


**Williams Elementary**

10621660113811

Principal's Name: Bonifacio Sanchez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**


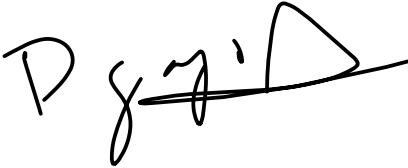
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Bonifacio Sanchez</b>	X				
2. <b>Chairperson – Dyango Serrano</b>		X			
3. <b>Secretary- Melisa Dyango</b>		X			
4. <b>Marie McGinnis</b>		X			
5. <b>Monica Salazar</b>			X		
6. <b>Tony Vargas</b>				X	
7. <b>Karina Fernandez Reyes</b>				X	
8. <b>Charmain Franklin</b>				X	
9. <b>Leslie Woods</b>				X	
10. <b>Kaylee Tamayo</b>				X	
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name: Williams Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
<b>Principal</b>	Bonifacio Sanchez		05/22/20
<b>SSC Chairperson</b>	Dyango Serrano		05/22/20

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2020/21

Williams - 0550

**ON-SITE ALLOCATION**

3010	Title I	\$71,762 *
7090	LCFF Supplemental & Concentration	\$222,306
7091	LCFF for English Learners	\$38,100
<b>TOTAL 2020/21 ON-SITE ALLOCATION</b>		<b>\$332,168</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,031
Remaining Title I funds are at the discretion of the School Site Council	\$69,731
Total Title I Allocation	\$71,762

## Williams Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

### Goal 1 - All Students will excel in reading, writing and math

#### Needs Assessment

#### School Quality Review

#### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	34.485 %	27.322 %	2018-2019	37.022 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.208 %	21.311 %	2018-2019	31.3111 %
SBAC ELA Distance from Level 3 (Students w/Disabilities)	-131.7 pts	-124.6 pts	2018-2019	-109.6 pts
SBAC Math Distance from Level 3 (Students w/Disabilities)	-146.8 pts	-140.7 pts	2018-2019	-125.7 pts
SBAC ELA Distance from Level 3 (White)		-31.3 pts	2018-2019	-16.3 pts
SBAC Math Distance from Level 3 (White)		-71.7 pts	2018-2019	-56.7 pts
SBAC ELA Distance from Level 3 (Homeless)		-123.7 pts	2018-2019	-108.7 pts
SBAC Math Distance from Level 3 (Homeless)		-102.6 pts	2018-2019	-87.6 pts

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

##### Students Meeting Target:

- PLC teams utilized ELA/Literacy Summative Assessment Blueprints to identify the claims that would be assessed on CAASPP
- PLC Teams utilized i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

#### SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

ELA: All Students group scored 58.7 points below standard, and there was an increase of less than 1 points (325 students)

- Increase 5.9 points in English Learners
- Increased 26 points in Students with Disabilities
- The following subgroups maintained points: Hispanics 53.2 below standard Socioeconomically Disadvantaged 60.3 points below standard and African American 96.4 points below standard

**SPECIFIC INEQUITIES THAT CONTRIBUTED TO DISPROPORTIONALITY OF STUDENT GROUPS CONSISTED OF THE FOLLOWING:**

- PLC Teams utilized Scope & Sequence, Pacing Guide, Wonders TE, to plan for essential standards in alignment with IABs and FIABs
- PLC Teams utilized Common Core Companion to deconstruct standards
- PLC Teams utilized i-Ready lessons to reinforce knowledge targets taught

**Students On Track to Meet Target:**

- Teachers provided consistent structured time for intervention in ELA
- PLC teams implemented Blended Learning for target small group instruction
- PLC team utilized Guided Reading to target instruction based on individual student need
- PLC Teams analyzed CFAs and student products for alignment with rigor of standard
- PLC Teams identified root cause analysis of students not meeting standards and plan intervention

**Students That Did Not Meet Target:**

- Inconsistent structured time for intervention in ELA/Literacy
- Need for Blended Learning for target small group instruction
- Inconsistent targeted instruction based on individual student needs
- Need for consistent reading intervention ie> Guided Reading
- Need for PLC Teams to identify root cause analysis of students not meeting standards and plan intervention
- Lack of alignment between Standards, planning and assessments

**SBAC ELA Distance from Level 3 (Homeless)**

**Students Meeting Target:**

- PLC teams utilized ELA/Literacy Summative Assessment Blueprints to identify the claims that would be assessed on CAASPP
- PLC Teams utilized i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
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**Students On Track to Meet Target:**

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- PLC Teams identified root cause analysis of students not meeting standards and plan intervention

**Students That Did Not Meet Target:**

- Inconsistent structured time for intervention in ELA/Literacy
- Need for Blended Learning for target small group instruction
- Inconsistent targeted instruction based on individual student needs
- Need for consistent reading intervention ie> Guided Reading
- Need for PLC Teams to identify root cause analysis of students not meeting standards and plan

1. Gap in implementation of the PLC common instructional plans from the CFA Calendar by individual teachers on a given PLC Team
2. Lack of adhering to CFA administration protocol according to PLC agreements
3. Lack of administering CFAs according to instructional cycle and dates
4. Lack of planning instruction based on text vs. a focus on the ancillary pieces including grammar and spelling worksheets

**SBAC ELA Distance from Level 3 (Homeless)**

- -123.7 points below standard
- 2020-2021 target goal is -87.6 points below standard
- 12 students in 2019 school year grades 3-6
- Increase by 3.5 points during the 2019 school year within 3-6 grade students
- Chronic absenteeism
- High suspension rate
- High average of D's and F's on report cards
- Lack of consistent interventions for these students such as Saturday Academy for improved attendance and After School Tutorials for improved academicis

**Next Steps:**

- Teachers identify students classified as Homeless
- Identify math academic goal
- Connect students with Project Access
- Utilize MBK Mentoring Program to improve attendance
- Create academic goals in Math for students tied to short term and long term incentives utilizing district benchmarks such as iReady assessment data
- Targeted Math instruction for Homeless student subgroup
- Track progress on using i-Ready Math lessons and Math Diagnostics throughout the school year
- Prioritize students for after school tutoring
- Provide incentives for students to attend Saturday Academy
- Targeted after school tutoring for students with D's and F's
- SST Meetings scheduled for students with D's and F's
- PLC Teams to commit to full implementation of PLC Team Plans and CFA Assessments and protocols

**SBAC ELA Distance from Level 3 (Students w/Disabilities)**

**Target Not Met:**

- -124.6 points below standard
- 2020-2021 target goal is -109.6 points below standard
- 48 students in 2019 school year grades 3-6
- Increase by 26 points during the 2019 school year within 3-6 grade students
- Students with Disabilities were not targeted for After School Tutoring
- RSP students did not attend RSP consistently due to gap in RSP schedule implementation
- RSP students did not receive consistent small group or one-on-one support in the GE classroom

**Next Steps:**

- Identify academic goals for Students with Disabilities
- Teachers identify students with IEPs set IEP goals with RSP teacher



intervention

- Lack of alignment between Standards, planning and assessments

**Next Step:**

- 2020-2021 plan will reflect action items for interventions to support targeted groups

**SBAC ELA Distance from Level 3 (Students w/Disabilities)**

**Students Meeting Target:**

- PLC teams utilized ELA/Literacy Summative Assessment Blueprints to identify the claims that would be assessed on CAASPP
- PLC Teams utilized i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
- PLC Teams utilized Scope & Sequence, Pacing Guide, Wonders TE, to plan for essential standards in alignment with IABs and FIABs
- PLC Teams utilized Common Core Companion to deconstruct standards
- PLC Teams utilized i-Ready lessons to reinforce knowledge targets taught

**Students On Track to Meet Target:**

- Teachers provided consistent structured time for intervention in ELA
- PLC teams implemented Blended Learning for target small group instruction
- PLC team utilized Guided Reading to target instruction based on individual student need
- PLC Teams analyzed CFAs and student products for alignment with rigor of standard
- PLC Teams identified root cause analysis of students not meeting standards and plan intervention

**Students That Did Not Meet Target:**

- Inconsistent structured time for intervention in ELA/Literacy
- Need for Blended Learning for target small group instruction
- Inconsistent targeted instruction based on individual student needs
- Need for consistent reading intervention ie> Guided Reading
- Need for PLC Teams to identify root cause analysis of students not meeting standards and plan intervention
- Lack of alignment between Standards, planning and assessments

**Next Step:**

- 2020-2021 plan will reflect action items for interventions to support targeted groups

**SBAC ELA Distance from Level 3 (White)**

**Students Meeting Target:**

- PLC teams utilized ELA/Literacy Summative Assessment Blueprints to identify the claims that would be assessed on CAASPP
- PLC Teams utilized i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction

- Create ELA academic goals in ELA for students tied to short term and long term incentives
- Create ELA academic goals in ELA for students tied to short term and long term incentives
- Targeted ELA instruction for Students with Disabilities student subgroup in GE classroom
- Track ELA progress using iReady ELA Diagnostics throughout the school year
- Prioritize students with disabilities for after school tutoring
- Incentivize students to attend Saturday Academy
- Targeted after school tutoring for students with D's and F's
- SST Meetings scheduled for students with D's and F's

