



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
Craig Williams Elementary School	19643036011654	November 1, 2023	December 14, 2023

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Schoolwide Program

Additional Targeted Support and Improvement (African American students and Students with Disabilities)

School Wide Program: It is essential that we meet the academic, emotional and social needs of each students to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards and have the necessary skills to become college and career ready. The California State Standards are the framework that drives all instruction at Craig Williams Elementary School. In addition, all school wide goals are aligned to the district's LCAP goals. Throughout the year, students are given benchmark assessments (NWEA) as progress monitoring tools. At the end of the year, 3rd-6th grade students take the CAASPP, and K-2nd grade students take the end of the year district assessments as well as online diagnostics (NWEA). All EL students are provided with ELD instruction and interventions specific to the needs of EL students, and all EL students take the ELPAC assessment. Throughout the year interventions are provided for identified students. SSMT meetings are held to address the needs of students who need support with either academics, behavior, or social-emotional issues. Counseling services are available at the school site to support students who have experienced trauma and crisis. Parents are engaged through parent workshops, parent meetings, and conferences.

Additional Targeted Support and Improvement: The School Plan for Student Achievement is a plan of actions to raise the academic performance of all students. In addition, we will be focusing on our SWD (students with disabilities) subgroups, as well, that was listed in our ATSI. By reviewing and monitoring the implementation of the School Plan, Craig Williams Elementary can ensure that our school meets all ESSA requirements that are aligned with our district Local Control Accountability Plan (LCAP) and other federal, state, and local programs.

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.

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. Through the plan, students will receive standards based instruction with district adopted materials, and targeted leveled instruction in ELA and Math through Rtl. Teachers are provided release time to plan with their grade level and to work in PLCs to determine best practices for their students. In addition, teachers are supported through classroom observations and feedback tools as well as the opportunity to collaborate with district level TOSAs to provide the highest quality education. Teachers analyze student data on a weekly basis and determine SMART goals for ELA and Math. Grade level and school-wide data is analyzed on a monthly basis.

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).

Parent/Staff Surveys

The 2022-2023 Spring Title I Fall Parent Evaluation Survey was distributed to all parents in English and Spanish. Approximately 11% of the parents returned surveys results. There were a total of 44 Respondents.

Title I Parent Evaluation from Spring 22-23 indicates:

85% say they receive timely information on their child's academic progress

82.9% acknowledge information is provided in English and Spanish

75% agree parents are able to communicate with staff and administration

74.8% agree the school has effective ways of communicating with parents

75% are aware parents are involved in creating the Home-School Compact

60% have received information about Title I services throughout the year

15% attended the Annual Title I Parent Meeting

Student Surveys- A survey given to all 5th-grade students. This survey measures resiliency, protective factors, risk behaviors, and school climate

The 2022-2023 California Healthy Kids Survey was administered to fifth graders in the spring of 2023

School Connectedness (Highly and Moderately) 75%

62% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Do you feel close to people at school?

67% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Student is happy to be at this school.

84% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Student feels part of the school.

72% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Do Teachers treat students fairly"

70% of fifth graders responded "Yes, all of the time and Yes, most of the time" to: Do you feel safe at school"

Staff-Student Relationships (Highly and Moderately) 86%

86% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Adults at school care about me.

82% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Adults make an effort to get to know me.

89% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Adults at school listen when I have something to say"

Meaningful Participation (Highly and Moderately) 51%

46% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Students given a chance to help decide school activities or rules.

67% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: "Do the teachers or other grown ups at school ask you about your ideas"

64% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Students have a chance to solve school problems.

Bullying not allowed

91% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Adults make it clear that bullying is not allowed.

83% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: "If you tell a teacher that you've been bullied, the teacher will do something to help "

39% of fifth graders respond "Yes, all of the time and Yes, most of the time" to: Students try to stop bullying when they see it.

Students in 3rd-6th grade complete the Panorama SEL Survey two times per year to all students in grades 3rd-6th. This survey is an SEL survey that measures social emotional awareness, school climate, growth mindset for students in grades 3rd-6th.

