



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Williams Upper Elementary School	06616220118729	Sept. 5, 2023	

## Purpose and Description

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

Comprehensive Support and Improvement  
The purpose of this plan is to identify and address the instructional programs that our instructional staff will need in order to provide rigorous academics and comprehensive social/emotional supports to ensure that ALL students learn at high levels.

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

All goals contained in the SPSA are directly linked to the WUSD LCAP goals 1-3 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.  
Goal 1: Achievement

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

**Goal 2: Conditions of Learning**

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

**Goal 3: Family Engagement/Student Social Emotional**

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

The Williams Unified administrative staff meets regularly to review and analyze the Local Control Accountability Plan (LCAP)--goals, actions and services. The purpose being to integrate information from the sites in order to continue to support each site's specific needs. The LCAP memorializes the planning process already underway for the 2023–24 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, foster students, English learners, and students experiencing homelessness; providing access to necessary devices and connectivity, providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students. As stated by CDE, the LCAP “is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level. The Leadership Team continues to meet and is deeply committed to raising the bar and closing the achievement/opportunity gaps for all students. As a result of the Leadership collaboration meetings, the Williams Upper Elementary School SPSA is organized around the LCAP goals, actions, and services. The goals outlined in the WUES SPSA are funded by supplemental and concentration funds, as well as Title I and the CSI grant . These funds are used to provide supplemental services to each targeted population, ensures non-duplication and support of common outcomes, and provides our WUES students with a high-quality education that assists in narrowing the achievement/opportunity gaps. Feedback from parents, students and staff was sought to ensure that the highest quality educational services are provided to all students during the 2022-2023 school year. The 22-23 SPSA continued to support WUSD LCAP goals. The 22-23 school year brought about: a new assessment platform--iReady, Year 1 of the Three Year Plan with a focus on writing, continued implementation of The Write Tools and the SEAL model of instruction. Social-Emotional learning is being addressed through the implementation of Satchel Pulse SEL curriculum. Dual immersion began in the 4th grade at WUES. 25% of the day (math) will be taught in Spanish to those students who were DI students at the lower elementary. 5th grade DI students will be taught Social Studies in Spanish, thereby fulfilling the 25% of daily instruction in Spanish. EL student data is being stored, monitored, and utilized through the ELLevation platform.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Our parents and students have been asked to participate in providing feedback on the LCAP and how it relates to their child's school. Based on the results of the surveys, the LCAP goals were developed. That same information was asked of parents with the focus on their child's school site. The result of the parent survey's has assisted administration in the development of the SPSA. The School Site Council (SSC) and the English Language Advisory Committee (ELAC) provide feedback during scheduled meetings. An ELAC needs survey was administered in the fall to garner input from our EL families. All parents are given the opportunity to attend Board of Trustee meetings to provide feedback as well. Students have had an opportunity to participate in the California Health Kids Survey to collect feedback on bullying and other issues. Students have input on how to improve school climate through CHKS, district surveys and focus groups. Teachers have received professional development around SEL and are currently working towards developing the systems to change the culture of our school site. This year WUES implemented Satchel Pulse SEL curriculum to facilitate student learning around social-emotional issues. Teachers are also surveyed every year on LCAP, curriculum, professional learning, and how to improve our practice based on specified needs. When teachers are provided an opportunity to collaborate, it allows for better planning as other perspectives help shape and enhance the district and school goals.

## Classroom Observations

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

Classroom walkthroughs take place throughout the school year. Follow up conversations with the teachers take place and, when possible, the Instructional Coaches offer technical assistance and additional coaching. Formal teacher observations are also conducted for evaluation purposes. The principal will actively participate in coaching and curriculum trainings to understand the pedagogy and instructional practices. Professional development goals are generated based on the observations and teacher feedback. Three Instructional Coaches work with the teachers to provide support. The Instructional Coaches and principal check-in with each other regularly to debrief and discuss successes and concerns. A plan is generated to find solutions to any concerns. Successes are shared during staff and board meetings.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

The use of local and diagnostic assessments have been helping WUES to drive our curriculum. We use the information to guide student placement depending on how students perform on the assessments. Formative assessment is used to make the final determination as to what standards need to be reviewed and which standards need more focus. Within the SEAL model, we assess students to see what gaps need to be addressed. Teachers will then work on their guiding questions for the unit and will modify their instruction to target those gaps. For students who are achieving at a higher rate, they will be challenged to move up. After some weeks of instruction, teachers will once again meet as a grade-level to view the results of the assessments. Once again, final adjustments will be made to address any last gaps or to address challenging all students. At the end of the unit, a final assessment is given to measure the effectiveness of the strategies employed and rigor of the curriculum provided. During these multi-week cycle assessments, special attention is given to English learners and students with special needs to make sure they are accessing the curriculum via integrated/designated ELD instruction and accommodations/modifications, respectively. The assessment, teaching, reflection process is a yearlong focus that will continue during the 2023-2024 school year. SBAC testing will take place in the spring, but those are not the only data points we analyze to measure growth or focus more support. We now have results for the spring 2022 administration and will be analyzing those results to determine areas of need and areas to celebrate. We have implemented a new assessment platform: iReady. Three rounds of assessment have been completed. Results were analyzed after each administration. WUES is participating in a 3 Year Plan which focuses on writing. Each trimester, the students take a writing assessment. The fall and winter assessments are narrative and opinion, respectively. Those assessments were paragraph length and used as formative assessment to assess mechanics. The final writing assessment in spring was a summative Information/Explanatory multi-paragraph essay.