**SBAC ELA Distance from Level 3 (White)**

**Target Not Met**

- -31.3 points below standard
- 2020-2021 target goal is 16.3 points below standard
- 13 students in 2019 school year grades 3-6
- Declined by 4.9 points during the 2019 school year within 3-6 grade students
- Chronic absenteeism
- High suspension rate
- High average of D's and F's on report cards
- White Student Subgroup did not receive After School Tutoring

**Next Steps:**

- Identify academic goals for White student group
- Teachers identify students with Admin Team
- Create academic goals in ELA for students tied to short term and long term incentives
- Targeted ELA instruction for White student group
- Track progress using iReady ELA Diagnostics throughout the school year
- Prioritize student group for after school tutoring
- Incentivize students to attend Saturday Academy
- Targeted after school tutoring for students with D's and F's
- SST Meetings scheduled for students with D's and F's

**SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

MATH: All Students group scored 66.7 points below standard, and there was an increase of 8.7 points (324 students)

- Students with disabilities scored 140.7 points below standard, and increase by 27 points (48 students)
- African American student group scored 97.6 points below standard, and there was an increase of 7.6 points (48 students)
- English Learner student group scored 60 points below standard, and there was an increase of 19.8 points (86 students)
- Hispanic student group scored 59.4 points below standard, and they increase by 11.6 points (223 students)
- Socioeconomically Disadvantaged student group scored 67.8 points below standard, and there was an increase of 8 points (320 students)

**SPECIFIC INEQUITIES THAT CONTRIBUTED TO DISPROPORTIONALITY OF STUDENT GROUPS CONSISTED**

- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
- PLC Teams utilized Scope & Sequence, Pacing Guide, Wonders TE, to plan for essential standards in alignment with IABs and FIABs
- PLC Teams utilized Common Core Companion to deconstruct standards
- PLC Teams utilized i-Ready lessons to reinforce knowledge targets taught

**Students On Track to Meet Target:**

- Teachers provided consistent structured time for intervention in ELA
- PLC teams implemented Blended Learning for target small group instruction
- PLC team utilized Guided Reading to target instruction based on individual student need
- PLC Teams analyzed CFAs and student products for alignment with rigor of standard
- PLC Teams identified root cause analysis of students not meeting standards and plan intervention

**Students That Did Not Meet Target:**

- Inconsistent structured time for intervention in ELA/Literacy
- Need for Blended Learning for target small group instruction
- Inconsistent targeted instruction based on individual student needs
- Need for consistent reading intervention ie> Guided Reading
- Need for PLC Teams to identify root cause analysis of students not meeting standards and plan intervention
- Lack of alignment between Standards, planning and assessments

**Next Step:**

- 2020-2021 plan will reflect action items for interventions to support targeted groups

**SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)**

**Students Meeting Target:**

- PLC teams utilized Math Summative Assessment Blueprints to identify the claims that would be assessed on CAASPP
- PLC Teams utilized Math i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
- PLC Teams utilized Scope & Sequence, Pacing Guide, GoMath TE, to plan for claims/standards in alignment with IABs and FIABs
- PLC Teams utilized Common Core Companion to deconstruct math standards
- Teachers Intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed
- Teachers use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards
- Teacher focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents Coherence:

**Students On Track to Meet Target:**

- Teachers provided consistent structured time for Math intervention
- PLC teams implemented Blended Learning for target small group instruction during Math
- Teachers implemented BEyond the Basic Facts during Foundational Math time to target math fluency

**OF THE FOLLOWING:**

1. Gap in implementation of the PLC common instructional plans from the CFA Calendar by individual teachers on a given PLC Team.
2. Lack of adhering to CFA Administration Protocol according to PLC agreements.
3. Lack of administering CFAs according to instructional cycle and dates.
4. Lack of planning math instruction based on math tasks that will allow students to engage in student-centered learning vs. Teacher-directed instruction.

**Next Steps:**

- Improve lack of alignment between Standards, planning and assessments by analyzing and utilizing the IABs and FIABs
- Continue to engage in job-embedded professional learning and capacity-building through Mini-PAC work with 3rd Grade Leads and 4th Grade Leads from Wilson, Williams and Heaton
- Kinder - 6th grade Teachers to participate in Math Lesson Design (Swun Math) Professional Learning
- Work with Swun Math Coaches and FUSD Math Coaches in implementation of MLD
- Utilize School Culture Climate Team in creating intentional Student/Teacher Relationship-building opportunities throughout the school year
- Continue to engage all Teachers in mentoring either through MBK or using Social/Emotional Criteria
- Continue to implement MBK Mentoring program with goal of increasing attendance
- Need for planning instructional calendar aligning task/student products to the standard and knowledge targets
- Need for a comprehensive Intervention Program
- Need for a more clear understanding of Math standards- Rigor, Focus, and Coherence

**Goal 1: D or F on Report Card (grades 2-12)**

**Target Met:**

- Need to Identify students with D's and F's on report cards
- Need to be consistent with Parent Conferences during Quarter 1 & 2 for students with D's and F's on Report Card
- Need to increase Teacher/Parent communication around assignments that need to be completed for grade improvement

**On Track to Meet Target:**

- Gap in providing after school tutoring for students with D's and F's
- Gap in referring students with D's and F's for SST meetings and devising plans

**Next Steps**

- Improve lack of alignment between Standards, planning and assessments
- Need for relationship building
- Need for mentoring
- Need for increasing attendance
- Need for planning instructional calendar aligning task/student products to the standard and knowledge targets
- Need for a comprehensive Intervention Program
- Need for a more clear understanding of Math standards- Rigor, Focus, and Coherence
- Provide structured instruction using MLD format
- Continue to utilize IABs and FIABs in order to provide students with required rigor during instruction

practice/instruction

- PLC Teams analyzed CFAs and student products for alignment with rigor of standard
- PLC Teams identified root cause analysis of students not meeting standards and plan intervention
- PLC Teams utilized i-Ready math lessons to reinforce knowledge targets taught
- PLC Teams utilized i-Ready math lessons to reinforce knowledge targets taught
- PLC Teams utilized the Flipped Model of Gradual Release

**Students That Did Not Meet Target:**

- Consistent structured time for math intervention
- Teachers implemented Beyond the Basic Facts for math fact automaticity
- Teachers targeted specific groups for small group instruction in math
- Consistent targeted instruction based on individual student needs
- PLC Teams identified root cause analysis of students not meeting standards and planned intervention
- Alignment between Standards, planning and assessments

**SBAC Math Distance from Level 3 (Homeless)**

**Students Meeting Target:**

- PLC teams utilized Math Summative Assessment Blueprints to identify the claims that would be assessed on CAASPP
- PLC Teams utilized Math i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
- PLC Teams utilized Scope & Sequence, Pacing Guide, GoMath TE, to plan for claims/standards in alignment with IABs and FIABs
- PLC Teams utilized Common Core Companion to deconstruct math standards
- Teachers Intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed
- Teachers use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards
- Teacher focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents Coherence:

**Students On Track to Meet Target:**

- Teachers provided consistent structured time for Math intervention
- PLC teams implemented Blended Learning for target small group instruction during Math
- Teachers implemented Beyond the Basic Facts during Foundational Math time to target math fluency practice/instruction
- PLC Teams analyzed CFAs and student products for alignment with rigor of standard
- PLC Teams identified root cause analysis of students not meeting standards and plan intervention
- PLC Teams utilized i-Ready math lessons to reinforce knowledge targets taught
- PLC Teams utilized i-Ready math lessons to reinforce knowledge targets taught

**SBAC Math Distance from Level 3 (Homeless)**

- -102.6 points below standard
- 2020-2021 target goal is -87.6 points
- 12 students in 2019 school year grades 3-6
- Increase 3.5 points during the 2019 school year within 3-6 grade student
- Chronic absenteeism
- High suspension rate
- High average of D's and F's on report cards
- Math Academic goal for subgroup needed
- After School Tutorial to be implemented for this student group

**SBAC Math Distance from Level 3 (Students w/Disabilities)**

**Target Not Met:**

- -140.7 points below standard
- 2020-2021 target goal is -125.69 points below standard
- 48 students in 2019 school year grades 3-6
- Increase by 27 points during the 2019 school year within 3-6 grade students
- Absenteeism
- High average of D's and F's on report cards
- Math Academic goal for subgroup needed
- After School Tutorial to be implemented for this student group

**SBAC Math Distance from Level 3 (White)**

- -71.7 points below standard
- 2020-2021 target goal is -56.7 points
- 14 students in 2019 school year grades 3-6
- Declined by 18.3 points during the 2019 school year within 3-6 grade students
- Math Academic goal for subgroup needed
- After School Tutorial to be implemented for this student group

- PLC Teams utilized the Flipped Model of Gradual Release

**Students That Did Not Meet Target:**

- Consistent structured time for math intervention
- Teachers implemented Beyond the Basic Facts for math fact automaticity
- Teachers targeted specific groups for small group instruction in math
- Consistent targeted instruction based on individual student needs
- PLC Teams identified root cause analysis of students not meeting standards and planned intervention
- Alignment between Standards, planning and assessments

**Next Step:**

- 2020-2021 plan will reflect action items for interventions to support targeted groups

**SBAC Math Distance from Level 3 (Students w/Disabilities)**

**Students Meeting Target:**

- PLC teams utilized Math Summative Assessment Blueprints to identify the claims that would be assessed on CAASPP
- PLC Teams utilized Math i-Ready Diagnostic to target instruction and identify gaps and strengths in skills/knowledge targets
- PLCs utilized data from Common Formative Assessments to guide instruction
- PLC Teams analyzed the rigor level of the standards on IABs and FIABs in order to plan appropriate instruction with same level of rigor
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- Teachers use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards
- Teacher focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents Coherence:

**Students On Track to Meet Target:**

- Teachers provided consistent structured time for Math intervention
- PLC teams implemented Blended Learning for target small group instruction during Math
- Teachers implemented BEyond the Basic Facts during Foundational Math time to target math fluency practice/instruction
- PLC Teams analyzed CFAs and student products for alignment with rigor of standard
- PLC Teams identified root cause analysis of students not meeting standards and plan intervention
- PLC Teams utilized i-Ready math lessons to reinforce knowledge targets taught
- PLC Teams utilized i-Ready math lessons to reinforce knowledge targets taught
- PLC Teams utilized the Flipped Model of Gradual Release

**Students That Did Not Meet Target:**

- Consistent structured time for math intervention
- Teachers implemented Beyond the Basic Facts for math fact automaticity

- Teachers targeted specific groups for small group instruction in math
- Consistent targeted instruction based on individual student needs
- PLC Teams identified root cause analysis of students not meeting standards and planned intervention
- Alignment between Standards, planning and assessments

**Next Step:**

- 2020-2021 plan will reflect action items for interventions to support targeted groups

**SBAC Math Distance from Level 3 (White)**

**Students Meeting Target:**

- PLC teams utilized Math Summative Assessment Blueprints to identify the claims that would be assessed on CAASPP
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- PLC Teams utilized i-Ready math lessons to reinforce knowledge targets taught
- PLC Teams utilized the Flipped Model of Gradual Release

**Students That Did Not Meet Target:**

- Consistent structured time for math intervention
- Teachers implemented Beyond the Basic Facts for math fact automaticity
- Teachers targeted specific groups for small group instruction in math
- Consistent targeted instruction based on individual student needs
- PLC Teams identified root cause analysis of students not meeting standards and planned intervention
- Alignment between Standards, planning and assessments

**Next Step:**

- 2020-2021 plan will reflect action items for interventions to support targeted groups

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Changes:

- Problem of Practice from grappling in complex text - Teachers will develop Common Formative Assessments aligned to the rigor of the standard.
- Teachers will participate in systemic professional learning from Kinder - 6th grade in Math Lesson Design, and will have access to Math Coaches for implementation of professional learning
- After School Tutorial Funds will be used toward intentional targeted instruction and tutoring after school of African American students, White Students and Students with Disabilities
- Mentoring Programs (such as My Brother's Keeper) will be intentionally rolled out to target students with high absenteeism, specifically African American students, White Students and Students with Disabilities

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Metric added to Action #1 - SBAC ELA Distance from Level 3 Homeless
- Metric added to Action #1 - SBAC ELA Distance from Level 3 Whites
- Metric added to Action #1 - SBAC MATH Distance from Level 3 Homeless
- Metric added to Action #1 - SBAC MATH Distance from Level 3 Whites
- Continue to monitor and update metric to Action #1 - SBAC ELA Distance from Level 3 (Students with Disabilities)
- Continue to monitor and update Action #1 - SBAC ELA Distance from Level 3 (African American Students) Metric to Action #1
- Continue to monitor and update Action #1 SBAC MATH Distance from Level 3 (Students with Disabilities) Metric to Action #1 -
- Continue to monitor and update Action #1 SBAC MATH Distance from Level 3 (African American Students) add intervention of Springboard to Action #1
- Continue with interventions After School Tutoring in ELA of Students With Disabilities Intervention added to Action #1
- After School Tutoring in ELA of Students With Disabilities Intervention added to Action #4
- After School Tutoring in MATH of Students With Disabilities Intervention added to Action #4
- After School Tutoring in ELA of White subgroup
- After School Tutoring in ELA of Homeless subgroup
- Professional Learning in Math using Math Lesson Design (Swun Math) for Kinder - 6th grade
- Utilizing services of Swun Math Coach and FUSD District Math Coaches to support the professional learning around Math Lesson Design
- Using the IABS and FIABs to plan common formative assessments and align rigor of instruction to the concepts being tested on CAASPP

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Allow Teachers to plan for specific guided reading levels in

**2** ELAC:

- Teacher should continue to motivate students

**3** Staff:

- Continue to provide small group instruction in ELA and MATH

order to plan at a deeper level and have students go to those teachers classrooms during guided reading

- Have Teachers observe other teachers who are engaging in effective teaching practices in alignment with the IPG
- Have Teachers utilize the Item Specifications from CAASPP in order to identify to what rigor level to plan for and teach at

- Continue Student of the Month Medals
- Communication with parents and teachers
- Workshops for parents
- Teachers continue to help and support one another
- Have students continue to attend the library
- Teach students to help one another

to improve student performance for ALL students and specific student groups

- Continue to provide data analysis and planning days for teachers per quarter
- Utilize certificated tutors for support of student groups in the classrooms
- SEL support and Second Step from beginning of school year
- Using a thematic approach in ELA and teaching in appropriate chunks

## Action 1

**Title:** Increase ELA SBAC Scores by 10%

### Action Details:

#### SMART GOALS

By the end of 2020-2021 school year, the percentage of Kinder- 3rd grade students who are on grade level will increase by at least 10% percentage points as measured by SBAC, iReady Diagnostics, and BAS.

By the end of the 2020-2021 school year, the percentage of students scoring Standard Met or Standard Exceed on the ELA SBAC will increase by at least 10% percentage points.

Teachers will use challenging content in all lessons. Lessons will be focused on a high quality text. Lessons will employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning. Students will be responsible for doing the thinking in their classroom.

1. PLC Teams will utilize the CAASPP Interim Assessments Blocks (IABs) and Formative Interim Assessment Blocks (FIABs) as well as the district's Scope & Sequence to identify essential standards and knowledge targets to engage in a backwards mapping process.
2. PLC Teams will utilize the Common Core Companion and other resources to deconstruct the identified essential standards by knowledge targets and essential skills as well as use the CAASPP Item Specifications to identify question stems at the appropriate Depth of Knowledge rigor level.
3. PLC Teams will create Common Formative Assessments that are intentionally aligned to the rigor of the IAB and FIAB Assessments using the Wonders curriculum.
4. PLC Teams will plot their Common Formative Assessments on a CFA Calendar along with Common Instructional Plans based off of essential standards and text from Wonders.
5. The PLC Common Planning will involve identifying the daily student products based off of multiple reads of the selected text from Wonders demonstrating an integration of reading, writing, listening and speaking.
6. PLC Teams will intentionally create student products resulting in a natural progression in rigor level commencing with the first read of the same text through the third and fourth read of the same text.
7. PLC Teams will collaborate around the intentional design of the student products so that the first read product demonstrates a general and literal understanding of the text and its key ideas and details (Standards 1-3), the second read product demonstrate a focus on author's craft and text structure (Standards 4 - 6), and the third and fourth read products demonstrate an integration of knowledge and ideas and extended written response across more than one text source (Standards 7 - 9).
8. PLC Teams and the ILT will analyze the student products and CFA data with the purpose of identifying alignment to the rigor of the essential standards and knowledge targets.
9. PLC Teams will engage in a root cause analysis of students not meeting standards in order to provide classroom-based interventions and re-teaching, as well as identifying students who mastered the knowledge target or standard in order to provide enrichment opportunities
10. PLC Teams will have 1 day per quarter for data analysis and planning.
11. PLC Teams will be intentional when identifying and utilizing complex text/Wonders . (Visible Learning: Repeated Reading Programs page 135)
12. Teachers will be provided with Professional Learning for use of Making Thinking Visible strategies to be utilized in grades TK-6 to address reading comprehension and integration of reading, writing, listening and speaking throughout all content areas including math. (Visible Learning: Reading Comprehension Programs page 136)
13. Teachers will be provided with Professional Learning on strategies to be utilized in grades TK-6 to address close reading and reading comprehension and integration of reading, writing, listening and speaking throughout all content areas including math. (Visible Learning: Reading Comprehension Programs page 136)
14. All teachers will utilize the Instructional Practice Guide for deeper calibration and planning of effective instruction. (Visible Learning: Questioning page 182)

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

- Spring 2020 SBAC Data
- 2019-20 and 2020-21 iReady Diagnostic Data (B,M,E,O,Y)
- Common Formative Assessment Data
- BAS Levels

#### Owner(s):

- Teachers
- PLC Teams
- ILT
- Admin Team

#### Timeline:

- Quarterly
- Throughout each Wonders Unit

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Classroom-based interventions (RTI) for students not meeting standards, for students nearly meeting standards and students meeting/exceeding standards
- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level curriculum and standards using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level with the support of Inter-Act Fellows in the classroom
- Materials and Supplies for Close Reading & RIRA strategies
- Paper/Charts/Poster
- Paper/Folders/whiteboards
- Copy/Office Equipment Lease
- Resources to support RIRA development
- Resources to support Blended Learning Technology (student tablets) to support instruction and assessment Resources to support Professional Learning: Making Thinking Visible
- Subs for teachers for Data Analysis
- Purchase Order for Professional Learning Book Studies ( Guided Reading, Making Thinking Visible and replacement of other PL books previously used)

#### Specify enhanced services for EL students:

- PL on Designated and Intergraded ELD
- 30 minutes of Designated ELD scheduled into the instructional day
- Use of ELD Component from Wonders Curriculum
- Tier 1-2-3 Vocabulary Instruction
- Unpacking Sentences
- RIRA for TK- First Grade Students

#### Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level with the support of Inter-Act Fellows in the classroom
- Intervention - After School Tutoring in ELA for African American Students (Distance from Level 3)
- Intervention - After School Tutoring in ELA for White Students (Distance from Level 3)
- Intervention - After School Tutoring in ELA for Students With Disabilities (Distance from Level 3)
- Intervention - After School Tutoring in ELA for Homeless Students (Distance from Level 3)

#### Explain the actions for Parent Involvement (required by Title I):

- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meeting regarding helping students at home
- Parent University classes
- Pay for Interpreting Services for parent conferences and meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

#### Describe Professional Learning related to this action:

- PL on Close Reading/RIRA Strategies
- PL on Making Thinking Visible Routines
- PL on Guided Reading TK-6th
- PL on Challenging Content
- PLC Teams utilizing "Learning By Doing" strategies



- Materials and supplies for parent meetings
- Technology - laptop and projector available for check out for Parent Meetings

## Action 2

**Title:** Increase English Language Development Redesignation Rate

### Action Details:

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**SMART GOAL:** By the end of the 2020-21 school year, the number and percentage of English Learner students redesignated will increase by 25%.