According to the Panorama Survey students in grades 3-6 stated that they are able to do the following:

Self Management: 64%, 6th grade: 77%

Social Awareness: 68%, 6th grade: 67%

Grit: 67%, 6th grade: 69%

Growth Mindset: 62%, 6th grade: 61%
Emotion Regulation: 44%, 6th grade: 51%

The 2023-2024 Fall Title I Needs Assessment Survey was distributed to all parents and staff in English and Spanish. The survey is sent out to all in the Craig Williams community. This survey provides parents with the opportunity to become involved and to give input into the school programs currently being provided. We received 154 responses.

The results of the fall 2022 fall survey are:

Title I Needs Assessment, Fall 22-23 indicates:

86.4% believe Craig Williams is a safe place to learn

90.9% believe Craig Williams emphasizes the importance of attendance

90.9% believe Craig Williams is guided by California Standards for instruction

79.5% are aware of professional development for staff

86.4% believe Craig Williams effectively communicates with parents

Summary of the results: When looking at the parent survey for the Title 1 needs assessment and the spring parent evaluation, parents feel that Craig Williams is a safe place to learn and that our communication to the parents is effective and have a strong home school connection. Our importance on attendance is also noted by the Title 1 needs assessment scoring it high with standards for instruction. Our CHKS shows that students have good relationships with their teachers and feel instened to, but aren't given a chance to help decide school activities or rules. Although the majority of our fifth graders feel that if you tell a teacher that they are being bullied the teacher will help, if students see bullying they don't try to stop it. When looking at the Panarama survey not all students feel they have a growth mindset and need to learn to regulate their emotions more at school.

Classroom Observations

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

All probationary and temporary teachers receive three formal observations per year. Permanent teachers receive one formal observation every other year. After 15 years in the district, permanent teachers receive one formal observation every five years. Site administrators regularly conduct informal classroom observations and walk-throughs. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. The Instructional Rounds Tool collects data of site/district administrator visits and walk-throughs. Site and/or district based professional development is designed based on the data collected during the observations. This data is reviewed with the leadership team on a monthly basis. The team identifies strengths for the school site and areas where more professional development and/or collaboration are needed. The analysis of this data informs our site goals and professional development training.

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)

Statewide testing results (CAASPP scores) and local assessments (NWEA Fluency, NWEA MAP Growth Reading, NWEA MAP Growth Language, NWEA MAP Growth Math and District Writing Assessment) are used to determine if all students are making progress. The data are also used to determine if the achievement gap is closing for identified groups, subgroups, and individual students. Ongoing analysis of assessment results throughout the school year by the SSC, advisory committees, teachers and administrators is conducted at regular meetings to monitor the progress in academic achievement by individual students and subgroups. If the achievement gap is not closing for all identified groups and subgroups, new research-based strategies are identified and implemented to address the gaps. The progress of English learners toward attaining English proficiency and in meeting grade-level standards is monitored through the ELPAC, site assessments and writing assessments. The progress of reclassified students is monitored for two years to ensure appropriate instructional placement and to determine any needs for academic support. Parents are provided with information in English/Spanish (written/verbal) at meetings or through written communications on the results of state and local assessments.

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

We use several state and district local assessments to measure student achievement, modify instructions, monitor and improve student progress. Assessment data is used to drive instruction and provide intervention. CAASPP testing data, ELPAC, NWEA, District Writing Prompts, teacher-created test, SmartyAnts, Fastforward, ST Math, IAB's and Pilot Assessments are all used to determine which areas need remediation. The data is reviewed and discussed at a staff and grade level meetings. Goals are written to target our Tier II and III students. Instructional programs, intervention and strategies are modified to reflect analysis. The data is used to make necessary adjustments in curriculum, instruction, intervention, and assessments. Individual student progress is monitored. Progress reports are sent home prior to reports cards for parents to be aware of areas for improvement. All web based programs purchased at school have home access and support for intervention. Individual intervention strategies are developed for students not meeting the standards. Enrichment programs are developed to meet the needs of our students who are performing proficient or above at all levels.