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

Teachers have been receiving professional development around how to use data to drive our instruction. Instructional coaches help develop the skills to self-guide staff to unpack the standards and to develop high rigor, high engagement units and lessons. Through the use of these trainings, teachers have become proficient in leading their own Professional Learning Communities (PLC). They have developed the skills to know what makes a unit strong. They identify the essential standard for each unit to address. Once the essential standards have been identified, the teachers unpack the standard to know how to teach it so that all students will acquire the knowledge. Lessons are then developed with high rigor, high relevance and high interest to foster student engagement so that learners can take charge of their own learning. Teachers become facilitators in the students' learning. Our Instructional coaches are helping our teachers to identify the root cause of why students are struggling. Once root causes have been identified, that becomes the target to address. We employ various SEAL teaching strategies to help all learners access the curriculum. Teachers will continue this process of assessing and identifying root causes through two or three cycles to modify the instruction. Professional development for 2022-2023 added increased focus on SEL through the use of Satchel Pulse SEL assessment and curriculum. 22-23 saw WUES continuing the PLC model, continued training in SEAL and the Write Tools. iReady also provided real time data to aid in the individual educational needs of each student.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified. All teachers are teaching with the correct credentials. We are employing 4 probationary teachers

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

Every room has sufficient books for each individual child. All teachers have the teacher's manuals for all board adopted subject matter.

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

Teachers receive 2 days to work on individually decided upon tasks. We are entering Year 2 of SEAL Sustainability for our new teachers who have not been fully trained. All teachers are now trained in the Write Tools. We will continue to train any new staff that is onboarded so that they have the same tools as the veteran staff.

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

We use Instructional Coaches to help build capacity within our teachers. For example, we contracted with Sobrato Early Academic Language (SEAL) who in turn trained our admin and Instructional Coaches. This is a research and evidence-based model that focuses on language rich lessons to help develop the language and literacy skills our EL students need. As we have all been trained, we will be starting sustainability Year 2. This stage supports our new teachers who have not gone through the whole training. Through this work, we have created language rich classrooms where students take part in all lessons. Students in our school have come to expect taking on more responsibility for their learning through rigorous lessons that are engaging and relevant to them. Each grade level works with the coaches to identify essential standards and then be able to deconstruct or unpack the standard to identify the key parts that need to be taught in order for our students to have a true grasp of the standard.

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

At WUES, teachers have 9 teacher choice work sessions and 7 grade level work sessions. These days are used to work on iReady, SEAL, Write Tools, Satchel Pulse, grade-level related content or to develop units. Teachers need that time to prep and plan for their lessons. Throughout the year, we have 9 early release days that have been negotiated and have been planned with teacher input as “District focused PD”. These nine days are used to work with school sites to provide teachers with coaching and support that is relevant to teachers. WUES has 9 early release days that are dedicated to specific site needs. WUES has 39 PLC early release Fridays.

## Teaching and Learning

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

Each grade level works to identify essential standards that are aligned to grade-level curriculum. Once those standards have been identified, the work begins to deconstruct (unpack) the standards. Key components are identified and taught to foster comprehension of the standard. Essential standards are identified and are aligned to be taught throughout the school year. Lessons are then created and instructional strategies are planned to target those standards.

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

All minutes are followed as evidence by our instructional minutes posted on our website.

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

Each grade level creates a year long overview that is in line with our pacing schedule and formative assessment tools that will evaluate students' progress.

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

All curriculum is standards-based and geared towards each particular grade-level.



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

All curriculum is SBE-adopted and standard-aligned instructional material, including material used for intervention.

## **Opportunity and Equal Educational Access**

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

The services that we have for underperforming students are also accessible to our on grade level students. One of these services is using SEAL strategies for all 4-6 grade students. The model we follow in SEAL is the Guided Language Acquisition Development (GLAD) strategies. These strategies create a unified platform with which to work for all teachers. It provides a common set of highly effective teaching strategies to be used by all teachers. SEAL also teaches the importance of integrating ELD strategies into all of our core subject lessons. SEAL also provides the structure to establish a designated time to teach English Language Development. Our Instructional Coaches support teachers to create a pacing model that will help us to align curriculum and standards for the entire year. WUSD utilizes ELlevation, a platform that compiles EL student data and provides PD for teachers in the area of ELD.

Evidence-based educational practices to raise student achievement

Our curriculum is research based, evidence based and SBE approved. As the principal of the school, I receive professional development in the area of performing effective walk-throughs, Evaluation process and teacher feedback through a Cognitive Coaching approach. We participate in Second Step SEL support, Convenings for SEAL, outside administrative coaching, Instructional Leadership Team meetings and Administrative Leadership Team meetings. We also are trained in iReady, Write Tools, Satchel Pulse SEL Curriculum and ELlevation EL platform for data and curriculum pertaining to our EL students.