Williams will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD Standards and ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC. Through the work of Professional Learning Communities, teachers will implement a comprehensive action plan inclusive of response to intervention, with an emphasis on English Learner students not scoring on grade level on SBAC, iReady, BAS, and re-designation data in the 2020-2021 administration.

- Use of Integrated and Designated ELD aligned to the CAELA/ELD Framework
- Teachers will plan daily Designated ELD instruction utilizing the ELD Teacher's Edition, ELD Companion and ELD Vocabulary Cards
- Teachers will provide 30 minutes of Designated English Language Development instruction, in addition to the required Integrated English Language Development instruction daily
- Teachers will include daily Designated ELD instruction on CFA Calendar with student products based off of reading, writing, speaking and listening
- Teachers will differentiate Designated ELD instruction based on student ELD Levels and student needs in their classroom
- Teachers will design formative assessments for progress monitoring of ELD students and academic and language performance
- Teachers will utilize specific ELD instructional strategies to incorporate integrated ELD into all academic content areas
- Partnership with English Learners Services for Professional Learning
- Utilize ELD Instructional Coaches to support planning
- Utilize strategies for increasing collaborative academic conversations
- Use of Accountable /Productive Talk structures to process questions
- Utilize EL progress monitoring tool
- Use of RIRA to promote Listening/Speaking
- Utilize ELPAC assessors for ELPAC testing
- Identify Designated and Integrated ELD time blocks school wide included to the instructional time schedule

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

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- ELPAC data
- Spring 2020 SBAC Data
- 2019-20 and 2020-21 iReady Diagnostic
- Common Formative Assessment Data
- SBAC, iReady Diagnostic, and BAS

#### Owner(s):

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- PLC Teams
- ILT
- Admin Team

#### Timeline:

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- Quarterly
- Throughout each Wonders Unit
- Beginning, Middle and End of Year

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

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- ELD Instructional Coach support

- RTI and Inter-Act Fellows
- Materials and Supplies for Close Reading strategies
- Paper/Charts/Poster
- Paper/Folders/Whiteboards
- Resources to support RIRA development
- Resources to support Blended Learning
- Technology to support instruction and ELPAC, SBAC, and i-Ready assessments
- Resources to support Professional Learning: Making Thinking Visible & Close Reading Strategies
- Purchase Order to purchase ELD Companion and ELD/ELA Framework

#### Specify enhanced services for EL students:

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- ELD Instructional Coach support
- RTI and Inter-Act Fellows
- Materials and Supplies for Close Reading strategies
- Paper/Charts/Poster
- Paper/Folders/Whiteboards
- Resources to support RIRA development
- Resources to support Blended Learning
- Technology to support instruction and assessment
- Resources to support Professional Learning: Making Thinking Visible & Close Reading Strategies

#### Explain the actions for Parent Involvement (required by Title I):

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- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meeting regarding helping students at home
- Parent University classes
- Weekly Parent Newsletter
- School Messenger
- Pay for Interpreting Services for parent conferences and meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)
- Materials and supplies for Parent Meetings
- Laptops to use for ELPAC assessors

### Action 3

**Title:** Comprehensive Reading Support & Intervention Program TK-6th

#### Action Details:

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Williams will implement a comprehensive reading support and intervention program to ensure students make continuous progress and are able to demonstrate mastery of standards. Teachers will place an emphasis on students scoring significantly below grade level on SBAC, iReady Diagnostics and BAS. Foundational skills lesson instruction will develop skills in service of comprehension. Instruction and materials will address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency.

1. RTI to be provided for 1st - 6th grade students based on students' BAS reading levels using Guided Reading
2. Provide ongoing Professional Development for all teachers in Guided Reading for the purpose of providing RTI in the classroom
3. Administration will oversee Tier 3 RTI interventions provided in the classroom in collaboration with General Education Teachers
4. Wonders Leveled Readers will be utilized for small group intervention for grades 1st - 6th. (Visible Learning: Reading: Second and Third Chance Programs pages 139-140)

#### Specify enhanced services for low-performing student groups:

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- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level with the support of Inter-Act Fellows in the classroom
- Intervention: After School Tutoring in ELA & MATH for Students with Disabilities (Distance from Level 3)
- Intervention: After School Tutoring in ELA & MATH for Homeless Students (Distance from Level 3)
- Intervention: After School Tutoring in ELA & MATH for African American Students (Distance from Level 3)
- Intervention: After School Tutoring in ELA & MATH for White Students (Distance from Level 3)

#### Describe Professional Learning related to this action:

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- Strategies for increasing productive talk
- Use of multiple mediums to present information
- Strategies for Accountable /Productive Talk structures to process questions
- Strategies for use of Tier 2 vocabulary
- Integrated and designated ELD aligned to the CA ELA/ELD Framework
- PL for EL progress monitoring tool

5. Administration will oversee Inter-Act Fellows Reading tutors to help classroom teachers run Tier 3 small group interventions with grades Kinder - 3rd during RTI and Foundational Skills Instructional BlockTime. (Visible Learning: Small Group Learning pages 94-95)
6. TK and Kindergarten Teachers will differentiate through small group instruction (Guided Reading) and intentionally plan engaging centers specifically designed to address foundational skills. (Visible Learning: Small Group Learning pages 94-95)
7. TK - 6th grade Teachers will hold iReady and BAS goal setting conversations with students. (Visible Learning: Goals page 163)
8. TK - 6th grade teachers will utilize BAS for progress monitoring student reading levels
9. iReady Program to be used for classrooms to provide blended learning opportunities
10. Teachers will plan daily Designated ELD instruction utilizing the ELD Teacher's Edition, ELD Companion and ELD Vocabulary Cards
11. Teachers will provide 30 minutes of Designated English Language Development instruction, in addition to the required Integrated English Language Development instruction daily

Reasoning for using this action:  Strong Evidence  Moderate Evidence  Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

- Spring 2020 SBAC Data
- 2019-20 and 2020 -21 iReady Diagnostic Data
- Common Formative Assessment Data
- BAS
- DIBELS
- PBST

Owner(s):

- RTI Task Force
- TSA
- RSP Teacher
- PLC Teams
- Admin Team
- ILT

Timeline:

- Weekly Assessments
- Quarterly Reviews

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Inter-Act Fellows Tutoring Contract
- Extra Pay Contracts for After School Tutoring for Certificated and Classified Staff
- Wonders Leveled Readers
- Contract for copy machine in support of instructional materials and assessment materials
- iReady Program
- ELD Standards

Specify enhanced services for EL students:

- ELD instruction to target long term EL's
- EL progress monitoring by teacher and grade level
- SST referrals/meetings to track progress of students

Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level with the support of Inter-Act Fellows in the classroom
- Intervention: After School Tutoring in ELA & MATH of Students With Disabilities (Distance from Level 3)
- Intervention: After School Tutoring in ELA & MATH of Homeless Students (Distance from Level 3)
- Intervention: After School Tutoring in ELA & MATH of African American Students (Distance from Level 3)
- Intervention: After School Tutoring in ELA & MATH of White Students (Distance from Level 3)

**Explain the actions for Parent Involvement (required by Title I):**

- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meeting regarding helping students at home
- Parent University classes
- Pay for Interpreting Services for parent conferences and meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

**Describe Professional Learning related to this action:**

- PL on Guided Reading
- PL on Integrated ELD
- PL on Designated ELD
- PL on ELD Standards planning
- PL on intentionally planned and differentiated centers
- PL on iREADY

**Action 4**

**Title:** Increase MATH SBAC Scores by 10%

**Action Details:**

Teachers will use challenging content in all lessons. The content of all math lessons will reflect the shifts required by the CCSS for Mathematics. (Visible Learning: Teaching Strategies page 200)

