

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Williams Primary Elementary School	06 61622 6003552	May 3, 2023	June 15, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
This School Plan for Student Achievement (SPSA) fulfills Title I Schoolwide Program requirements.

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

All goals contained in this SPSA are directly linked to Williams Unified School District's LCAP Goals 1-3, as outlined below. All district LCAP goals directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Achievement

Williams Unified School District will raise student achievement and prepare all students for college and career through academically challenging curriculum delivered through intentional and quality instruction.

Ensure that students have the tools, knowledge and skills needed for college and career, beginning in Kindergarten and continuing strategically until graduation

Promote the essential skills, knowledge and literacies necessary for future success

Differentiate instructional programs to meet student needs

Provide appropriate technological resources for current teaching and learning trends

LCAP Goal 2: Conditions of Learning

Williams Unified School District will establish and foster conditions of learning that meet the educational and socio-emotional needs of all students in order to ensure their success.

Increase student access to meaningful, appropriate, broad, and relevant learning experiences

Provide ongoing professional learning and support for staff

Support and retaining high-quality educators

Offer students equitable access to rigorous and relevant curriculum and well-maintained facilities

Utilize data-driven decision making

LCAP Goal 3: Family Engagement

Williams Unified School District will strengthen family engagement through communication that includes all stakeholders: students, staff, families, and community.

Motivate and support the social and emotional well-being of all students

Seek input and implement shared decision-making processes

Heighten school connectedness and student engagement

Address the needs of the whole child

This School Plan for Student Achievement (SPSA) fulfills Title I Schoolwide Program requirements. In addition, it identifies the ConApp categorical funds that will be used to implement instructional programs that meet the needs of our students and aligns with the ongoing goals. This SPSA includes goals and strategies in the areas of: language arts/literacy; mathematics; meeting the needs of subgroups as defined by the California School Dashboard; systems to promote student social-emotional development, engagement and success in learning; and enhance parent/guardian engagement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

There were several on-line and in person surveys completed to gain input on current needs and perspectives. Students, parents, teachers and staff participated in an surveys around the areas of instruction and curriculum, student engagement, parent involvement, school facilities, school materials, preparation for college or career and school climate / safety. A summary of the results indicate that respondents appreciated the school climate and the relationships built with the adults at the school. Additionally, respondents noted that they had an overall feeling that the school was a safe place. The surveys also indicated that parents and students would like more hands-on project-based learning activities and improved student engagement for all. Additional suggestions for consideration indicated on the surveys was to have high expectations for all students, including English learners.

Classroom Observations

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

During the 2022-23 school year, fall and winter classroom observations (formal & informal) were taking place weekly by site principal to observe instruction. Instructional coaches observed to support implementation of SEAL curriculum and strategies in grades TK-3. Once monthly, the superintendent and administrative coach performed walk-throughs alongside the principal to observe student engagement and type of instruction.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Instruction is grade level standards-based and the 2022-23 assessments used to support monitoring of instructional outcomes in reading & mathematics were i-Ready (English and Spanish), and Mathematics (English and Spanish). In the year 2022-23, At the state level, CAASPP is the state assessment used for ELA, Reading & Mathematics measures in grade 3.

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

Teachers met regularly with site administrator where they looked at standards-based assessment results to determine what students knew and did not know regarding target standards. After teaching, students were assessed and reflection occurred around instruction in grade level teams.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

95% of the teachers at Williams Elementary School meet the requirements for a highly qualified staff. Williams Elementary School has one waiver in TK.

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

In the school year 22-23, 20 out of 21 teachers were properly credentialed, with one TK teacher on a TK waiver. Teachers were provided with access to instructional materials, collaboration, prepping and planning time to develop integrated thematic units of study that included Integrated and Designated ELD strategies. Teachers also selected instructional strategies to support and scaffold for English Learners. All students had access to SBE adopted instructional materials.

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

The SEAL (Sobrato Early Academic Language) staff development assisted teachers on how to select high leverage standards and map them out into a scope and sequence for the year, tied to integrated thematic units of study that were standards-based and included integrated and designated ELD for English Language Learners. We also provided training on helping teachers make connections and see how the state's English Learner Roadmap's four principles were being implemented through SEAL implementation. Teachers participated in staff development around the i-Ready assessment, differentiated instruction, and data chats.

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

A SEAL instructional coach was provided for PK-3 to support teachers in SEAL, reading & math implementation and instruction. One IT TOSA provided training and support to our teachers in blended learning best practices, Google Classroom (LMS) Learning Management System and the use of district support technology applications.

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

Our staff met weekly by grade level to collaborate on lesson planning, instruction and teacher alignment of practices.

Teaching and Learning

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

The SEAL (Sobrato Early Academic Language) staff development taught teachers on how to select high leverage standards and map them out into a scope and sequence for the year, tied to integrated thematic units of study that were standards-based and included integrated and designated ELD for English Language Learners. We also provided training on helping teachers make connections and see how the state's English Learner Roadmap's four principles were being implemented through SEAL implementation. All teachers follow the Williams Elementary 3 Year Plan with regard to instructional practices and performance standards for students in ELA.

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

Our teachers provide 60 minutes of Reading, 30 minutes of systematic phonics, 45 minutes of Mathematics, 30 minutes of writing, and 1 hour of SEAL (integrated thematic units of study) where Integrated & Designated ELD is embedded. This meets and exceeds state recommended instructional minutes in grades TK-3

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

Pacing of lessons (or units) are mapped and laid out in a scope and sequence for the year at each grade level and are linked by standards-based assessments used to drive instruction and learning through collaborative grade level teams. Interventions are provided during the day and after school, based on student results and needs.

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

Standards-based instructional materials are provided and available for all student groups.

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

Teachers at Williams Elementary School use the SBE-adopted and standards-aligned instructional materials, Wonders, Maravillas , and Go Math. Intervention Materials are standards-aligned.

Opportunity and Equal Educational Access

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

Our curricular program in general is standards-based and developed through grade level teacher collaboration and implementation of SEAL (Sobrato Early Academic Language). SEAL meets all four basic principles of the California English Roadmap Policy. This curricular and instructional approach meets the needs of underperforming students and ESEA standards. In addition, i-Ready (Reading & Math) and Lexia supplement instruction and learning for underperforming students. Students in the Dual Immersion program also use the supplemental online program Imagine Espanol.

Evidence-based educational practices to raise student achievement

SEAL is an evidence-based model for instruction that builds academic English Language proficiency. We are entering the seventh year of implementation. Teacher collaboration and teacher clarity around standards-based instruction and improved instructional strategies are evident; however, there is still a need to improve academic outcomes in Reading & Mathematics. 1/4 of our students are Reading below grade level. The next step is to implement a comprehensive, research-based reading model to improve outcomes in reading.