## **Parental Engagement**

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

We have a School Site Council (SSC), English Language Advisory Committee(ELAC), District English Language Advisory Committee(DELAC) and Parent Teacher Organization (PTO). All meetings are held virtually or in person to accommodate parent requests. Parents are given an opportunity to attend CAFE and other parent trainings. For students whose parents work beyond school hours, the After-School Safety and Educational program (ASES) provides these students with additional instructional time. Requirements indicate that Foster and Homeless Youth must be served before any other subgroup of students. The After School Education and Safety Program is a balance of academic assistance through tutoring and homework help plus enrichment activities.

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

Parents, students, staff and community participate in surveys to provide helpful feedback that supports final decision making. Parents, teachers and community members have had multiple opportunities to share their thoughts and opinions on various items. These groups have been an integral part in our decision-making process to partner in creating a plan. When important matters are up for revision, all of the afore mentioned groups are contacted and are surveyed for their opinions along with follow up focus group sessions. Teachers, parents and students have all taken part in giving the school and district feedback on the LCAP goals. Online surveys were also done to reach parents, students and staff. These surveys were followed with detailed information gathering focus groups. An ELAC needs survey was also conducted to garner information from our EL parents.

### Funding

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

Current services include: SEAL, ASES/Assets, PBIS, Second Step, Satchel Pulse SEL curriculum, the Write Tools, Literacy Paraeducator support, student incentive programs and parent education.

### Fiscal support (EPC)

Current funding include: Title I funding, LCFF, Lottery, and CSI grant money for 2020-2021, 2021-2022 and 2022-2023 school years.

## **Educational Partner Involvement**

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

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

The goals and actions/services of the SPSA were reviewed with several stakeholder groups. These included: School Site Council members, ELAC parent members, staff members, and open forums for community members. In addition, several meetings were held with classroom teachers, classified staff and parent groups to provide access to the plan and to encourage input. The following are examples of involvement opportunities:

- End of year 22-23 staff meeting
- School Site Council meeting held in spring 2023 to review planned activities.
- ELAC parent meeting held in spring to review planned activities
- Regular Leadership team meeting with certificated teachers to get input on draft plan
- All staff including classified staff meeting held to get input on draft plan

\* Draft plan shared again with all stakeholders during the month of April 2023

The School Site Council (SSC) meets most 3rd Thursday of the month and may hold 4-5 meetings this year. The English Learner Advisory Committee (ELAC) meets on the 3rd Wednesday of the month and may hold 4 meetings this year. Teachers, staff and members from the Williams community are all invited and urged to participate in all meetings as they are public meetings, but are especially urged in the annual review of the Single Plan for Student Achievement (SPSA) and



those meetings regarding the LCAP.

The school wide data for our school indicates a strong need in several academic areas. English Language Arts and mathematics continue to be areas where our students are performing well below the state average. English Language performance is low and well below the state average. Fall Reading 2022 to Spring 2023 shows students scoring early, on, mid or above grade level 11% in the fall and 22% in the spring. Math data for Fall 2022 to Spring 2023 shows students scoring early, on, mid or above grade level 5% in the fall and 11% in the spring.

Williams Upper Elementary has a large population of Second Language Learners. Our data for Second Language Learners indicates that our EL Learners continue to underperform as compared to the state average. They continue to struggle to reach the proficiency level in English. Our CAASPP data shows that 20.19% of our English learners enrolled in school in the US for 12 months met the standard in ELA. In mathematics, only 4.81% met or exceeded the standard. The SSC and ELAC committees have expressed the need for support systems for academic and social emotional development. Parent engagement has been an area of need at the elementary school. More intentional measures need to be taken to increase parental engagement and involvement.

## Resource Inequities

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

Five Status levels: Very High, High, Medium, Low and Very Low

Williams Upper Elementary continues to be identified for Comprehensive Support and Improvement (CSI) in the 2023-2024 school year. The root cause analysis indicates a strong need in several academic areas. English Language Arts and Mathematics continue to be areas that shows our students performing well below the state average. The gaps are wider in Mathematics.

Chronic Absenteeism: the 2022 CA Dashboard data indicates that chronic absenteeism is very high overall for all students

Suspension Rate: the 2022 CA Dashboard data indicates that the suspension rate is high overall for all students

English Learner Progress: the 2022 CA Dashboard data indicates that English Learner Progress is very high

English Language Arts: the 2022 CA Dashboard data indicates that English Language Arts academic performance is low overall for all students

Mathematics: the 2022 CA Dashboard data indicates that Mathematics academic performance is very low overall for all students

Williams Upper Elementary has a large population of Second Language Learners. Our data for Second Language Learners indicates that our EL Learners continue to underperform as compared to the state average. They continue to struggle to reach the proficiency level in English.

The SSC and ELAC committees have expressed the need for support systems for academic and social emotional learning. Parent engagement has been identified as an area of critical need at the upper elementary school.