1. PLC Teams will utilize the CAASPP Interim Assessment Blocks (IABs) and Formative Interim Assessment Blocks (FIABs), as well as the district's Scope & Sequence to identify essential standards and knowledge targets to engage in a backwards mapping process.
2. PLC Teams will utilize the Common Core Companion as well as other resources to deconstruct the identified essential standards by knowledge targets and essential skills, as well as use the CAASPP Item Specifications to identify question stems at the appropriate Depth of Knowledge and Rigor Level.
3. PLC Teams will create Common Formative Assessments that are intentionally aligned to the rigor of the IAB and FIAB Assessments using the GO Math Curriculum.
4. PLC Teams will plot their Common Formative Assessments on a CFA Calendar along with Common Instructional Plans around Math Tasks based off of essential standards using the GO Math curriculum.
5. Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents.
6. Coherence: All lesson intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.
7. Rigor: All lessons intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
8. Teachers will use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards.
9. PLC Teams will utilize the Math Quarterly Planners when planning instruction.
10. PLCs will participate in Professional Learning on Focus, Coherence, and Rigor using the IPG Tenets
11. PLC Teams will utilize the Flipped Model of Gradual Release
12. PLC teams will use Beyond the Basic Facts to teach the math facts with automaticity.
13. PLC Teams will participate in Professional Learning on Swun Math and implement the Fluency Lesson Plan, Conceptual Lesson Plan, and Math Task Lesson Plan templates to structure math instruction school wide
14. The 3rd and 4th Grade PLC Teams will participate in a Mini-PAC in collaboration with Heaton and Wilson. The Lead Teachers will be provided with sub release time for planning and data analysis. Quarterly PLC Meetings will be held in collaboration with the PLC Teams of Heaton and Wilson including some Buyback Time.
15. The 2nd Grade PLC Team will participate in PLI professional learning (20 hours) as well as engage in 3 PLI planning days using sub release time.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

- Spring 2020 SBAC Data
- 2019 -20 and 2020 -21 iReady Diagnostic Data
- Common Formative Assessment Data
- BBF data

Owner(s):

- PLC Teams
- ILT
- Admin Team

Timeline:

- Throughout each Math Unit
- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Materials and supplies for hands on lessons
- Paper/Charts/Poster
- Paper/Folders/whiteboards
- Resources to support math development
- Technology to support instruction and assessment
- Materials and Supplies for Swun Math Lesson Plans

Specify enhanced services for EL students:

- Use of visuals and realia when teaching math lessons
- PLC agenda with specific feedback on Focus, Coherence, Rigor
- PLC agenda will include student data by sub groups and individual students

Specify enhanced services for low-performing student groups:

- Tier 1 - Instructional Assurances for all students in the classroom based on grade level curriculum and standards
- Tier 2 - Instructional Supports and Interventions based on CFA data and progress on grade level standards and curriculum using re-teaching and small group support
- Tier 3 - Intensive Instructional Supports and Interventions provided for students one year or more below grade level with the support of Inter-Act Fellows in the classroom
- Intervention - After School Tutoring in MATH for African American Students (Distance from Level 3)
- Intervention - After School Tutoring in MATH for White Students (Distance from Level 3)
- Intervention - After School Tutoring in MATH for Students With Disabilities (Distance from Level 3)
- Intervention - After School Tutoring in MATH for Homeless Students (Distance from Level 3)

Explain the actions for Parent Involvement (required by Title I):

- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meeting regarding helping students at home
- Parent University classes
- Pay for Interpreting Services for parent conferences and meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

Describe Professional Learning related to this action:

- Use of the Scope and Sequence and progressions documents.
- Use of coherence maps
- Use of Quarterly Math Planners
- Application of 8 Mathematical Standards
- Teaching conceptual understanding, procedural skill and fluency, application

# 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

## G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Sub Teacher for Extra Support for Teachers and Admin to focus on 3rd and 4th Grade Mini-PAC work in ELA and Math	8,145.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Provide Teachers with Subs for Data Analysis and Planning	11,999.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Title 1 Parent Materials and Supplies - NO FOOD, NO INCENTIVES	2,032.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Provide Teacher Subs for SST meetings in order to develop appropriate intervention plans to increase ELA and Math SBAC scores	3,500.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			2nd Grade Teachers to participate in 20 hours of PLI Learning	3,499.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	14,356.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Lease for Office Copier	4,962.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	451.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub Admin Support in order for Site Admin to conduct ELA & Math Observations and meet with Teachers for IPG feedback	57,000.00
G1A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Education and Leadership Foundation : 8 Inter-Act Fellows for Kinder - 3rd Grade	79,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Sub Teacher for Extra Support for Teachers and Admin to focus on ELA and Math Data Analysis, Planning and Instruction	14,744.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Sub Release Time for 2nd Grade Teachers to participate in Site PLI Learning to improve ELA scores for ELD students	2,587.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	17,268.00
G1A2	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	3,001.00
G1A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Extra time for Classified Personnel for interpreting for Parent Conference Week	500.00

**\$223,044.00**

**Goal 2 - All Students will engage in arts, activities, and athletic**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	41.963 %	20.168 %	2018-2019	27.168 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Goal 2 Participation Rate**

- Both Fall and Spring Sports opportunities are available to students who would like to be part of a sports team
- Sport coaches are also After School Program tutors that have consistently coached sports at Williams and have established strong relationships with their students
- After School Program Coaches are very invested in student athletics and go above and beyond in promoting student participation
- Participation in Saturday Tournaments have had a positive impact on motivating students to participate in athletics
- There is consistency in Teachers and staff directing after school athletics and clubs
- Cheerleading has had a positive impact on school culture and has aided in and promoted high parent participation
- Supplemental Pay Contracts have helped to promote staff members to willingly direct after school clubs and organizations and athletic for students

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Goal 2 Participation Rate**

- Provide students with ample time to enroll in sports by frontloading information through Parent Newsletter, School Messenger
- Add a variety of academic and social clubs as options for increasing opportunities for engagement in arts activities, and athletics
- Provide students with more opportunities to engage in clubs, sports or academic events
- Number of staff involved in directing extra-curricular activities needs to increase
- Input frequency of meeting times in the Engagement Tool on a consistent bases
- Engage teachers in monitoring the number of students in their class that are engaged in a sport, club or organization
- Provide more opportunities for noon-time sports and structured activities during the school day

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Funds were earmarked to provide certificated and classified staff with extra pay contracts to coach after school sports and direct after school clubs and organizations
- Teachers will be included in tracking Goal 2 engagement data for their particular classroom so they are aware of which students have not been involved in an extra-curricular activity throughout the school year
- The plan outlined specific opportunities for the staff to direct organized engagement activities during morning recess and lunch recess, but the lack of available staff limited the opportunities

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Goal 2 - Action 1: Extra Curricular Activities will be incorporated into unstructured times of the school day(morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports Noon Time
- Noon Time Sports will be incentivized in order to increase student interest, engagement and participation
- Goal 2 Engagement recorded in order to track the actual number and percentage of students involved in and connected to a school extra curricular activity or sport

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Embed Arts into ELA and Mathematics to make learning more engaging
- Incorporating Sports into Lunch Time Recess
- Offering supplemental pay for teachers to direct after school clubs and organizations
- Incorporating extra curricular activities into unstructured times of the day

**2** ELAC:

ELAC Survey:

- Parents want to continue to have sports and arts
- More opportunity for clubs
- Parents like Chef's club but would like to see more grade levels participate and more frequency

**3** Staff:

- Provide more PE Equipment for Teachers to check out (parachutes, volleyball nets, baseball equipment, etc.)
- Provide an Art or PE Teacher at least once a week alternatively
- Incorporating Noon Time Sports during lunch recess
- Securing coaches for athletics and sports
- Teachers monitoring which students are engaged in arts and activities and which students need some encouragement

## Action 1

**Title:** Provide Opportunities in Arts, Athletics & School Activities

### Action Details:

#### SMART GOAL

Williams Elementary is committed to aligning efforts and will increase Goal 2 participation throughout the year by engaging in clubs, athletic teams, co-curricular activities and visual and performing arts activities, and class sponsored activities.

1. Strategically implemented opportunities that will engage all students through participation in Goal 2 activities.

- Sports Program
- Chefs Club
- Photography Club
- Journalism Club
- Reading Club
- Technology Club
- Gardening Club
- Art Club
- Spelling Bee
- Battle of the Books
- Cheerleading
- Drama Club

2. Encourage ELD students to participate in the following activities: Battle of the Books, Drama Club



3. School will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals.
4. Funds will be earmarked to provide certificated and classified staff with extra pay contracts to coach after school sports and direct after school clubs and organizations
5. Extra Curricular Activities will be incorporated into unstructured times of the school day (morning and lunch recess) such as Art Club, Dance, and Organized Noon Time Sports
6. Noon Time Organized Sports daily results will be tabulated, recorded, and announced to maintain student interest
7. Noon Time Sports will be incentivized in order to increase student interest, engagement and participation
8. Goal 2 Engagement will be recorded in order to track the actual number and percentage of students involved in and connected to a school extra curricular activity or sport

<b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Backwards map activities, person in charge, frequency of meeting, identify short term goal and create an org chart and calendaring events.
2. Lead will create a sign in sheet and turn in timesheets to VP
3. VP will log events and meeting on ATLAS Engagement Tool
4. Report data to teachers, Culture and Climate Team, and other stakeholders through Parent Newsletter

Owner(s):

- Vice Principal
- Principal
- Coaches
- Teachers
- School Culture & Climate Team

Timeline:

- Monthly
- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Students will develop relational capacity with adults and peers to improve positive self-image and confidence while participating in Goal 2 activities
- VAPA performance opportunities
- All students participating will be entered in the ATLAS system under Goal 2 for student engagement
- Extra & Co-curricular Teacher Supplemental Salaries/ancillary services

Specify enhanced services for EL students:

- Goal 2 data for involvement in school activities, arts, and athletics
- Tracking parent volunteers to increase parent involvement
- VP will track parent participation in parent meetings

Specify enhanced services for low-performing student groups:

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs
- Teachers will incorporate SEL learning into academic instruction

Explain the actions for Parent Involvement (required by Title I):

- Parents will be encouraged to participate in SSC, parent-teacher conferences, back to school night, awards assemblies, and other school events that include discussions with school staff, informational presentations, and student performances
- Parents will receive weekly information about school events through school newsletters, School Messenger phone calls, and other school communications
- Parents will be encouraged to volunteer in the classroom and with various school functions
- Parents will be recruited to facilitate/teach/lead a Goal 2 activity
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer

Describe Professional Learning related to this action:

- PL on Engagement Tool on Atlas
- PL on SEL Learning

brunch, etc.)