Parental Engagement

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

Throughout the year, Parent Nights are held to inform and assist parents regarding Aeries Portal, Parent Square, special programs, math, literacy, etc. We provide training that supports and meets Social and Emotional needs of our parents, as well as develop the human connection with teachers. The Williams community has a Family Action Center which supports parents with social services needs.

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

Our parents are involved in the input and decision-making process for developing our LCAP, which is the California ConAPP process for meeting board goals and implementing programs and services districtwide.

Funding

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

The services provided by categorical funds are to supplement and enable underperforming students to meet ESEA standards.

Fiscal support (EPC)

The allocations to our sites fiscally are based on student count and are schoolwide rather than targeted due to our high numbers of Hispanic/Latino (96%), Low-income (90%) and English Learners (74%).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The WES team utilizes multiple approaches to involve staff, parents, community stakeholders, and students in the development, updates and annual review of our SPSA. WES holds parent engagement meetings and other engagement opportunities throughout the academic school year to build collaborative relationships, inform stakeholders of school data, share SPSA related information, and gather input for the SPSA annual review and update.

To inform the development of the SPSA, a comprehensive needs assessment was conducted that included data gathering and analyses. WES principal and staff meets annually to analyze/reflect on data and the implications related to school program improvement efforts. These data included the CAASPP, ELPAC, i-Ready and Dashboard information, which are analyzed by student subgroups and for the "all" student group. Certificated staff meet weekly in Grade Level Teams to analyze formative student performance data and student progress toward goals outlined in this plan. They also collaborate on any supports that students need, including Tier 2 and Tier 3 interventions.

The WES School Site Council (SSC) met on 9/20/23, 11/30/23, 2/22/23, 4/19/23, and 5/03/23 . The WES English Learner Advisory Committee (ELAC) met on 8/23/22, 11/29/22, 2/21/23, and 5/16/23 . The draft SPSA, including data and budget, is reviewed by both groups, they provide input and School Site Council approves the final draft.

Resource Inequities

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

Based on the needs assessment results, resource inequities identified were: 1) The need for adoption and implementation of a research-based comprehensive reading model to improve reading outcomes. 2) The need to improve and increase parent engagement as "Partners" in their children's education & 3) Continue to improve SEAL, Data Informed Practices, and programs to address the Social-Emotional needs for staff and students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	106	112	124
Grade 1	99	95	96
Grade 2	101	91	95
Grade3	91	102	98
Total Enrollment	397	400	413

Conclusions based on this data:

1. Enrollment has increased over the past 3 years
2. Changes to Universal Prekindergarten have increased enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	283	294	305	71.30%	73.5%	73.8%
Fluent English Proficient (FEP)	28	29	28	7.10%	7.3%	6.8%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. We are averaging a high number of English Learners (73.8%) in TK-3.
2. The number of Fluent English Proficient students remains between 28-29.
3. There was an increase in EL students from 294 in 21-22 to 305 in 22-23.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	99	98	0	95	96	0	95	96	0.0	96.0	98.0
All Grades	89	99	98	0	95	96	0	95	96	0.0	96.0	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.	2352.		6.32	6.25		16.84	14.58		29.47	26.04		47.37	53.13
All Grades	N/A	N/A	N/A		6.32	6.25		16.84	14.58		29.47	26.04		47.37	53.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.37	4.17		61.05	55.21		31.58	40.63
All Grades		7.37	4.17		61.05	55.21		31.58	40.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.21	6.25		46.32	39.58		49.47	54.17
All Grades		4.21	6.25		46.32	39.58		49.47	54.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.37	3.13		67.37	64.58		25.26	32.29
All Grades		7.37	3.13		67.37	64.58		25.26	32.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.37	4.17		68.42	57.29		24.21	38.54
All Grades		7.37	4.17		68.42	57.29		24.21	38.54

Conclusions based on this data:

1. There is a high number (47.37%) of students who have not met the standard in reading or writing.
2. Conclusions regarding this data can be determined after the 22-23 CASSPP results due to non-reporting during the COVID pandemic.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	89	99	98	0	97	95	0	97	95	0.0	98.0	96.9
All Grades	89	99	98	0	97	95	0	97	95	0.0	98.0	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2359.	2367.		3.09	3.16		10.31	15.79		22.68	25.26		63.92	55.79
All Grades	N/A	N/A	N/A		3.09	3.16		10.31	15.79		22.68	25.26		63.92	55.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.15	6.32		37.11	35.79		57.73	57.89
All Grades		5.15	6.32		37.11	35.79		57.73	57.89

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.15	6.32		38.14	43.16		56.70	50.53
All Grades		5.15	6.32		38.14	43.16		56.70	50.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.06	7.37		58.76	65.26		39.18	27.37
All Grades		2.06	7.37		58.76	65.26		39.18	27.37

Conclusions based on this data:

- Over half of the students (63.92%) are Not Meeting Standards in Mathematics. This is a significant fact that needs to be looked into regarding instruction, curriculum and pedagogy.

3. Conclusions regarding this data can be determined after the 22-23 CASSPP results due to non-reporting during the COVID pandemic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1411.9	1368.7	1399.1	1428.6	1373.6	1403.3	1372.5	1357.0	1389.2	79	80	98
1	1409.4	1414.2	1422.8	1431.2	1404.0	1423.1	1387.0	1423.8	1422.0	71	71	69
2	1461.9	1447.7	1449.4	1474.6	1446.8	1452.4	1448.6	1448.0	1445.8	76	68	70
3	1481.2	1486.6	1474.3	1477.9	1479.1	1468.7	1484.0	1493.7	1479.4	70	74	69
All Grades										296	293	306

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.39	5.00	7.14	37.97	13.75	31.63	27.85	40.00	34.69	22.78	41.25	26.53	79	80	98
1	0.00	2.82	2.90	33.80	16.90	24.64	26.76	47.89	37.68	39.44	32.39	34.78	71	71	69
2	11.84	1.47	4.29	34.21	30.88	34.29	38.16	44.12	38.57	15.79	23.53	22.86	76	68	70
3	5.71	14.86	10.14	37.14	37.84	24.64	42.86	28.38	43.48	14.29	18.92	21.74	70	74	69
All Grades	7.43	6.14	6.21	35.81	24.57	29.08	33.78	39.93	38.24	22.97	29.35	26.47	296	293	306

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.19	3.75	7.14	53.16	15.00	28.57	12.66	46.25	34.69	18.99	35.00	29.59	79	80	98
1	16.90	4.23	7.25	36.62	12.68	30.43	25.35	47.89	37.68	21.13	35.21	24.64	71	71	69
2	26.32	7.35	14.29	34.21	35.29	30.00	30.26	38.24	40.00	9.21	19.12	15.71	76	68	70
3	20.00	21.62	18.84	51.43	45.95	42.03	14.29	18.92	23.19	14.29	13.51	15.94	70	74	69
All Grades	19.59	9.22	11.44	43.92	26.96	32.35	20.61	37.88	33.99	15.88	25.94	22.22	296	293	306