The resource inequities are as follows:

- \*Low Parent Engagement
- \*SEL support
- \*Chronic Absenteeism

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	227	220	212	73.00%	74.1%	74.6%
Fluent English Proficient (FEP)	38	26	24	12.20%	8.8%	8.5%
Reclassified Fluent English Proficient (RFEP)	12			5.3%		

### Conclusions based on this data:

1. Based on our data, it clearly shows over the years, we are keeping students classified as ELs. We need to work harder towards reclassifying students that are ready to be reclassified to diminish the numbers of LTELs.
2. Teachers need to be made aware of who their EL students are to have more targeted services for the ELs and to provide EL instruction and services
3. In the 22-23 school year 49 students will be reclassified to RFEP; ELlevation has made tracking the data much more efficient

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4	100	87	95	0	87	95	0	87	95	0.0	100.0	100.0
Grade 5	103	95	86	0	94	84	0	94	84	0.0	98.9	97.7
Grade 6	107	104	89	0	103	89	0	103	89	0.0	99.0	100.0
All Grades	310	286	270	0	284	268	0	284	268	0.0	99.3	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		2398.	2406.		3.45	7.37		18.39	12.63		17.24	23.16		60.92	56.84
Grade 5		2469.	2427.		13.83	2.38		25.53	19.05		20.21	22.62		40.43	55.95
Grade 6		2461.	2492.		3.88	7.87		18.45	24.72		32.04	35.96		45.63	31.46
All Grades	N/A	N/A	N/A		7.04	5.97		20.77	18.66		23.59	27.24		48.59	48.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		4.60	5.26		64.37	62.11		31.03	32.63
Grade 5		12.77	2.38		59.57	59.52		27.66	38.10
Grade 6		7.77	8.99		45.63	55.06		46.60	35.96
All Grades		8.45	5.60		55.99	58.96		35.56	35.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		1.15	4.21		48.28	53.68		50.57	42.11
Grade 5		12.77	3.57		60.64	52.38		26.60	44.05
Grade 6		2.91	7.87		51.46	61.80		45.63	30.34
All Grades		5.63	5.22		53.52	55.97		40.85	38.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		5.75	4.21		75.86	70.53		18.39	25.26
Grade 5		4.26	2.38		78.72	72.62		17.02	25.00
Grade 6		4.85	10.11		71.84	75.28		23.30	14.61
All Grades		4.93	5.60		75.35	72.76		19.72	21.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 4		4.60	6.32		63.22	70.53		32.18	23.16
Grade 5		17.02	4.76		53.19	59.52		29.79	35.71
Grade 6		4.85	12.36		66.02	65.17		29.13	22.47
All Grades		8.80	7.84		60.92	65.30		30.28	26.87

**Conclusions based on this data:**

1. Our data shows that we are testing more students than ever before. We are making every effort to talk to parents about the importance of assessing our students. SBAC was not administered 19-20 or 20-21
2. More than half of our students did not meet the standard in all subject areas.
3. Only 28% met or exceeded the standard.

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
284	94.7	74.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Williams Upper Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	212	74.6
Foster Youth		
Homeless	41	14.4
Socioeconomically Disadvantaged	269	94.7
Students with Disabilities	51	18

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	0.4
Asian	3	1.1
Hispanic	271	95.4
White	8	2.8

### Conclusions based on this data:

1. We have a large population of students that need extra services
2. 74% are English Learners. This group needs more targeted services that address their language needs.
3. 92% of our students come from socioeconomically disadvantaged homes. Again, they need more services.



# School and Student Performance Data

## Overall Performance






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

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

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



### 2023 Fall Dashboard Overall Performance for All Students

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

### Conclusions based on this data:

- Our data shows the need for services to help our EL students with ELA and math. It shows a need to continue with SEAL, PLC and other such programs. Our new math and ELA curriculum will provide UDL.
- Our data shows that our "Chronic absenteeism" is very high. We will need to look into this area and develop a plan to lower the Chronic absenteeism. The need will be to involve more parents in active communication and provide parent education workshops on the importance of attendance.

3. Our data shows that "Suspension Rate" is high. We will need to look into this area and develop a plan to lower the suspension rate. Learning Support Specialist, the PBIS program and restorative justice and alternatives to suspension will help.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

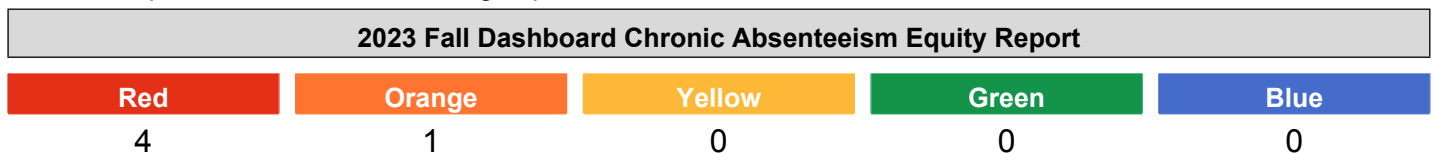
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  <p>Red</p> <p>21.6% Chronically Absent</p> <p>Increased 1.2</p> <p>292 Students</p>	<b>English Learners</b>  <p>Red</p> <p>21.8% Chronically Absent</p> <p>Increased 2.3</p> <p>216 Students</p>	<b>Foster Youth</b> <p>Less than 11 Students</p> <p>4 Students</p>
<b>Homeless</b>  <p>Orange</p> <p>19.5% Chronically Absent</p> <p>Increased 6.4</p> <p>41 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>Red</p> <p>20.7% Chronically Absent</p> <p>Increased 0.5</p> <p>276 Students</p>	<b>Students with Disabilities</b>  <p>Red</p> <p>28.3% Chronically Absent</p> <p>Increased 4.5</p> <p>53 Students</p>