**Goal 3 - All Students will demonstrate the character and competencies for workplace success**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	93.75 %	2018-2019	100 %
Exposure to Careers - 4th Grade	100 %	92.771 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	87.013 %	2018-2019	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Exposure to Careers - 3rd Grade**

- Engaging Teachers/PLC Teams in securing career-based field trips in early August at beginning of the school year
- 3rd Grade PLC Team and Teachers are enthusiastic about promoting career-based field trips
- 3rd Grade PLC Team communicates with parents and secures parent support for students that need extra support and monitoring while off campus
- 100% of 3rd grade students participated in this career-based learning opportunity
- 3rd Grade attends Bit-Wise

**Exposure to Careers - 4th Grade**

- Engaging Teachers/PLC Teams in securing career-based field trips in early August at beginning of the school year
- 90+% of students in this grade level participate in this initiative and were exposed to a career-based learning opportunity
- This opportunity is used to incentivize students for participation
- 4th Grade attends Chef's Academy

**Exposure to Careers - 6th Grade**

- Engage Teachers/PLC Teams in securing career-based field trips in early August at beginning of the school year
- 90+% of students in this grade level participated in this initiative and were exposed to a career-based learning opportunity
- This opportunity is used to incentivize students for participation
- 6th Grade attends Reedley College

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Exposure to Careers - 3rd Grade**

- Parent involvement needs to increase in order to provide students with greater opportunities for participation and engagement
- Teachers and PLC Teams need to provide more opportunities for career exposure and learning within the curriculum
- Teachers and PLC Teams need to plan for projects and assignments that expose students to career learning opportunities

**Exposure to Careers - 4th Grade**

- Parent involvement needs to increase in order to provide students with greater opportunities for participation and engagement
- Teachers and PLC Teams need to provide more opportunities for career exposure and learning within the curriculum
- Teachers and PLC Teams need to plan for projects and assignments that expose students to career learning opportunities

**Exposure to Careers - 6th Grade**

- Parent involvement needs to increase in order to provide students with greater opportunities for participation and engagement
- Teachers and PLC Teams need to provide more opportunities for career exposure and learning within the curriculum
- Teachers and PLC Teams need to plan for projects and assignments that expose students to career learning opportunities

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Actual Implementation of goals this academic year

- Students participated in district-funded Goal 3 field trips promoting career awareness such as Chef's Academy, Bit-Wise, College Campuses among others
- The School Culture and Climate Team will develop a school-wide Student of the Month/Character Counts Program to teach and reinforce character traits for workplace competency and success
- 4th - 6th Grade Classroom Teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements

Intended- not carried out this academic year

- 4th - 6th grade students will participate in Career Day where they will listen to a variety of speakers and learn about specific career options, educational background and training required, as well as duties and and job benefits
- Students participated in a school-wide job fair to obtain school jobs to help provide them with a sense of duty and service learning as well as reinforcing workplace competence
- 4th - 6th Grade Classroom Teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

**Plan to Implement the following goals during the 2020-2021 School Year**

- 4th - 6th grade students will participate in Career Day where they will listen to a variety of speakers and learn about specific career options, educational background and training required, as well as duties and and job benefits
- Students will participate in a school-wide job fair to obtain school jobs to help provide them with a sense of duty and service learning as well as reinforcing workplace competencies
- 4th - 6th Grade Classroom Teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements
- Students will participate in district-funded Goal 3 field trips promoting career awareness such as Chef's Academy, Bit-Wise, College Campuses among others
- The School Culture and Climate Team will develop a school-wide Student of the Month/Character Counts Program to teach and reinforce character traits for workplace competency and success
- 4th - 6th Grade Classroom Teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- Increase opportunities for students to have experiences that include field trips (more than goal 3)
- A day for the spirit week incorporates a "dress for success" as a the career position you want to attain
- 4th - 6th Grade students participating in Career Day where they will listen to a variety of speakers and learn about specific career options, educational background and training required , as well as job duties and benefits

**2** ELAC:

ELAC Feedback :  
Continue to provide more fieldtrips for our students

**3** Staff:

- Character Counts Program (Student of the Month)
- Career Research Projects for Upper Graders
- Opportunities for students to participate in school-wide job fair
- Participating in District-Funded Goal 3 Field Trips
- 4th - 6th Grade Classroom Teachers incorporating research-based assignments to provide students with opportunities to learn about different career pathways and educational

- Provide students with research-based projects and opportunities to learn about a variety of career options

- requirements
- The School Culture and Climate Team developing a school-wide Character Counts Program to teach and reinforce character traits for workplace competency and success

## Action 1

**Title:** Character and Competencies for Workplace Success

### Action Details:

Williams Elementary School students will learn about character and competencies for Workplace Success through the following:

- Students will participate in district-funded Goal 3 field trips promoting career awareness such as Chef's Academy, Bit-Wise, College Campuses among others
- Students will participate in a school-wide job fair to obtain school jobs to help provide them with a sense of duty and service learning as well as reinforcing workplace competencies
- 4th - 6th grade students will participate in Career Day where they will listen to a variety of speakers and learn about specific career options, educational background and training required, as well as duties and job benefits
- The School Culture and Climate Team will develop a school-wide Student of the Month/Character Counts Program to teach and reinforce character traits for workplace competency and success
- 4th - 6th Grade Classroom Teachers will incorporate research-based assignments to provide students with opportunities to learn about different career pathways and educational requirements

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

1. Backwards map activities, person in charge, frequency of meeting, identify short term goal and create an org chart and calendaring events.
2. Lead will create a sign in sheet and turn in time sheets to VP
3. VP will log events and meeting on ATLAS Engagement Tool
4. Report data to teachers, School Culture & Climate Team, and other stakeholders through Parent Newsletter

#### Owner(s):

Principal  
Vice Principal  
Culture and Climate Team  
Teachers

#### Timeline:

Weekly  
Monthly

### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Social Emotional Learning
- Career Day Speakers
- Transportation for Field Trips
- Chart paper
- Speaker System
- Student Council
- Character Counts/School Rules Posters from Graphics Dept.

### Specify enhanced services for EL students:

- RCA and CWAS contact

### Specify enhanced services for low-performing student groups:

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring

- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students
- RCA, SEL Para, and teacher contact Counseling services through restorative counselor and School psychologist groups
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students

Explain the actions for Parent Involvement (required by Title I):

- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meeting
- Parent University classes
- Weekly Parent Newsletter
- School Messenger
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

- adult at school
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs
- Teachers will incorporate SEL learning into academic instruction

Describe Professional Learning related to this action:

- PL on Engaging Students with Poverty in Mind
- PL on Class meetings and Second Step
- PL on Restorative Practice School Climate and Culture training focusing on positive behavior
- NTAs will also gain a deeper understanding of triggers that cause students to exhibit inappropriate behaviors
- NTAs will be provided strategies to support students in developing positive replacement behaviors
- NTAs will be provided opportunities to attend district level classified School Climate and Culture Trainings

**Goal 4 - All Students will stay in school on target to graduate**

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	21.81 %	26.675 %	2018-2019	24.675 %
Suspensions Per 100	28.816 %	21.682 %	2018-2019	20.682 %
Chronic Absenteeism (Students with Disabilities)	23.5 %	31.8 %	2018-2019	29.8 %
Suspension Rate (Students w/Disabilities)	15.5 %	18.4 %	2018-2019	15.4 %
Chronic Absenteeism (White)		37.7 %	2018-2019	35.7 %
Suspension Rate (White)		20.8 %	2018-2019	17.8 %
Chronic Absenteeism (Homeless)		43.3 %	2018-2019	41.3 %
Suspension Rate (Homeless)		18.8 %	2018-2019	15.8 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

**1** Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

**Chronic Absenteeism**

**Goal # 1 Williams will develop an attendance management program to increase attendance rates and enhance time in class on task.**

**Implementation of the following actions to increase attendance and lower percentage rate of Chronic Absenteeism**

- Staff incentivize attendance at Saturday Academy to increase attendance recovery rates
- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist worked with families to promote attendance
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management
- Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns.