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.59	3.75	5.10	12.66	26.25	29.59	45.57	30.00	37.76	34.18	40.00	27.55	79	80	98
1	0.00	2.82	4.35	18.31	15.49	17.39	25.35	47.89	37.68	56.34	33.80	40.58	71	71	69
2	5.26	0.00	4.29	28.95	26.47	28.57	30.26	36.76	34.29	35.53	36.76	32.86	76	68	70
3	1.43	8.11	7.25	22.86	24.32	15.94	47.14	44.59	36.23	28.57	22.97	40.58	70	74	69
All Grades	3.72	3.75	5.23	20.61	23.21	23.53	37.16	39.59	36.60	38.51	33.45	34.64	296	293	306

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	27.85	15.00	9.18	62.03	61.25	72.45	10.13	23.75	18.37	79	80	98	
1	33.80	11.27	17.39	49.30	66.20	59.42	16.90	22.54	23.19	71	71	69	
2	26.32	14.71	15.71	63.16	60.29	70.00	10.53	25.00	14.29	76	68	70	
3	31.43	37.84	24.64	58.57	43.24	57.97	10.00	18.92	17.39	70	74	69	
All Grades	29.73	19.80	16.01	58.45	57.68	65.69	11.82	22.53	18.30	296	293	306	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	15.38	0.00	5.10	62.82	36.25	54.08	21.79	63.75	40.82	78	80	98	
1	9.86	0.00	5.80	63.38	43.66	60.87	26.76	56.34	33.33	71	71	69	
2	31.58	11.76	20.00	56.58	67.65	58.57	11.84	20.59	21.43	76	68	70	
3	27.14	33.78	15.94	55.71	50.00	62.32	17.14	16.22	21.74	70	74	69	
All Grades	21.02	11.26	11.11	59.66	48.81	58.50	19.32	39.93	30.39	295	293	306	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	2.53	5.00	7.14	72.15	45.00	76.53	25.32	50.00	16.33	79	80	98	
1	7.04	5.63	8.70	28.17	50.70	36.23	64.79	43.66	55.07	71	71	69	
2	6.58	0.00	7.14	56.58	57.35	54.29	36.84	42.65	38.57	76	68	70	
3	2.86	6.76	5.80	57.14	64.86	40.58	40.00	28.38	53.62	70	74	69	
All Grades	4.73	4.44	7.19	54.05	54.27	54.25	41.22	41.30	38.56	296	293	306	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.99	35.44	36.73	34.18	34.18	27.55	46.84	30.38	35.71	79	79	98
1	1.41	8.45	4.41	47.89	61.97	66.18	50.70	29.58	29.41	71	71	68
2	9.21	13.24	12.86	53.95	55.88	65.71	36.84	30.88	21.43	76	68	70
3	10.00	14.86	14.49	72.86	68.92	65.22	17.14	16.22	20.29	70	74	69
All Grades	10.14	18.49	19.02	51.69	54.79	53.44	38.18	26.71	27.54	296	292	305

Conclusions based on this data:

2. The number of beginning level students in the writing domain has significantly decreased overall in 2021-22.
3. The number of beginning level students in the reading domain has remained unchanged for the past two years. (This is another justification for looking at implementing a comprehensive research-based reading model)

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
413	88.6	73.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Williams Primary Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	305	73.8
Foster Youth		
Homeless	38	9.2
Socioeconomically Disadvantaged	366	88.6
Students with Disabilities	50	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1
Asian	5	1.2
Hispanic	391	94.7
Two or More Races	1	0.2
White	9	2.2

Conclusions based on this data:

1. There is a significant number of English Learners students (73.5%)
2. There is a significant number of Hispanic/Latino students (95.5%)
3. There is a significant number of Low-Income students (90.3%)

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Yellow	Suspension Rate Green
Mathematics Yellow		
English Learner Progress Yellow		

Conclusions based on this data:

1. ELA and Math has a status of low for academic performance.
2. Chronic Absenteeism is very high which has a negative effect on student achievement.
3. Student Suspension rate has a low status.

School and Student Performance Data

Academic Performance English Language Arts

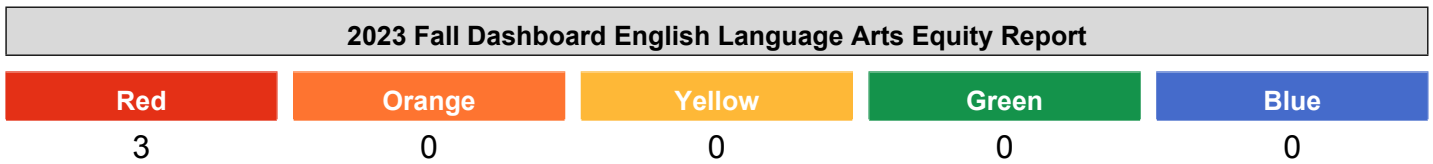
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Red 77.4 points below standard Decreased Significantly -23.8 points 90 Students	English Learners Red 83.7 points below standard Decreased Significantly -26.1 points 65 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Red 81.3 points below standard Decreased Significantly -30.1 points 85 Students	Students with Disabilities 131.1 points below standard Maintained +2.2 points 18 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 78.5 points below standard Decreased Significantly - 25.1 points 86 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.9 points below standard Decreased Significantly -27.6 points 63 Students	Less than 11 Students 2 Students	101.1 points below standard Decreased Significantly -20.3 points 14 Students

Conclusions based on this data:

- English Language Arts has a low status for ALL students, which includes the English Learner and Socioeconomically disadvantaged student groups.
- English Language Arts, specifically reading and writing, need to be a focus of school improvement.

School and Student Performance Data

Academic Performance Mathematics

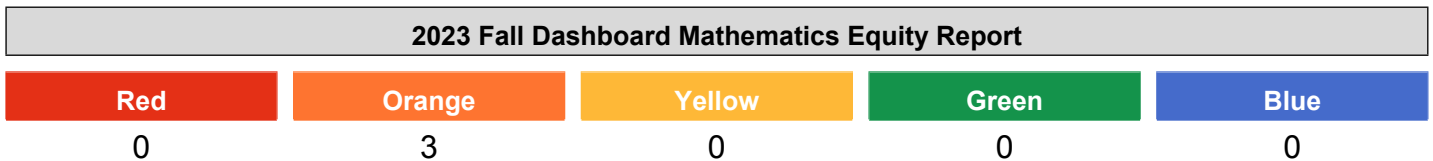
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 66.9 points below standard Increased +3.9 points 89 Students	English Learners Orange 73.7 points below standard Decreased -5.8 points 64 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Orange 71.1 points below standard Decreased -3.5 points 84 Students	Students with Disabilities 129.5 points below standard Increased +10 points 18 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.8 points below standard Maintained +1.4 points 85 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.9 points below standard Decreased -8 points 62 Students	Less than 11 Students 2 Students	100.7 points below standard Increased +11.8 points 14 Students

Conclusions based on this data:

1. All students have a low status in mathematics.
2. Mathematics needs to be a focus of schoolwide improvement goals.

School and Student Performance Data

Academic Performance English Learner Progress

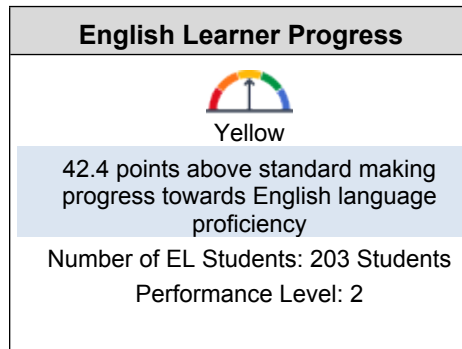
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25	90	0	86

Conclusions based on this data:

- 24.4% of ELs progressed at least one level. That is very positive.
- 34.1% of ELs decreased one ELPI level indicating that students need continued support through designated and integrated ELD at target level.