The ELPAC, NWEA, and Fastforward are used to identify and track the progress of English Learners. The data from these assessments allows our school to homogeneously group students into ELD levels and literacy levels. The CAASPP assessments inform the schools how students are proficient and exceeds in ELA and Math for grades 3 through 6 including CAST Science in grade 5th. We use Fastforward to support our SPED subgroup and our EL students to track students progress. Educators can analyze this data along with grade-level and school-wide data shared at Professional Learning Community meetings and staff meetings to determine instructional best practices. Flexible, small groups of students are modified based on student progress using assessments. Academic goals are established, monitored, and modified based on student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff members will be recruited as needed, trained, and assisted to ensure the effectiveness of the instructional program and SPSA. All teachers at the school will meet the federal criteria for highly-qualified teachers; all instructional aides will meet the federal criteria for paraprofessional qualifications.

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

Highly qualified teachers will be hired to fill vacant positions. Teachers with the appropriate authorizations will provide ELD and use SDAIE strategies to provide English Learners with access to the core curriculum. New teachers will participate in the BTSA program and will participate in training on the programs and strategies implemented as part of the SPSA. This program is a two year program that allows teachers to be guided and mentored, as they document and analyze their experiences during the first few years entering the profession. In addition, district and county level professional development is provided to ensure staff have opportunities to stay current on the newest pedagogical practices and interventions to meet the needs of the students. Site level administration also serve as mentors to staff members, supporting them through regular and timely feedback on classroom observations and providing them with resources, time and opportunities to enhance their professional growth and instructional delivery.

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

Professional development will focus on standards-based programs and standards-aligned strategies and practices that have demonstrated effectiveness through research in improving the academic achievement of the targeted students at the school. Professional development will be of sufficient intensity and duration to have a positive and lasting impact on teacher performance and student achievement.

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

Teachers will participate in professional development for the use of curricula, assessment measures and analysis, and instructional strategies specific to English Learners through presentations and demonstration lessons given by the ELA/ELD TOSA. Additional professional development will be given by the PBIS team to support teachers in the continued implementation of PBIS and ideas for working with students who need behavioral support. Counselors will support with Tier 1 instruction of SEL in the classroom weekly as well as Tier 2 & 3 support in small group or individual pull out. Two Intervention Teachers will provide Tier II instruction for students, thus supporting teachers in meeting the needs of at-risk students. The Instructional Specialist will provide coaching, demonstration lessons, and support for all teachers.

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

Teachers will participate in professional collaboration through grade level PLCs, grade level planning, across grade level articulation, peer coaching and observations, and grade level instructional leaders. Teachers collaborate during grade-level PLC meetings each week and focus on struggling learners. Teachers use data to drive future instruction during intervention PLC meetings with the site intervention teachers every other week. They have independent teacher preparation time on alternating weeks. Additionally, our Intervention teachers collaborate with grade-level teams on-site and with other TOSAs at district-wide meetings regularly to analyze data, discuss student progress, form small instructional groups, and discuss teaching strategies. The district employs TOSAs who are available to support teachers in coaching, professional development as well as additional instructional needs in a variety of subjects. One district TOSA is currently working to support our school on math talks, while an additional TOSA is supporting our upper grade students with fluency and the 6 syllable rule to ensure student growth toward meeting math standards.

Teaching and Learning

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

Teaching practices and instructional materials are adopted based on content and performance standards. Craig Williams integrates instructional practices into lessons and learning opportunities. Educators are focussed on ensuring that students understand the measurable daily objectives, which are written from the content standards. Our core curriculum is standards-based and spirals standards through the units of study. Students are taught to self-reflect and determine mastery towards standards at the end of each lesson. Eligible students will receive core and categorical program services that meet their assessed needs. Students not meeting grade level standards will be provided with supplementary and intervention services to close achievement gaps. Identified students will be given a 6-8 week intervention during school and will be progressed monitored.

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

All Teachers at Craig Williams will submit a weekly schedule outlining instructional minutes to ensure students are receiving the correct amount of minutes of instruction for each subject. Administration will monitor the implementation of the weekly schedules through informal walk-throughs, class visitations, and formal observations. Instructional minutes and adherence to daily schedules are monitored and observed daily by administration to ensure integrity of instructional programs and evidence of student learning.

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

Students are provided literacy instruction at their level of academic need following the MTSS model through small group instruction, team teaching during co-plan co-teach, and during the intervention and RTI classes. The Intervention Teachers and grade-level teams focus on literacy instruction for specific grade-level needs. Students are grouped by literacy and mathematical needs. Groups are formed according to targeted academic goals and change throughout the year based on ongoing observations and assessments to ensure that all student learning needs are met. Pacing and the quality of lesson delivery and intervention is monitored and observed by administration with timely and constructive feedback designed to support teachers in meeting student needs.