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b> Less than 11 Students  1 Student	<b>Asian</b> Less than 11 Students  3 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Red 21.9% Chronically Absent Increased 1.3  278 Students	<b>Two or More Races</b> Less than 11 Students  1 Student	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b> Less than 11 Students  9 Students

#### Conclusions based on this data:

1. The data shows that our points increased. However, we are still very high in all categories except our EL population. This is still an area that will be addressed through the use of our Learning support Specialist, PBIS and our SEAL model that engages students. The institution of an attendance incentive program could reduce our absenteeism rates, by incentivizing students to come to school and stay all day everyday.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

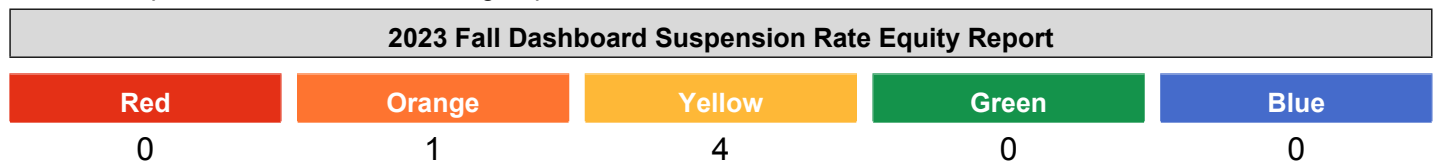
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 4.1% suspended at least one day Declined Significantly -1.1 296 Students	<b>English Learners</b>  Yellow 3.2% suspended at least one day Declined Significantly -2.7 219 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b>  Orange 9.1% suspended at least one day Declined -0.9 44 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 4.3% suspended at least one day Declined Significantly -1.3 280 Students	<b>Students with Disabilities</b>  Yellow 3.7% suspended at least one day Declined -1.1 54 Students

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b> Less than 11 Students 4 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 4.3% suspended at least one day Declined Significantly -1.2 281 Students	<b>Two or More Races</b> Less than 11 Students 1 Student	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b> Less than 11 Students 9 Students

#### Conclusions based on this data:

1. Our data shows that "Suspension Rate" is high. We will need to look into this area and develop a plan to lower the suspension rate. Learning Support Specialist and the PBIS program will help. Restorative Justice and alternatives to suspension should be instituted.
2. Suspension rates for 2020-2021 dropped due to students not being on campus so baseline data for 21-22 will remain from prior year.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts with a site focus on Writing.

## LEA/LCAP Goal

WUSD LCAP Goals

Goal 1: Achievement

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

Goal 2: Conditions of Learning

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

Goal 3: Family Engagement/Student Social Emotional

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

## Goal 1

All student subgroups will increase a minimum of 5% in ELA, as measured by iReady, CAASPP, and CA Dashboard student data. Writing scores of at least a 3 will show at least 5% growth based on the school wide Information/Explanation summative assessment in the spring of 2024.

## Identified Need

The 2022CA Dashboard data indicates that the overall performance for all students is low in English Language Arts. It is also low for English learners, Hispanic students, socioeconomically disadvantaged students, and very low for students with disabilities. According to the CAASPP data, 72.18% of all students did not meet standard and 79.81% of English learners did not meet standard. This is significant in that 74% of WUES students are identified as English learners. A school wide summative writing assessment saw 30% of WUES students assessed scoring a 3 or better.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	2022 data shows that 27.81 % of all students in ELA met the standard or exceeded it.	The goal for 2023-24 will be to have 33% of all students at standard or exceeding and every subgroup to increase by 5%.
iReady	For the 2022-23 school year, iReady reading data showed an average of 21% of students scoring early on grade level or mid or above grade level. The specific breakdown was: 4th 21%	2023-2024 goal is for iReady reading to increase 5% from the previous year which will be moving from 21% to 26% scoring early on grade level or mid or above grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5th 18% 6th 25%	
School wide summative writing assessment based on Write Tools rubric for Informative/Explanatory writing	2020-2021 20% scoring 3 or higher (4th-6th grade) 2021-2022 38% scoring 3 or higher (4th - 6th grade) 2022-2023 30% scoring 3 or higher (4th-6th grade)	2022-2023 35% scoring 3 or higher (4th -6th)

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Improve teaching and learning in Reading, ELA and writing by curricular alignment, articulation, adding ELD standards per grade level and embedded assessments to be used as formative assessments for learning, offering tier I, II, III support during the regular school day and after school to ensure the learning gap is reduced for all students.