School and Student Performance Data

Academic Performance College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance

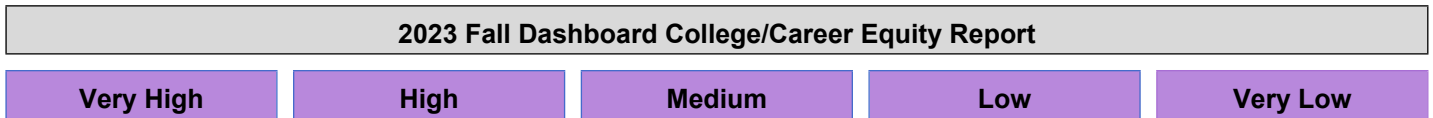
Low

Medium

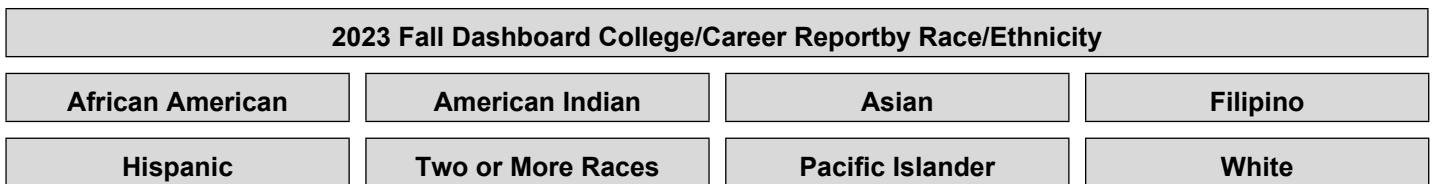
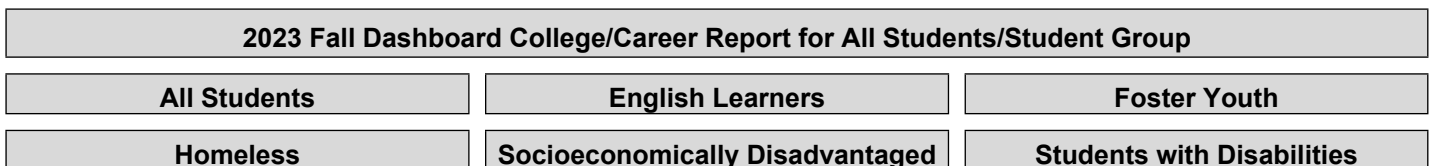
High

Very High
Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. Not Applicable for TK-3

School and Student Performance Data

Academic Engagement Chronic Absenteeism

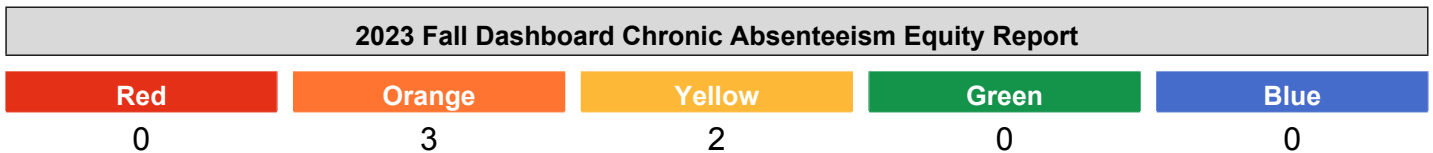
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>24.5% Chronically Absent</p> <p>Declined Significantly -4.2</p> <p>428 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>22.8% Chronically Absent</p> <p>Declined Significantly -6.1</p> <p>320 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Orange</p> <p>26.1% Chronically Absent</p> <p>Declined -8.6</p> <p>46 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>25.5% Chronically Absent</p> <p>Declined -2.9</p> <p>385 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>29.7% Chronically Absent</p> <p>Declined -8.8</p> <p>74 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">4 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">6 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">23.7% Chronically Absent</p> <p align="center">Declined Significantly -5.4</p> <p align="center">405 Students</p>	<p>Less than 11 Students</p> <p align="center">4 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">9 Students</p>

Conclusions based on this data:

- 38.6% of Students With Disabilities have a very high status. Further evaluation of causation is necessary in this subgroup.
- 34.7% of Homeless subgroup have a very high status. This may be due to Migrant population.

School and Student Performance Data

Academic Engagement Graduation Rate

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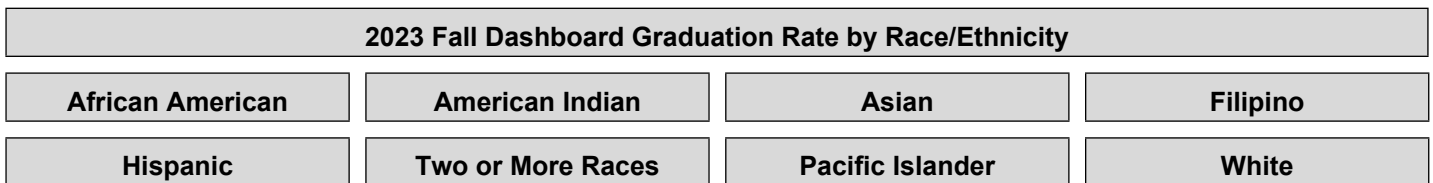
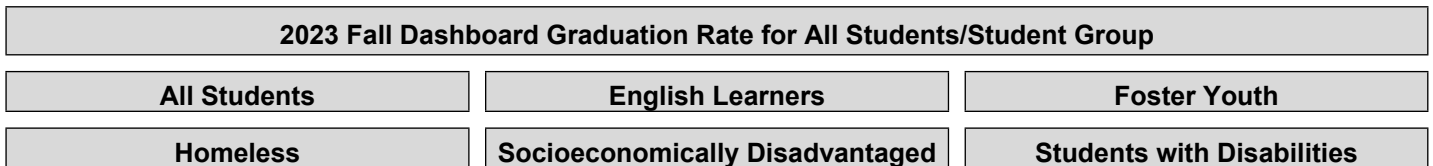
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. Not Applicable TK-3