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

At Craig Williams Elementary School, we believe that the adopted Common Core State Standards is our curriculum that is taught at our school. We implement standards aligned curriculum in all subject areas. We provide textbooks and instructional materials in the core subject areas to all students. As the population changes from year to year, teachers are provided any additional materials they may need. Craig Williams Elementary School students are heterogeneously grouped in all subject areas, except English Language Development, by gender, ethnicity, ability, language and social development. All students groups have equal access to our standards based curriculum as well as our supplemental and intervention materials. Supplementary workbooks are provided for all TK-6 students using categorical funds. These resources provide much needed extra support for our struggling students.

Additional instructional support comes in the form of school wide Response to Intervention, pull-out and push-in instructional program that provides students with additional time and support to master proficiency in early literacy, writing, comprehension, and math skills.

In order to make the curriculum accessible to students who are not meeting the standards, supplemental and intervention programs are provided. Supplemental and intervention programs include: ST Math, Thinking Maps, Fast Forward, NWEA supplemental materials and other appropriate instructional materials will be utilized as needed. Special Education students will receive the same textbooks and instructional materials as the general education population. RSP students will be supported by the RSP teacher throughout the school day as well as an instructional aide to support with case load.

Our identified GATE/Proficient-and Exceeding Standards learners are provided with rigorous and relevant instructions. Our GATE teachers will ensure all students to progress yearly with explicit direct instructions, project based, learning, academic competitions, technology, and advanced writing.

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 teachers at Craig Williams Elementary use BUSD standards-based adopted materials in concert with district initiatives for Tier I instruction in the general education setting. For Tiers II and III, we use standards-based intervention programs that meet the academic learning needs of all students. Core and supplemental instruction are also differentiated to meet the language acquisition needs of English learners for designated and integrated ELD. Teachers will use SBE adopted curriculum and standards-aligned instructional materials in all subject areas, as well as intervention.

Opportunity and Equal Educational Access

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

All students at Craig Williams will have equitable access to all programs, classrooms, and services as required by law. All students participate in a comprehensive and balanced language arts program that includes reading, oral and written language. This consists of organized skills and a literature program that encompassed phonemic awareness, phonics and decoding skills. Students receive systematic instruction in oral language and regularly participate in activities, which develop their oral language skills toward proficiencies described in the state standards. Teachers use a wide variety of instructional practices, based on a full understanding of the English-Language Arts content standards and non the Common Core Standards. Teachers deliver the Language arts curriculum by making logical connections across curricular areas and by utilizing resources available in the community. Students relate literature to their personal experiences and connect new knowledge to concepts learned previously through direct instruction, cooperative student interactions, and independent activities. Our Language Arts program represents community culture and the individual interest of our students. Teachers utilize a variety of instructional strategies and resources to support and strengthen student learning. Students are exposed to multidimensional lessons, building on the language skills and concepts that students already know. Students are required to actively respond to literary works by integrating listening, reading and writing activities. Students are also expected to apply higher level thinking skills (analysis, synthesis, and evaluation) to daily work. Students receive systematic instruction in oral language and regularly participate in activities, which develop their oral language skills toward proficiencies described in the state standards. As students are exposed to Language Arts curriculum, grammar and vocabulary development skills are simultaneously reinforced. The Mathematics program used at Craig Williams assist teachers in developing students ability to think, communicate, draw on mathematical ideas. In the classroom teachers emphasize the mathematical meanings of ideas, including how the idea, concept or skill is connected in multiple ways to other mathematical ideas in a logically consistent and sensible manner. Some strategies include peer coaching, multi stepped problem solving, and math journals. Students will participate in hands-on activities to help increase an understanding of math skills.