Purchase research-based ELA materials for tier I, II, III small group reading instruction for students. Provide high quality training to all staff on the use of Tier I, II, III ELA and writing materials to address learning loss and narrowing the achievement gap. Purchases may include: lower level readers for students reading below grade level. Train all staff in the Write Tools methodology for teaching writing and continue to use SEAL strategies to support EL students. Transition to the digital platform for Read Naturally.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty pay for after school interventions
8,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Read Naturally

5000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies trade books for reading incentives
5000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Write Tools, and SEAL
7500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies SEAL consumable materials
10000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty pay for trainings (SEAL, Write Tools) that extend beyond the regular contract day
5000	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Extra duty pay for trainings (SEAL, Write Tools) that extend beyond the regular contract day
2000	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits benefits for extra duty

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Through the use of highly effective literacy strategies in the classroom and with the support of the Instructional coaches, administrator, teachers, and paraeducators, we will target the individual literacy needs of struggling readers and English learners. This will include ongoing assessments, data analysis, research on effective practices and monitoring of student reading growth. Collaboration using the PLC model to analyze instructional practices and to create instructional groups of students and evaluate effectiveness of reading intervention materials will guide instruction.

Throughout the year, small, targeted (Tier 1, II, III) intervention group instruction based on need and formative assessment data review to monitor student growth will be done. Staff will be provided ongoing professional development on the use of textbooks, supplemental materials, online literacy support programs, Write Tools, SEAL, and how to support Tier I, II, III instruction. Extra duty pay for professional development will be offered for trainings that extend beyond the regular contract day.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7607	Title I 1000-1999: Certificated Personnel Salaries Certificated extra duty pay for Professional development that extends beyond the regular day
2386	Title I 3000-3999: Employee Benefits Certificated Benefits for attending professional development
4000	Title I 5800: Professional/Consulting Services And Operating Expenditures Read Naturally Professional development

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Student recognition will take place for reading growth. Leveled readers for reading groups, online reading and writing software programs will be purchased to support student mastery of foundational literacy skills and learning to read strategies. (phonemic awareness) Programs such as Accelerated Reader and Myon will be used to recognize, support and encourage student progress in reading for learning. (comprehension) A book vending machine and books to refill the vending machine has been purchased to encourage and further incentivize students to read outside of school; this will be continually refilled with new books as the selection gets low.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title I 4000-4999: Books And Supplies incentives, books,

## Annual Review

SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Williams Upper Elementary implemented all actions/services. During the 22-23 school year, the school worked with an instructional coach to help us analyze student engagement and instructional practices. Our 2019-20 goal was to increase our ELA CAASPP scores by 5% over the 2018-19 score of 24%. Unfortunately, in 19-20 and 20-21, we were not able to administer the CAASPP ELA assessment due to COVID. iReady testing was administered; that data showed a decline in students reading early, mid, on or above grade level for grades 4, 5, and 6. Writing was analyzed using the Write Tools writing rubrics for 2022-2023 school year. Writing benchmarks have now been included in school targets. Write Tools training was completed in the 22-23 school year. New staff members are being trained during the 22-23 school year. A summative school wide writing assessment has been administered in the spring of 2023 and we will be able to compare those results with last year's results. We will be entering Year 2 Sustainability for SEAL, in which new staff members will be fully trained to implement SEAL strategies.

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

There is a need to expand interventions for 2023-24 due to learning loss. The data collected regarding student performance indicate a need to meet students anticipated instructional needs due to the impact of COVID Pandemic learning loss and other more recent factors. Many students are going to need tier 2, and possibly 3 intervention support due to gaps of instruction and learning. Our budget needs to address the cost for additional support needed to recoup student learning loss due to the interruption of school during the pandemic shut down and the residual effects the shutdown has had on our students.

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

Planned activities will continue to meet the needs of teachers and to help our students achieve the goals and implementation of the strategies. There is a need to add additional staff to support learning loss specifically to help far below students in ELA. Additional classroom books are needed that appeal to students' interest. Due to the large number of far below learners in reading, additional support is included in this plan for 23-24. Additional support for small group instruction will be provided by para educators using iReady data and Read Naturally to form intervention groups. iReady data will be used continually to monitor student progress. The site 3 year plan with a focus on writing is supporting the need for more intentional writing instruction and analysis of student writing.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

Goal 1: Achievement

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

Goal 2: Conditions of Learning

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

Goal 3: Family Engagement/Student Social Emotional

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

## Goal 2

All students will be proficient in mathematics and problem solving as measured by grades in mathematics courses, CAASPP, local formative assessments and iReady assessments.

## Identified Need

The 2022 CA Dashboard data indicates that "All Students" are very low. Student with disabilities, English learners, Hispanic students, and socioeconomically disadvantaged students also fall in the very low range. According to the CAASPP data, 65.14% did not meet the standard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	202-23 data shows that 9.8% of all students in math met the standard or exceeded.	The goal for 2023-24 will be to have 14% of all students meeting or exceeding the standard. Every subgroup to increase by 5%.
Grades in Math	For 2022-23, our baseline is 66% of our students are getting a "C" or better in math.	Goal for 2022-23 will be that 71% of our students earn a grade of "C" or better in math.
iReady math	iReady Math Data for end of year 2023 show that the % of students early, mid on or above grade level as: 4th grade=12% 5th grade=7% 6th grade=13%	2023-2024 end of year data will be to show an increase of 5% overall for students performing early, mid, on or above grade level



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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Based on the math scores, there is a need to utilize a systematic math program that will enable teachers to improve math instruction with materials that are aligned CCSS. Teachers should have the tools necessary to meet the needs of student sub-groups including: EL students and Special Education students with resources that include online software or materials. Our current math adoptions are Reveal (4 and 5) and CPM (6) which include those necessary components.