School and Student Performance Data

Conditions & Climate Suspension Rate

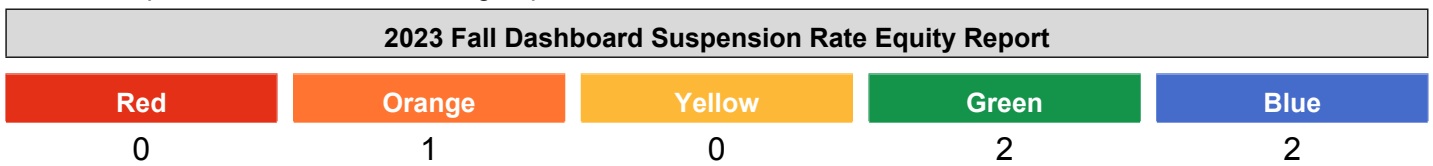
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.7% suspended at least one day</p> <p>Maintained -0.2 438 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Declined -0.3 327 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 54 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined -0.3 395 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 1.3 74 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 5 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 6 Students</p>	<p align="center"> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>0.7% suspended at least one day</p> <p>Declined -0.3 414 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 9 Students</p>

Conclusions based on this data:

1. Suspension rate for Students With Disabilities remains the highest subgroup with 1.4% suspended at least one day.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Achievement- Language Arts/Literacy

LEA/LCAP Goal

LCAP Goal 1: Achievement

Williams Unified School District will raise student achievement and prepare all students for college and career through academically challenging curriculum delivered through intentional and quality instruction.

Ensure that students have the tools, knowledge and skills needed for college and career, beginning in Kindergarten and continuing strategically until graduation

Promote the essential skills, knowledge and literacies necessary for future success

Differentiate instructional programs to meet student needs

Provide appropriate technological resources for current teaching and learning trends (Addresses State Priorities 2,4,5,7,8)

LCAP Goal 2: Conditions of Learning

Williams Unified School District will establish and foster conditions of learning that meet the educational and socio-emotional needs of all students in order to ensure their success.

Increase student access to meaningful, appropriate, broad, and relevant learning experiences

Provide ongoing professional learning and support for staff

Support and retaining high-quality educators

Offer students equitable access to rigorous and relevant curriculum and well-maintained facilities

Utilize data-driven decision making (Addresses State Priorities 4,5,6)

LCAP Goal 3: Family Engagement

Williams Unified School District will strengthen family engagement through communication that includes all stakeholders: students, staff, families, and community.

Motivate and support the social and emotional well-being of all students

Seek input and implement shared decision-making processes

Heighten school connectedness and student engagement

Address the needs of the whole child (Addresses State Priorities 1,3,6)

Goal 1

Improve teaching and learning in reading/literacy by the end of the 2023/24 school year as measured by a 10 percentage point increase in the number of students that meet or exceed proficiency standards in language arts/literacy on the i-Ready and CAASPP assessments.

Identified Need

The FALL 2022 California School Dashboard data show that 91 students were assessed on the CAASPP and all students were rated a low status. Overall, students scored 53.6 points below standard. A high percentage of the school's student population is Hispanic/Latino, economically disadvantaged and English learners. As a result, the three student groups, as defined on the Dashboard, have a similar status of low: Hispanic/Latino students 70.2 points below standard;

economically disadvantaged students, 67.6 points below standard; and English learners, 67.9 points below standard..

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA/Literacy	The 201-22 CAASPP results for student groups that met or exceeded achievement standards are: All - 23.16% Hispanic/Latino - 23.65% Economically Disadvantaged - 25.88% English Learner - 21.12%	The expected outcome for the 2023-24 school year is a 10% increase in the percentage of students meeting or exceeding the standards for each student group, as follows: All - 33.16.16%; Hispanic/Latino - 22.65% Economically Disadvantaged - 35.88% English Learner - 31.16%
i-Ready	The percentage of students at/above benchmarks on the fall, 2022 i-Ready will be used as the baseline for the 2022-23 school year, as follows: K -Reading- 10% 1st-Reading- 4% 2nd - Reading - 17% 3rd - Reading - 20%	The expected outcome is an 10% increase in the percentage of students at/above benchmarks for the student group that took the i-Ready in Spring 2023 as follows: K-Reading - 78% 1st Reading - 50% 2nd - Reading - 56% 3rd - Reading - 49%
California School Dashboard	2023: 53.6 points below standard	Expected 2024: 43.6 points below standard

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

With the support of the literacy specialist, teachers will implement effective research-based teaching and learning strategies, including small group targeted reading instruction and continue to implement a comprehensive, schoolwide, research-based reading program that is focused and systematic. Monitor student progress on a regular basis through the use of formative assessments, and provide interventions during and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Title I 1000-1999: Certificated Personnel Salaries Provide a extended day (before or after) reading intervention program opportunity, extra-duty pay
1,915	Title I 3000-3999: Employee Benefits extra-duty pay benefits
11,243	Title I 4000-4999: Books And Supplies Additional items for intervention groups, such as reading leveled books and materials for student use
12,149	Title I 4000-4999: Books And Supplies Saxon Phonics

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support (supplemental) reading/literacy instruction across the grades through the use of blended learning with programs such as: Reading Counts and Lexia Core 5. Continue to provide student access to these and other blended learning opportunities through continued funding of licenses and staff professional development, as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Title I

5800: Professional/Consulting Services And Operating Expenditures
Reading Counts and other blended learning products

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In Activity 1, the reading specialist was successful in supporting classroom teachers in the development of common local formative assessments, training reading instructional aides, and promoting research-based instructional practices. The blended learning programs in Activity 2 were very well supported by teachers and students. Especially well used was Reading Counts and Lexia Core 5. These applications supported English Language Development and overall reading ability across the grade levels. In Lexia, 289 students are participating and 66% are working on grade level material. Seven teachers in grade 1-3 participated in after school reading interventions for identified students.

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

With carryover funds from 2021-22, we were able to purchase classroom reading books for grades one and two. This was not in the original SPSA, but was amended in April of 2023.

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

We plan to continue the goal of improving reading achievement. We plan to implement all four of the activities/strategies outlined in this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Achievement- Mathematics

LEA/LCAP Goal

LCAP Goal 1: Achievement

Williams Unified School District will raise student achievement and prepare all students for college and career through academically challenging curriculum delivered through intentional and quality instruction.

Ensure that students have the tools, knowledge and skills needed for college and career, beginning in Kindergarten and continuing strategically until graduation

Promote the essential skills, knowledge and literacies necessary for future success

Differentiate instructional programs to meet student needs

Provide appropriate technological resources for current teaching and learning trends (Addresses State Priorities 2,4,5,7,8)

LCAP Goal 2: Conditions of Learning

Williams Unified School District will establish and foster conditions of learning that meet the educational and socio-emotional needs of all students in order to ensure their success.