**2** Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

**Chronic Absenteeism**

**Inequities**

**Lack of implementation of the following Actions in 2019-2020 SPSA**

- Implement a character building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task..
- Use of interclass competitions as a motivator.
- Increase greater levels of parent engagement through Parent University
- Attendance Meeting for parents to increase attendance

**Chronic Absenteeism (Homeless)**

**Increase Attendance- Goal # 1 Williams will develop an attendance management program to increase attendance rates and enhance time in class on task.**

- Currently 43.3. % Chronically Absent
- 2020-2021 target goal is 38.3% Chronically Absent
- 30 students in 2019 school year grades 3-6
- Increased by 4.3 points during the 2019 school year within 3-6 grade students

### **Chronic Absenteeism (Homeless)**

#### **Increase Attendance**

- Staff incentivize attendance at Saturday Academy to increase attendance recovery rates
- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist worked with families to promote attendance
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management
- Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns.

### **Chronic Absenteeism (Students with Disabilities)**

- Staff incentivize attendance at Saturday Academy to increase attendance recovery rates
- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist worked with families to promote attendance
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management
- Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns

### **Chronic Absenteeism (White)**

- Staff incentivize attendance at Saturday Academy to increase attendance recovery rates
- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist worked with families to promote attendance
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management
- Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns

### **Suspension Rate (Homeless)**

- Staff incentivize attendance at Saturday Academy to increase attendance recovery rates
- Staff Mentoring with implement of My Brother's Keeper Mentoring program for students with chronic absenteeism
- Utilize Williams' Student Store as incentive to increase behavior and attendance rates

**Next Step:** 2020-2021 plan will incorporate the following action items to support targeted groups.

- Implement a character building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task..
- Use of interclass competitions as a motivator.
- Increase greater levels of parent engagement through Parent University
- Attendance Meeting for parents to increase attendance -Project Access Students

### **Chronic Absenteeism (Students with Disabilities)**

- Currently 31.8 % Chronically Absent
- 2020-2021 target goal is 26.1% Chronically Absent
- 110 students in 2019 school year grades 3-6
- Increased by 6.3 points during the 2019 school year within 3-6 grade students

**Next Step:** 2020-2021 plan will incorporate the following action items to support targeted groups.

- Add Attendance to IEP Goals
- Implement a character building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task..
- Use of interclass competitions as a motivator.
- Increase greater levels of parent engagement through Parent University
- Attendance Meeting for parents to increase attendance -Project Access Students

### **Chronic Absenteeism (White)**

- Currently 31.8 % Chronically Absent
- 2020-2021 target goal is 26.1% Chronically Absent
- 110 students in 2019 school year grades 3-6
- Increased by 6.3 points during the 2019 school year within 3-6 grade students

### **Suspension Rate (Homeless)**

- Currently 26.7 % Homeless
- 2020-2021 target goal is 25.1% Homeless
- 45 students in 2019 school year grades 3-6
- Increased by 21.5 points during the 2019 school year within 3-6 grade students

**Next Step:** 2020-2021 plan will incorporate the following action items to support targeted groups.

- Create Behavior Support Plan for students with 5 referrals or more
- Add Behavior Goals to IEPs
- Tier 2 Specialist and RCAs to case manage students with high office referrals
- All For Youth Referral for students with 2 or more suspensions
- Request TBS Services through All for Youth Referral

### **Suspension Rate (Students w/Disabilities)**

- Currently 18.5% Suspended at least once
- 2020-2021 target goal is 13.5% Students w/Disabilities
- 108 students in 2019 school year grades 3-6
- Declined by 3 % points during the 2019 school year within 3-6 grade students

**Next Step:** 2020-2021 plan will incorporate the following action items to support targeted groups.



- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Tier 2 Specialist worked with families to promote attendance
- Admin provided ongoing social emotional professional development in Social Emotional Learning for teachers starting with self management
- Increased parent engagement through Parent University
- Admin held monthly SST meetings for students with academic, behavior, and attendance concerns

#### **Suspension Rate (Students w/Disabilities)**

**Implementation of the following actions were developed to reduce suspension rates and enhance time in class on task.**

##### **Tier I Supports:**

- Daily Morning meetings
- Quarterly Recognition assembly
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)
- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- Virtual Reality Game Truck
- Specialized Field Trips for Tier 1 Supports for 5th and 6th grade (Blackbeard's and Wild Waters)

##### **Tier II Supports**

- Student 'Check-In' program with RCAs and Tier 2 Specialist
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist.
- Specialized Field Trips for students in need of Tier 2 Supports
- Care Connect Center Social/Emotional Support Center

##### **Tier III Supports**

- Office referrals
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Restorative Circle
- Individual counseling
- Threat Assessment
- Manifestation Determination meetings
- Expanded IEPs
- ICET referrals
- Specialized Field Trips for students in need of Tier 3 Supports
- Social/Emotional Support Center

#### **Suspension Rate (White)**

**Implementation of the following actions were developed to reduce suspension rates and enhance time in class on task.**

##### **Tier I Supports Implemented:**

- Daily Morning meetings
- Quarterly Recognition assembly
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)

- Add Behavior Support Plan to IEP Goals
- Add Behavior Goals to IEPs
- Case manage students with high office referrals
- All For Youth Referral for students with 2 or more suspensions
- Request TBS Services through All for Youth Referral

#### **Suspension Rate (White)**

- Currently 16.7% Suspended at least once
- 2020-2021 target goal is 12.7.% Students w/Disabilities
- 66 students in 2019 school year grades 3-6
- Increased by 9.4 % points during the 2019 school year within 3-6 grade students

**Next Step:** 2020-2021 plan will incorporate the following action items to support targeted groups.

- RCAs and Tier 2 Specialist to case manage students with high office referrals
- All For Youth Referral for students with 2 or more suspensions
- Create Behavior Support Plan to students with 5 referrals or more
- Case manage students with high office referrals
- All For Youth Referral for students with 2 or more suspensions
- Request TBS Services through All for Youth Referral
- 

#### **Suspensions Per 100**

**Next Step:** 2020-2021 plan will incorporate the following action items to support targeted groups.

- Case manage students with high office referrals
- All For Youth Referral for students with 2 or more suspensions

- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- Virtual Reality Game Truck
- Specialized Field Trips for Tier 1 Supports for 5th and 6th grade (Blackbeard's and Wild Waters)

**Tier II Supports Implemented**

- Office referrals
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Student 'Check-In' program with RCAs and Tier 2 Specialist
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist.
- Specialized Field Trips for students in need of Tier 2 Supports
- Care Connect Center Social/Emotional Support Center
- Restorative Circle
- Individual counseling

**Tier III Supports Implemented**

- Threat Assessment
- Manifestation Determination meetings
- Expanded IEPs
- ICET referrals

**Suspensions Per 100**

Implementation of the following actions were developed to reduce suspension rates and enhance time in class on task.

**Tier I Supports Implemented:**

- Daily Morning meetings
- Quarterly Recognition assembly
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)
- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- Virtual Reality Game Truck
- Specialized Field Trips for Tier 1 Supports for 5th and 6th grade (Blackbeard's and Wild Waters)

**Tier II Supports Implemented**

- Office referrals
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Student 'Check-In' program with RCAs and Tier 2 Specialist
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist.
- Specialized Field Trips for students in need of Tier 2 Supports
- Care Connect Center Social/Emotional Support Center
- Restorative Circle
- Individual counseling

**Tier III Supports Implemented**

- Threat Assessment

- Manifestation Determination meetings
- Expanded IEPs
- ICET referrals

**Step 2:** Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Originally Budgeted for 3 RCAs- Only 2 positions filled - one RCA left district
- Inconsistent attendance of all 3 RCAs led to lack of consistency of case management
- Need for more in class support for students
- Care Connect Center inconsistently open and available to students during morning and lunch recess
- Need for more consistency in writing formal Behavior Support Plans
- ICET referral for Tier 3 Level students
- Enlist assistance of Teachers in Case Management of Formal Behavior Support Plans for students in need of Tier 2 and Tier 3 supports

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Tier 2 Support Team will be reconfigured to provide consistent services to students through a new Tier 2 Specialist, and 2 Resource Counselor Assistants
- Teachers will serve as Case Managers of Formal Behavior Support Plans and Behavior Intervention Plans
- Documentation on ATLAS will be monitored periodically at Site Tier 2 Meetings
- Office Staff will have designated time for clearing absences and contacting parents to remind them of the importance of attendance for truant students
- The NTA Team will be expanded with the addition of 4 more NTAs for coordination and direction of Noon Time Activities

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

- School-wide Fun Friday for students who meet specific behavior goals
- A school-wide behavior structure
- Tier 2 Specialist and RCA Team to work with students with high absenteeism
- Provide SEL support for student with high absenteeism
- Hold SST meetings for students with high absenteeism
- Continue to implement "My Brother's Keeper" mentoring program for students with high absenteeism

**2** ELAC:

- Continue to have Saturday Academy
- Continue Saturday Sport
- Have students continue to attend the library
- Teach students to help one another
- Teach students manners or character
- Buy more technology
- Continue CHEFS CLUB all year long and with more options for other grade levels

**3** Staff:

- School-wide behavior structure
- Continue with PBIS
- Continue with Student Store
- Implement Structured Activities during non-structured times
- Strengthen Student/Teacher relationships
- Continue with Morning Meetings
- Continue with CHAMPS for every lesson
- Continue to recognize students with Student of the Month
- Begin SEL curriculum and Second Step
- Home Visits by Admin and Teachers to improve attendance

- Continue to implement "My Brother's Keeper" in order to provide mentoring for students with high absenteeism
- Hold more Truancy meetings with parents regarding the negative effects of high absenteeism