Teachers will use the new math series and evaluate gaps in student learning. The hope is to institute cross grade articulation between WUES and WJHSH to determine better alignment with the 6th grade math program and the junior high school math program. The new assessment platform, i REady, creates personalized learning for each student based on their assessment results.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
24,000	LCFF 4000-4999: Books And Supplies math materials Goal 2 Action 2
955	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Certificated Extra Duty Benefits (PD)
5000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures PD to implement new assessments
4000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Certificated extra duty for professional development
7500	Title I 4000-4999: Books And Supplies

manipulatives

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Student groups formed based on skill set needs identified by multiple math diagnostic assessment results. This differentiated instruction will use the universal learning component of the recently adopted math curriculum. Provide after school intervention to support those students who are struggling in math.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

5000

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries  
Certificated Extra Duty

1200

Comprehensive Support and Improvement (CSI)  
3000-3999: Employee Benefits  
Certificated Extra Duty Benefits

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Provide certificated teachers collaboration time during the day to work beyond their PLC time, including work during and after-school, and substitute days when substitute teachers are available.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

3000

LCFF  
1000-1999: Certificated Personnel Salaries  
Certificated Substitute pay

716

LCFF  
3000-3999: Employee Benefits  
Certificated extra duty benefits

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Some activities were carried out as planned and, the CAASPP assessment was done. All students participated in iReady assessments and those students identified as EL took the ELPAC assessments. Math performance was significantly lower than previous years due to learning loss.

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

iReady Math assessment were done three times. After school interventions were offered during the second trimester

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

The major change for 22-23 was the addition of a Dual Immersion strand to our fourth grade math rotation.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social Emotional Learning (SEL)

## LEA/LCAP Goal

Goal 2: Conditions of Learning

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

Goal 3: Family Engagement/Student Social Emotional

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

## Goal 3

WUES will provide an educational experience that addresses the socio-emotional needs of all students. Student support systems will be created and implemented to ensure student success and social emotional development as measured by reduced discipline, increased attendance and improved academic performance.

## Identified Need

Post pandemic mental health/wellness needs have increased. A return to full time, in person instruction has increased the need for social emotional learning supports for our students. Behaviors that interfere with learning and safety have increased. There is a critical need for curriculum, training and staff to help students return to a behavior baseline that is not detrimental to learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide After-School Tutoring to struggling students and/or by participating in an after-school group will help lower their anxiety.	Fall 22 dashboard indicated the suspension rate as high overall for all students.	By providing academic support and /or by participating in SEL groups, there will be fewer discipline issues. Suspensions will decrease by 5% and repeated counseling referrals due to repeat offenders will decrease by 10%
Positive Behavior Intervention Support (PBIS)	2019-2020 School year: PBIS was implemented slowly with training. Action plans were created based on discipline	There is a continued need to use positive reinforcement methods to boost our students SEL and well being. We are

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	data. Suspensions were decreased significantly as a result of implementation of PBIS.	continuing with PBIS ideals and transitioning to character development education.
Wellness center	This was the first year that a wellness center was available to our district. However, due to many interruptions, very few students were actually served.	This extra support will provide some relief from our overtaxed resources: school psych, special ed teachers, administration and staff. The wellness center will be more equipped to handle students who may need Tier III interventions.
Satchel Pulse SEL diagnostic and curriculum	This is the first year that the district used Satchel Pulse SEL diagnostic and curriculum. This platform provided data and curriculum that addresses the topics of need that are revealed in the diagnostic results.	Teachers will have a research based tool that will aide them in addressing their students' specific SEL needs. We hope to identify more accurately those Tier 3 students and provide targeted support.
Provide the After School Education and Safety (ASES) program that provides homework support and a safe environment for students after school hours.	2022-2023 school year: Has seen the ASES program grow tremendously. It is serving more students than ever before.	The ASES program has grown and is now required to serve 350 students. The director is working diligently to hire staff and recruit students for the program. It is expected to reach at least 90% of that goal.
Second Step classroom instruction via digital materials	4th-6th grade students will work through the competencies of: Self-awareness, Self-management, Social Awareness, Relationship skills, and Responsible Decision making.	Students will respond favorably on the end of the year evaluation/survey for Second Step. Also, students will internalize the concepts learned which will be demonstrated in the decrease of discipline issues, & bullying and increase the positive interactions among students.
Data chats to discuss results of iReady diagnostic assessments	4th-6th grade students will take the reading and math iReady diagnostic assessments 3 times per year. Students will meet with their teachers 2-3 times per year to analyze their own scores.	Students will show growth as a result of knowing their outcomes and discussing strategies and behaviors that will improve their scores.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Provide programs and supplies for struggling students to help lower their anxiety and increase their sense of well-being by participating in the following:

ASES, Boys' Club, Girls' Circle, Music, after school tutoring, Second Step, PBIS, and Satchel Pulse SEL diagnostic (twice annually) and subsequent whole class lessons.