Increase student access to meaningful, appropriate, broad, and relevant learning experiences

Provide ongoing professional learning and support for staff

Support and retaining high-quality educators

Offer students equitable access to rigorous and relevant curriculum and well-maintained facilities

Utilize data-driven decision making (Addresses State Priorities 4,5,6)

LCAP Goal 3: Family Engagement

Williams Unified School District will strengthen family engagement through communication that includes all stakeholders: students, staff, families, and community.

Motivate and support the social and emotional well-being of all students

Seek input and implement shared decision-making processes

Heighten school connectedness and student engagement

Address the needs of the whole child (Addresses State Priorities 1,3,6)

Goal 2

Improve teaching and learning in math by the end of the 2022-23 school year as measured by a 10 percentage point increase in the number of students that meet or exceed proficiency standards in math on the i-Ready and CAASPP assessments.

Identified Need

The FALL 2022 California School Dashboard data show that 91 students were assessed on the CAASPP and all students were rated a low status. Overall, students scored 70.7 points below standard. A high percentage of the school's student population is Hispanic/Latino, economically disadvantaged and English learners. As a result, the three student groups, as defined on the Dashboard, have a similar status of low: Hispanic/Latino students 53.4 points below standard; economically disadvantaged students, 51.2 points below standard; and English learners, 57.5 points below standard..

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	The 2021-22 CAASPP results for student groups that met or exceeded achievement standards are: All - 13.40% Hispanic/Latino - 13.69% Economically Disadvantaged - 15.02% English Learner - 15.07%	The expected outcome for the 2023-24 school year is a 10% increase in the percentage of students meeting or exceeding the standards for each student group, as follows: All - 23.40%; Hispanic/Latino - 23.69% Economically Disadvantaged - 25.02% English Learner - 25.07%
i-Ready	The percentage of students at/above benchmarks on the fall, 2022 i-Ready assessment will be used as the baseline for the 2022-23 school year, as follows: K- 13% 1st - 0% 2nd - 4% 3rd - 1%	The expected outcome for the 2023-24 school year is a 10% increase in the percentage of students at/above benchmarks on the i-Ready Math spring 2023, as follows: K- 46% 1st - 22% 2nd - 39% 3rd - 17%
California School Dashboard	2019: Distance from Standard 52.0	Expected 2024: Distance from the standard 42.0

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Establish a Professional Learning Community (PLC) process related to the implementation of the research-based, comprehensive, systematic reading/literacy program, provide ongoing professional development and coaching to support adult learning and program implementation. Professional Learning Communities (PLC's) ensure that grade level teams are focused on priority ELA CCSS; monitor and analyze formative student performance data; and identify strategies to meet the diverse needs of all students so that they are able to meet formative performance targets.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies
PLC Training materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Identified K-3rd grade students

Strategy/Activity

Provide an extended day or in-class math intervention program opportunity, taught by certificated teachers, to students with identified needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher extra pay for extended math day interventions

838

Title I
3000-3999: Employee Benefits
Teacher extra pay benefits

5,000

Title I
4000-4999: Books And Supplies
Math Intervention materials

3,000

Title IV Part A: Student Support and Academic Enrichment
4000-4999: Books And Supplies
Math materials/ manipulatives

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers held after school math intervention for students. In the 22-23 school year, teachers will strengthen data informed practices by developing and implementing effective Professional Learning Communities. Also, classroom teachers will have access to Touch Math supplemental curriculum as a strategy to support Go Math!

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

Some teachers opted to not hold after school math intervention in favor of holding reading interventions, which left some of the money designated for salaries unspent in this category. PLC's were not established in the 22-23 school year as intended as it was pushed back to the 23-24 school year.

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

Develop and sustain an active Professional Learning Community to strengthen data informed practices. Recruit more teachers for after school math interventions by continuing to fund a math intervention program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Conditions of Learning

LEA/LCAP Goal

LCAP Goal 1: Achievement

Williams Unified School District will raise student achievement and prepare all students for college and career through academically challenging curriculum delivered through intentional and quality instruction.

Ensure that students have the tools, knowledge and skills needed for college and career, beginning in Kindergarten and continuing strategically until graduation

Promote the essential skills, knowledge and literacies necessary for future success

Differentiate instructional programs to meet student needs

Provide appropriate technological resources for current teaching and learning trends (Addresses State Priorities 2,4,5,7,8)

LCAP Goal 2: Conditions of Learning

Williams Unified School District will establish and foster conditions of learning that meet the educational and socio-emotional needs of all students in order to ensure their success.

Increase student access to meaningful, appropriate, broad, and relevant learning experiences

Provide ongoing professional learning and support for staff

Support and retaining high-quality educators

Offer students equitable access to rigorous and relevant curriculum and well-maintained facilities

Utilize data-driven decision making (Addresses State Priorities 4,5,6)

LCAP Goal 3: Family Engagement

Williams Unified School District will strengthen family engagement through communication that includes all stakeholders: students, staff, families, and community.

Motivate and support the social and emotional well-being of all students

Seek input and implement shared decision-making processes

Heighten school connectedness and student engagement

Address the needs of the whole child (Addresses State Priorities 1,3,6)

Goal 3

Create and/or sustain student support systems that promote student social emotional development, engagement and success in learning.

Identified Need

The FALL 2022 California School Dashboard data show that 91 students were assessed on the CAASPP in ELA and all students were rated a low status. Overall, students scored 53.6 points below standard. A high percentage of the school's student population is Hispanic/Latino, economically disadvantaged and English learners. As a result, the three student groups, as defined on the Dashboard, have a similar status of low: Hispanic/Latino students 70.2 points below standard; economically disadvantaged students, 67.6 points below standard; and English learners, 67.9 points below standard.. The FALL 2022 California School Dashboard data show that 91 students were assessed on the CAASPP Mathematics and all students were rated a low status. Overall, students scored 70.7 points below standard. A high percentage of the school's student population is Hispanic/Latino, economically disadvantaged and English learners. As a result, the three student groups, as defined on the Dashboard, have a similar status of low: Hispanic/Latino students 53.4

points below standard; economically disadvantaged students, 51.2 points below standard; and English learners, 57.5 points below standard..

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA/Literacy	2018-19 results show the percent of subgroups that met or exceeded standards: English learners, 21.12%; Hispanic students, 23.65%; and socioeconomically disadvantaged students, 25.88%	The expected outcome in the 2023-24 school year is that the percent of students that meet or exceed standards increase by 10% for each identified subgroup.
CAASPP Mathematics	2018-19 results show the percent of subgroups that met or exceeded standards: English learners, 15.07%; Hispanic students, 13.69%; and socioeconomically disadvantaged students, 15.12%	The expected outcome in the 2023-24 school year is that the percent of students that meet or exceed standards increase by 10% for each identified subgroup.
California School Dashboard	2022 Distance from Standard for English learners ELA - 57.5 Mathematics - 68.9	Expected 2024: Distance from the standard, ELA 47.5, Math 58.9

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students- especially students in designated subgroups including, English learners, Hispanic, and economically disadvantaged students.

