and school events that highlight student learning in the arts. These opportunities will allow families to celebrate student creativity and engage with the school community. Communication will be shared with families to encourage participation and to highlight the importance of arts education in supporting student development and engagement.

Professional Learning

Describe Professional Learning related to this action.

Teachers will receive professional learning opportunities to strengthen arts integration in the classroom and improve instructional strategies related to music, dance, and creative expression. This may include training from guest artists, instructional resources, and collaborative learning opportunities that support teachers in integrating arts instruction aligned to state standards.

Progress Monitoring: Outcomes

Reasoning for using this action: ☑ Moderate Evidence

Short-Term (Learning)
Expect to see

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

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

Teachers will increase their knowledge of arts integration strategies and students will gain exposure to music, dance, and creative expression activities aligned with visual and performing arts standards.

Measurement:
Teacher feedback, participation in professional learning, and classroom observations.
Monitoring: Teachers, Site administration and instructional leadership team.

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

Shape these behaviors...

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

Students will demonstrate increased participation and engagement in arts activities and creative learning experiences. Teachers will implement arts-based instructional strategies during classroom instruction.

Measurement:
Student participation in arts activities, classroom observations, and teacher implementation of arts instruction.
Monitoring: Teachers, Site administration and instructional leadership team.

Long-Term (Change in Condition)
Hope to see

And ultimately achieve these impacts.

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

Students will experience increased engagement in school and develop creativity, collaboration, and confidence through participation in arts education experiences.

Measurement:
Student participation in arts activities, student feedback, and schoolwide engagement indicators.
Monitoring: Teachers, Site administration and school leadership team.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8000	G2A2 **Budget lines for personnel include salaries and related benefits	61,828.00
G2A1	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.2000	G2A2 **Budget lines for personnel include salaries and related benefits	15,457.00

$77,285.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0550 Williams Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employeename	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0550	1110	2495	4300	Mat & Supp					G1A1	Parent Materials & Supplies **No Food or Incentives**	3,170.00
060	3010	0550	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	(New/Open Position)	0.8000	G2A1	G2A2 **Budget lines for personnel include salaries and related benefits	61,828.00
030	7090	0550	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Sandoval, Rigoberto	0.8350	G1A2		144,381.00
030	7090	0550	1110	1000	4300	Mat & Supp					G1A4	Materials and Supplies to Support Goals	10,562.00
030	7090	0550	1110	1000	5631	Off Eq Lease					G1A2	Lease of Office Equipment two Ricohs	12,000.00
030	7090	0550	1110	3130	2210	Cls Sup-Reg	Assistant, Resrce Cnslg	W018	(New/Open Position)	0.2000	G2A1	G2A2 **Budget lines for personnel include salaries and related benefits	15,457.00
030	7091	0550	4760	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Sandoval, Rigoberto	0.1650	G1A2		28,530.00
030	7091	0550	4760	1000	2160	Ins Aide-Sup					G1A1	Classified Supplemental Pay Contract **Budget lines for personnel include salaries and related benefits	532.00
030	7091	0550	4760	1000	4300	Mat & Supp					G1A3	Materials and Supplies to Support English Language Learners	378.00
													$276,838.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	$64,998.00
Sup & Conc	7090	$182,400.00
LCFF: EL	7091	$29,440.00
Grand Total		**$276,838.00**

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	$199,553.00
G2 - The Whole Child (SEL and Engagement)	$77,285.00
Grand Total	**$276,838.00**