These programs are implemented in order to address the educational and social emotional needs of our students; which can support their academic success. With the upcoming addition of a PE teacher, students will have the opportunity to expend energy in a structured format.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Second step digital curriculum
1000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Satchel Pulse expanded digital curriculum
5000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Certificated extra duty
1193	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Certificated extra duty benefits
3000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies student incentives and other supplies for student recognition
82571	After School and Education Safety (ASES) 2000-2999: Classified Personnel Salaries Classified salaries
33711	After School and Education Safety (ASES)



	3000-3999: Employee Benefits classified benefits
18963	After School and Education Safety (ASES) 4000-4999: Books And Supplies materials
100	After School and Education Safety (ASES) 5000-5999: Services And Other Operating Expenditures
7267	After School and Education Safety (ASES) 7000-7439: Other Outgo indirect
10000	After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries Certificated salaries
2000	Title I 4000-4999: Books And Supplies CAASPP nutrition
4000	Title I 4000-4999: Books And Supplies PE equipment

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Provide field trip and/or assemblies that provide enrichment and exposure to outside entities that will foster engagement and a positive attitude toward school.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

5000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures field trips and/or assemblies
14000	LCFF 7000-7439: Other Outgo Week long sleep away outdoor education for 6th grade students

## Strategy/Activity 3

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

2-3 annual Data chats between students and teachers to review and analyze math and reading iReady diagnostic results.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
9000	LCFF 1000-1999: Certificated Personnel Salaries 3 sub days for each of 12 teachers

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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

**ANALYSIS**

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

By implementing school wide programs such as PBIS, Second Step and Satchel Pulse throughout the day and in different places on campus, students are supported and recognized in their positive choices and behaviors. ASES provides an afterschool program that provides homework support and a safe environment for students. Classroom music and afterschool music provides students with a creative outlet that encourages self expression. Satchel Pulse is based on the 5 CASEL competencies and provides robust assessment materials and generates diagnostic and progress monitoring data for adapting social emotional learning support to individual student's needs.

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

This is a more well developed goal as compared to last year. This year WUES will provide school wide SEL content via Satchel Pulse and services will be augmented through the now established Wellness Center which is co-located on the WES campus.

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

Once the Wellness center becomes available, students whose needs surpass the capacity of our supports, will be referred for more intensive interventions. The Satchel Pulse platform provides information to place students in tiered groups. Therefore allowing staff to meet different groups and address the varying needs of those different groups.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Family & Community Involvement and Engagement

## LEA/LCAP Goal

Goal 2: Conditions of Learning

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

Goal 3: Family Engagement/Student Social Emotional

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

## Goal 4

Increase the level of parent volunteerism, involvement, and engagement in our school community.

## Identified Need

Offer parent education sessions around programs, technology and curriculum. Provide more opportunities for family volunteerism. Develop and maintain an environment that is welcoming and safe for families so they feel like they are true partners in their students' education. Send all communication in English and Spanish via facebook, Parent Square, WUES website and hard copy flyers/newsletters.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hold parent information sessions to involve and inform families on a variety of topics that are important to creating and maintaining family participation in their students' education.	During the 2022-23 We held Back to School night, Shady Creek informational meetings, and Open House/Science Night. We also held Aeries data confirmation sessions. SSC, PTO and ELAC meetings were also held.	The goal this year will be hold those afore mentioned sessions, plus more. WUES will sponsor 2 additional parent information sessions in 23-24. The topics will range from Clever, iReady and Satchel Pulse.
Parent involvement in SSC	SSC had 3 active parents	The goal will be to have a 6 member SSC, 3 of whom will be parents.
Parent involvement in ELAC	ELAC had 4 active parents.	The goal will be to have at least 4 active parents attend ELAC meeting.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement in PTO	PTO had 6 active parents.	The goal will be to have at least 10 parents attend PTO meetings

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All families connected to students of WUES

### Strategy/Activity

Through SSC, PTO and ELAC meetings, parent workshops and community nights, WUES will involve parents in the school on three different levels: volunteerism, involvement and engagement. By holding additional family information/education sessions, families can become aware and more informed on a variety of topics that will enhance their ability to help their students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies materials for family information sessions
3000	Title I 4000-4999: Books And Supplies incentives for participation in family information sessions
3000	Title I 5000-5999: Services And Other Operating Expenditures school to home communication systems

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

This year WUES will have 3 additional family information/education sessions, above and beyond the routine Aeries Data confirmation, Back to School Night and Open House. Because WUES has many platforms, in use, it is imperative that families have the opportunity to learn about these programs so that there is a common understanding between teachers, students, and parents.

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

There are no major differences.

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

The goal remains to increase family volunteerism, involvement and engagement. The outreach to foster and maintain this will increase in effort, frequency and mode of communication.

# School Site Council Membership

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

- Veronica Michael School Principal
- Manuel Estrada Classroom Teachers
- Maria Salcedo Other School Staff
- Rocio Martinez Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Kimberlee Caldwell	Classroom Teacher
Kathrine Thompson	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 9/6/23.

Attested:

Principal, Veronica Michael on 9/5/23
SSC Chairperson, Rocio Martinez on 9/5/23