Strategy/Activity

Continue to implement and refine the Sobrato Early Academic Language Model (SEAL) and other programs that support English language learners and/or use SEAL strategies across the curriculum as appropriate to foster a rigorous, engaging, & joyful learning experience for all students. Continue to provide ongoing SEAL coaching support to staff, professional development for new staff members, and materials, as needed, in order to sustain the SEAL model for literacy and oral language development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,045	Lottery: Instructional Materials 4000-4999: Books And Supplies SEAL Material and Supplies
82,576	LCFF 1000-1999: Certificated Personnel Salaries SEAL Coach LCAP Goal 2, Action 9
30,610	LCFF 3000-3999: Employee Benefits Seal Coach Benefits LCAP Goal 2, Action 9
119,767	LCFF 1000-1999: Certificated Personnel Salaries Action 4, Goal 1 in LCAP
39,264	LCFF 3000-3999: Employee Benefits Employee Benefits Action 4, Goal 1 in LCAP
70,000	Other 1000-1999: Certificated Personnel Salaries Certificated Salaries Action 5, Goal 1 Summer Academy in LCAP
16,753	Other 3000-3999: Employee Benefits Employee Benefits Action 5, Goal 1 Summer Academy in LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students- especially students in designated subgroups including, English learners, Hispanic, and economically disadvantaged students.

Strategy/Activity

Develop and implement an English/Spanish Dual Immersion program strand from K-3rd grades that is aligned to CCSS (that is part of K-12 Interpreter/Translator Certification Pathway) and provides participating students with 50% of their instruction and learning in each language (English & Spanish) and in all content areas. Ensure that DI program recruitment efforts include active outreach to the community and that the Kinder recruitment incorporates DI program information, enrollment procedures, assessment and placement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	LCFF 4000-4999: Books And Supplies Spanish/ bilingual materials Goal 1 Action 3
3,805	Other 1000-1999: Certificated Personnel Salaries Dual Immersion Training
910	Other 3000-3999: Employee Benefits Employee benefits

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The proposed plan was fully implemented for SEAL, the employment of coaches and the support provide to subgroups English learners, Hispanic and economically disadvantaged students.

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

The intended implementation plan with expenditures did not vary significantly. LCFF funds did support Dual Immersion teachers to purchase materials and curriculum in Spanish.

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

Continue Dual Immersion Program and provide ongoing professional development support. Peace Builders and PBIS will be used for socio-emotional learning. Satchel Pulse will be used to support students socio-emotional health.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Conditions of Learning

LEA/LCAP Goal

LCAP Goal 1: Achievement
 Williams Unified School District will raise student achievement and prepare all students for college and career through academically challenging curriculum delivered through intentional and quality instruction.
 Ensure that students have the tools, knowledge and skills needed for college and career, beginning in Kindergarten and continuing strategically until graduation
 Promote the essential skills, knowledge and literacies necessary for future success
 Differentiate instructional programs to meet student needs
 Provide appropriate technological resources for current teaching and learning trends (Addresses State Priorities 2,4,5,7,8)

LCAP Goal 2: Conditions of Learning
 Williams Unified School District will establish and foster conditions of learning that meet the educational and socio-emotional needs of all students in order to ensure their success.
 Increase student access to meaningful, appropriate, broad, and relevant learning experiences
 Provide ongoing professional learning and support for staff
 Support and retaining high-quality educators
 Offer students equitable access to rigorous and relevant curriculum and well-maintained facilities
 Utilize data-driven decision making (Addresses State Priorities 4,5,6)

Goal 4

Create and/or sustain student support systems that promote student social emotional development, engagement and success in learning.

Identified Need

This Goal is aligned with WUSD's LCAP Goals 1 and 2.
 The FALL 2022 California School Dashboard data show that the WES suspension rate during the 2021-22 school year was low, less than 1 % (.9%). The data indicates that a total of 9 students were suspended during that year. However, Dashboard data for 2021-22 indicates that there was a "very high" level of chronic absenteeism with a total of 28.7% of students being chronically absent.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	2022: Chronic Absenteeism "Very High" (28.7%) 2022: Suspensions "Low" (.9%)	Expected 2024: Reduce chronic absenteeism by 5 percentage points (23.7%) It is expected that suspensions will be reduced significantly.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard	2022: Suspensions "Low" (.9%)	Suspensions will remain low.
Aeries Student Dashboard	2021-22 End of Year Discipline referrals	Discipline referrals will remain low,

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

WES will continue to implement the Positive Behavioral Interventions and Supports three tier framework and PeaceBuilders throughout the school community including in classrooms, on the playground and in other settings with the support of Colusa County Office of Education's (CCOE) Second Step Program and behavioral consultant.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Other 4000-4999: Books And Supplies Peacebuilders materials and supplies
833	Other 4000-4999: Books And Supplies Tier 3 supports, student incentives, awards and recognition for positive behaviors

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

WES will 1) focus on increasing student engagement, meeting the diverse needs of students and positive student recognition as means to affect chronic absenteeism, mental health, and student discipline issues and 2) provide certificated and classified staff with professional learning opportunities, as needed, to support adult learning related to accomplishing this strategy. Add a

focused activity to address chronic absences such as monitoring attendance bimonthly and providing incentives for improvements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF 4000-4999: Books And Supplies PBIS Supplies Goal 2 Activity 10
5,000	LCFF 4000-4999: Books And Supplies supplies for incentives, rewards and certificates

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All parents of all students.

Strategy/Activity

WES will provide educational opportunities for parents on the importance parent involvement. It will be key to engage parents by providing parent workshops and community nights to educate parents on working with their students. Staff can create parent education workshops or allow parents to create parent workshops as identified via parent needs assessment/survey. ASES, after school program, will continue to serve students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries Certificated Salaries
93,898	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries Classified Salaries
40,866	After School and Education Safety (ASES) 3000-3999: Employee Benefits Employee Benefits
0	After School and Education Safety (ASES) 4000-4999: Books And Supplies
7,238	After School and Education Safety (ASES)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Students participate in PeaceBuilders educational program designed to decrease bullying and create an avenue by which students can learn to problem solve issues and get along peacefully with others. ASES program will increase the number of students served to provide additional SEL and academic support to students.

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

ASES is also funded through the expanded ELO-P grant. There were no other major differences.