## Action 1

**Title:** Increase Attendance Rate

### Action Details:

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

- Implement My Brother's Keeper Mentoring program for students with chronic absenteeism
- 2 RCA positions to assist with case management of students and work closely with families (one 8-hour position and one 6-hour position)
- Each PLC Team will develop a problem of practice plan to increase Attendance rate including identifying gaps, communication, and incentives
- Implement a character building program (Second Step and Student of the Month) to help increase attendance rates and time in class on task.
- Implement attendance incentive program for students through the collaboration of the RCAs and the Tier 2 Specialist.
- Use of interclass competitions as a motivator.
- Incentivize attendance at Saturday Academy to increase attendance recovery rates.
- Increase greater levels of parent engagement through Parent University
- Hold monthly SST meetings for students with academic, behavior, and attendance concerns.
- Utilize Williams' Student Store as incentive to increase attendance rates
- Ongoing social emotional professional learning (SEL)

**Reasoning for using this action:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Explain the Progress Monitoring and data used for this Action

#### Details: Explain the data which will specifically monitor progress toward each indicator target

- Increased Attendance Reports
- Reduced Suspension Rate Reports
- Power BI reports on Chronic Absenteeism Data

#### Owner(s):

- Teachers
- TSA
- Tier 2 Specialist
- RCAs
- Attendance Clerk
- Office Manager
- Admin Team
- Teacher and Staff Mentors

#### Timeline:

- Weekly
- Monthly
- Quarterly

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Attendance incentives for individual students, classrooms, and school wide
- Certificates for Perfect Attendance
- Williams Student Store incentives
- Sub days for teacher release time to participate in SST

#### Specify enhanced services for EL students:

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- RCA contact
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students

#### Explain the actions for Parent Involvement (required by Title I):

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- Parent University classes
- Monthly Character Counts Rallies
- Babysitting services for parents to attend meetings
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

### Action 2

**Title:** Multi Tiered Level of Support

#### Action Details:

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Williams will develop a behavior management, character building program to reduce suspension rates and enhance time in class on task. Lesson strategies for all learners will enhance campus safety for all students and moderate negative behaviors of students resulting in fewer conflicts with staff and other students.

Teachers will utilize a tiered system of supports.

- 2 RCA positions to assist with case management of students and work closely with families
  - ongoing social emotional professional learning
  - helping to provide social emotional support
  - providing check-in and check-out support in the classrooms
  - supervising the Alternate Recess Classroom
  - increase student supervision (before, during, and after school)
  - assist with home visits and connecting parents to support and/or services

#### Tier I Supports:

- Daily Morning meetings
- Second Step Lessons
- Weekly Class meetings
- Two times a year Behavior Assemblies
- Recognition of students monthly exhibiting Social Emotional Competencies
- Quarterly Recognition assembly
- Wheel of Choice
- End of Year Awards Assembly Trophies (Sunnyside Trophy Shop)

#### Specify enhanced services for low-performing student groups:

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- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs
- Teachers will incorporate SEL learning into academic instruction
- Intervention - Staff Mentoring through MBK for African American Students with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)
- Intervention - Staff Mentoring through MBK for Students with Disabilities with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)

#### Describe Professional Learning related to this action:

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- PL on Setting Conditions for Learning
- PL on SST referral process and interventions
- PL on SEL Learning

- "Ready to Learn" relaxation - Mindfulness throughout the day
- Wizard Ticket System
- Student Incentive Store
- Pizza Drawings on Fridays
- STOIC/CHAMPS/MAC: 3-1 Positive to Negative Interactions
- 2 x10 Relationship Building
- Virtual Reality Game Truck
- Specialized Field Trips for Tier 1 Supports for 5th and 6th grade (Blackbeard's and Wild Waters)
- Social/Emotional Support Center

**Tier II Supports**

- Care Connect Center
- Services and Supports from Restorative Practice Counselor
- Resource Counselor Assistants
- "Cool Down" Area
- Student 'Check-In' program with RCAs and Tier 2 Specialist
- Implement restorative justice practices and conflict resolution groups through the guidance of school psychologist.
- Leadership Cohort (Grade 5-6)
- Peer Mediation
- Student jobs
- Specialized Field Trips for students in need of Tier 2 Supports
- Social/Emotional Support Center
- Structured Recess Activities

**Tier III Supports**

- Behavior Support Plan Levels 2 and 3
- Office referrals
- Hold bi-monthly SST meetings for students with chronic behavior concerns
- Restorative Circle
- Social Emotional Groups: K-3, 4-6
- Individual counseling
- Threat Assessment
- Manifestation Determination meetings
- Expanded IEPs
- ICET referrals
- Parent Training
- "Attendance Matters" groups
- Girl Power Mentoring Program
- Specialized Field Trips for students in need of Tier 3 Supports
- Social/Emotional Support Center
- Structured Recess Activities
- Computer Lab Club

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

**Explain the Progress Monitoring and data used for this Action**

Details: Explain the data which will specifically monitor progress toward each indicator target

- Reduced Suspension and Expulsion Reports
- Reduced number of behavior referrals to office Report
- Log of Student use of Social/Emotional Room

Owner(s):

- Restorative Practice Counselor
- RCAs
- Tier 2 Specialist
- School Psychologist
- Admin Team
- Teachers

Timeline:

- Monthly
- Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- RCAs
- Tier 2 Specialist
- School Psychologist
- Campus Assistant
- Restorative Practice Counselor
- Substitutes for SST and IEP days
- Social/Emotional Support Center

Specify enhanced services for EL students:

- RP Counselor, RCA, Tier 2 Specialist, and teacher contact Counseling services through restorative counselor and School psychologist groups
- Targeted Support Team Meetings bi-monthly with RCAs, Tier 2 Specialist, RP Counselor, School Psych, and Administration
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged students

Specify enhanced services for low-performing student groups:

- Teachers will intentionally participate in 2 x 10 activities with students in need of connecting to a caring adult at school
- Teachers will encourage these specific students to participate in extra-curricular activities and school clubs
- Teachers will incorporate SEL learning into academic instruction
- Intervention - Staff Mentoring through MBK for African American Students with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)
- Intervention - Staff Mentoring through MBK for Students with Disabilities with high absenteeism and/or high suspension rates (check-in system at beginning of day with an assigned RCA, regular home communication, incentive for meeting attendance goals)

Explain the actions for Parent Involvement (required by Title I):

- Quarterly updates of progress monitoring at SSC/ELAC meetings
- Parent Meetings
- Parent University classes
- Weekly Parent Newsletter
- School Messenger
- Incentives for parent participation (Snacks for meetings: SSC, ELAC, Parent University, parent volunteer brunch, etc.)

Describe Professional Learning related to this action:

- PL on Engaging Students with Poverty in Mind
- PL on Class meetings and Second Step
- PL on Wheel of Choice
- PL on Restorative Practice School Climate and Culture training focusing on positive behavior
- NTAs will also gain a deeper understanding of triggers that cause students to exhibit inappropriate behaviors
- NTAs will be provided strategies to support students in developing positive replacement behaviors
- NTAs will be provided opportunities to attend district level classified School Climate and Culture Training
- District Level RCA professional development

## 2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0550 Williams Elementary (Locked)

### G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		49,586.00
G4A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		59,538.00

**\$109,124.00**



## 2020-2021 Budget for SPSA/School Site Council

### State/Federal Dept 0550 Williams Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Sub Teacher for Extra Support for Teachers and Admin to focus on 3rd and 4th Grade Mini-PAC work in ELA and Math	8,145.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Provide Teachers with Subs for Data Analysis and Planning	11,999.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Title 1 Parent Materials and Supplies - NO FOOD, NO INCENTIVES	2,032.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Provide Teacher Subs for SST meetings in order to develop appropriate intervention plans to increase ELA and Math SBAC scores	3,500.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			2nd Grade Teachers to participate in 20 hours of PLI Learning	3,499.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	14,356.00
G1A1	Sup & Conc	Instruction	Off Eq Lease			Lease for Office Copier	4,962.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	451.00
G1A1	Sup & Conc	Instructional Supervision & Admin	Crt Supr-Sub			Sub Admin Support in order for Site Admin to conduct ELA & Math Observations and meet with Teachers for IPG feedback	57,000.00
G1A1	Sup & Conc	Guidance & Counseling Services	Subagreements			Education and Leadership Foundation : 8 Inter-Act Fellows for Kinder - 3rd Grade	79,000.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Sub Teacher for Extra Support for Teachers and Admin to focus on ELA and Math Data Analysis, Planning and Instruction	14,744.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			Sub Release Time for 2nd Grade Teachers to participate in Site PLI Learning to improve ELA scores for ELD students	2,587.00
G1A2	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	17,268.00
G1A2	LCFF: EL	Instruction	Direct-Other			: ELPAC Assessors	3,001.00
G1A2	LCFF: EL	Parent Participation	Oth Cls-Supp			Extra time for Classified Personnel for interpreting for Parent Conference Week	500.00
G4A2	Title 1 Basic	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		49,586.00
G4A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		59,538.00
<b>Total</b>							<b>\$332,168.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$71,762.00
Sup & Conc	7090	\$222,306.00
LCFF: EL	7091	\$38,100.00
<b>Grand Total</b>		<b>\$332,168.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$223,044.00
G4 - All students will stay in school on target to graduate	\$109,124.00
<b>Grand Total</b>	<b>\$332,168.00</b>