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

Parent outreach will be used to address the increase in chronic absenteeism and incentives will be explored for students to maintain positive attendance. Overall discipline referrals were relatively low even as students returned to school after two years without peer interaction and the goal is to maintain low referrals by implementing PBIS and Tier I, II, and III supports for behavior year-long. PeaceBuilders will give students the tools to solve problems on the playground and in class, thus decreasing the number of discipline referrals.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement and Engagement

LEA/LCAP Goal

LCAP Goal 3: Family Engagement
 Williams Unified School District will strengthen family engagement through communication that includes all stakeholders: students, staff, families, and community.
 Motivate and support the social and emotional well-being of all students
 Seek input and implement shared decision-making processes
 Heighten school connectedness and student engagement
 Address the needs of the whole child (Addresses State Priorities 1,3,6)

Goal 5

Enhance the level of parent/guardian involvement and engagement at WES by providing learning opportunities to parents/guardians in the areas of literacy, mathematics and supporting student achievement. Provide avenues by which parents can discuss school issues with school leadership.

Identified Need

This Goal is aligned with LCAP Goal 3: Williams Unified will strengthen family engagement through communication that includes all stakeholders. (addresses State Priority 3)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in School Site Council and English Learner Advisory Council	2022-23 Participation records: SSC: 3 parent members; 5 non-parent members attended monthly meetings ELAC: 2 parent officers; and four meetings took place over the school year.	There will be an increase in the level of parent participation. SSC: Maintain 3 parent members; ELAC: Maintain 2 parent officers; Increase at least 5 different parents attending at least 1 meeting.
Parent participation in various other parent engagement activities including SEAL School to Home Connections and Gallery Walks.	2022-23 Participation records: 50% of parents participate in SEAL Home to School Connections Parents attended Aeries Night, Parent Square, and Family Parent Nights.	There will be an increase in the level of parent participation. Conduct at least 2 parent gallery walks. Conduct at least 1 Literacy Night and 1 Math Night with 100 parents and children in attendance.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in workshops offered to address ongoing needs.	2022-23 Participation for Footsteps to Brilliance training on use of IPADS and software.	There will be an increase in the number of Footsteps to Brilliance training sessions to reach more parents by 25%. Footsteps to Brilliance to attend Literacy Night.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide funding for parent meetings and activities, including food, materials, supplies, child care, training and trainer costs and consultants. Activities such as "Sneak a Peek", winter concerts, and other events that engage parents, such as field trips for end of the year celebrations are included in this goal. Staff will collect feedback at the meetings from the parents to enable improvements for future meetings. Communication, such as the Buzzer newsletter, and social media, such as Facebook, will be used to increase communication with parents and stakeholders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2714	LCFF 2000-2999: Classified Personnel Salaries Child Care
299	LCFF 3000-3999: Employee Benefits Child care benefits
5,000	Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures buses and field trip admission for student incentives
2,500	Title I 4000-4999: Books And Supplies Supplies and Materials parent meetings/ trainings in literacy and math
1,500	Title I 2000-2999: Classified Personnel Salaries

	Goal 3 in LCAP supports translation services and increase parent involvement
565	Title I 3000-3999: Employee Benefits Goal 3 in LCAP supports translation services and increase parent involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide funding for parent meetings and activities, including food, materials, supplies, and child care. Activities such as Parent Resource Night, Literacy Night, Math Night, "Sneak a Peek", and other events that engage parents are included in this goal. Communication, such as the Monthly Buzzer or Parent Square, and social media such as Facebook, will be used to increase communication with parents and stakeholders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,500	Title I 1000-1999: Certificated Personnel Salaries Extra duty pay for teachers to stay for Literacy and Math Parent Nights.
500	LCFF 4000-4999: Books And Supplies Materials and Supplies Goal 3 Activity 7
838	Title I 3000-3999: Employee Benefits Certificated Benefits

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Williams Elementary PTO was very active and activities were planned to engage parents and families. The school held a TK/ Kinder parent night. Parent workshops were held showing parents how to check their child's work on Aeries, and how to communicate back to the teacher on Parent Square. Communication between teacher and parents increased due to Parent Square and social media, such as Facebook. Two parent learning opportunities were held on the topics of literacy and math. The School Site Council met five times during the 22-23 school year and meetings were documented so those not in attendance could access the minutes on the school web site. ELAC meetings were also held and included information for parents of English Learners on reclassification and the ELPAC.

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

Student supervisors were available to help at parent meetings, such as SSC and ELAC for babysitting. Footsteps to Brilliance use was expanded to home use of IPADS provided by CCOE to enable greater skill development of foundational literacy skills for TK-1 learners. Sessions on how to access the downloaded Footsteps to Brilliance program were held to encourage home use of the program.

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

When possible, meeting times will vary to include late evening for those parents who work or are unable to attend earlier times. Strategies to achieve increased parent engagement include: increase publicity using social media, using text messages, offering refreshments, such as cookies at Back to School Night, increased use of parent newsletters such as a year at a glance calendar with all meetings listed, monthly parent workshops in both English and Spanish, and starting the year with the "Sneak a Peek" to meet the teacher where community agencies are invited as well to share vital resources.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$55,972
Total Federal Funds Provided to the School from the LEA for CSI	\$410,493
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$600,126.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$53,048.00
Title IV Part A: Student Support and Academic Enrichment	\$3,000.00

Subtotal of additional federal funds included for this school: \$56,048.00

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

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$152,002.00
LCFF	\$285,230.00
Lottery: Instructional Materials	\$12,545.00
Other	\$94,301.00

Subtotal of state or local funds included for this school: \$544,078.00

Total of federal, state, and/or local funds for this school: \$600,126.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	152,002.00
LCFF	285,230.00
Lottery: Instructional Materials	12,545.00
Other	94,301.00
Title I	53,048.00
Title IV Part A: Student Support and Academic Enrichment	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	301,148.00
2000-2999: Classified Personnel Salaries	98,112.00
3000-3999: Employee Benefits	132,858.00
4000-4999: Books And Supplies	54,270.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00
7000-7439: Other Outgo	7,238.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	10,000.00

2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	93,898.00
3000-3999: Employee Benefits	After School and Education Safety (ASES)	40,866.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	0.00
7000-7439: Other Outgo	After School and Education Safety (ASES)	7,238.00
1000-1999: Certificated Personnel Salaries	LCFF	202,343.00
2000-2999: Classified Personnel Salaries	LCFF	2,714.00
3000-3999: Employee Benefits	LCFF	70,173.00
4000-4999: Books And Supplies	LCFF	10,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	7,545.00
5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	5,000.00
1000-1999: Certificated Personnel Salaries	Other	73,805.00
3000-3999: Employee Benefits	Other	17,663.00
4000-4999: Books And Supplies	Other	2,833.00
1000-1999: Certificated Personnel Salaries	Title I	15,000.00
2000-2999: Classified Personnel Salaries	Title I	1,500.00
3000-3999: Employee Benefits	Title I	4,156.00
4000-4999: Books And Supplies	Title I	30,892.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,500.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,807.00
Goal 2	14,838.00
Goal 3	371,230.00
Goal 4	161,835.00
Goal 5	17,416.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- N/A Secondary Students

Name of Members

Role

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/3/23.

Attested:



Principal, Michelle Jorge on 5/3/23

SSC Chairperson, Toni Hilger on 5/3/23

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019