Evidence-based educational practices to raise student achievement

The school uses the implementation of SSMT (student support and monitoring team) a Response to Intervention Program (RTI) and Program Behavior Intervention System (PBIS) which initially identifies students who are at least one grade level behind, behavior, and attendance. Once the student is identified as not meeting the standards, goals are written for targeted intervention to be delivered by a certificated staff, paraprofessional or college tutor. Intervention is provide small group or one-on-one instruction to help the student reach grade level proficiency. If a student receiving these services does not make adequate improvement, the Student Success Team will meet and discuss if more intensive intervention is necessary. The Student Success Team consist of the counselor, teacher, administrator, parents, and other staff will identify specific interventions to meet the needs of the individual students. At the conference, the team gathers information about the referred students. Interventions and recommendations are then made to strengthen the student's regular education program. Use of behavior contacts, frequent contact with parents, and monitoring by the administration and support staff are discussed at the SST meetings. Services provided by the regular program include differentiated instructions and restorative justice and supplemental materials in all classrooms. If these modifications do not meet the child's needs after a determined period, the Student Success Team (SST) refers the student for an assessment by the school psychologist to determine if the child qualifies for additional support services in the Special Education program. The resource specialist program, as well as speech and language services are provided on site. More restrictive programs are available through the district. Research-based educational practices will be used to raise student achievement including Thinking Maps, Word Study, SII, intervention through Intervention Teachers, technology, SAMR, PBIS, MTSS, UDL, & PLCs.

Parental Engagement

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

Parents are encouraged to get involved at Craig Williams Elementary School. There are several district, school, and community resources available to assist our students and their families. Our school is staffed by our three hour CWA child warefare attendants. She provides information to parents about monthly parent workshops, coordinates volunteers, and does community outreach for our families. Our CWA is currently being trained with the organization of Latino Family Literacy Procject to provide workshops for our parents. We have a certified bilingual clerk as well as some parent volunteers that assist with communication to all of our families. All communication is provided in English and Spanish through Blackboard, news letters, and flyers. We have an active PTA facebook page as well as a school instragram that highlights the activities at Craig Williams. Craig Williams Elementary hosts family nights through our PTA, assemblies, parades, festivals, and community outreach to our families in order to meet the needs of our students. Parent representation is an integral component of the School Site Council, Parent Volunteers, English Learner Advisory Council (ELAC), and DLAC. Each of these groups are responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. Training and materials to help parents work with their children to improve academic achievement will be provided. Notifications and information on school programs, activities, meetings, and events will be sent home in English and Spanish. Parents and families will be connected to needed community service agencies to assist families to overcome barriers to success, so that students will come to school ready to learn. In addition, after school programs will be provided for all students and supplemental programs will be purchased to support students inside and outside of school.

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)

Annually a Title I Parent Meeting is held at the beginning of the school year to explain the components of Title I funding and our individual school program. Title I survey evaluates the needs of students and allows us to develop a plan to best meet these needs. The School Site Council is comprised of elected members from within the school community. English Learner Advisory Committee is composed of any parent of an English learner student who would like to attend and participate in the meetings. These two parent-representative advisory groups meet and discuss achievement data, categorical funding, intervention programs, and expenditures. The School Plan for Student Achievement is reviewed with all committees and stakeholders. Input is sought, valued, and used to update the SPSA.

Funding

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

Categorical funds pay for before and after school classes where a staff member can offer small group tutoring for students in need of specific skills, STEAM classes for any student who wishes to participate, as well as instructional assistants to support in the classroom for grades K-2 with reading literacy. Instructional aides work with small groups of learners to increase literacy skills for struggling students. Title 1 funds also pay for our music program ETMLA for students in TK-4th that provides students with music class once a week.

Fiscal support (EPC)

The school receives the following fiscal support: Title I, Supplementary Grant, Concentration Grant, SISS, grants and donations. In addition to the school site Title I allocations the district also provides additional services. The district provides an ELA intervention teacher, a Math TOSA, an Instructional Specialist, a case manager, a library media aide, and preschool services.

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 School Site Council was consulted May 2023 in the proposed SPSA Annual Review and Update. Parents, teachers, and administration was present to review and discuss the SPSA as written, the progress made since the SPSA was originally drafted in Spring 2023, and the anticipated progress to be made for the 2023-2024 school year. During this time, parents, teachers and administrators provided input and feedback, and voted with a quorum majority to approve the proposed SPSA for the 2023-2024 school year. Advisory groups such as ELAC and SSC are involved in the development of the SPSA and give meaningful input to the plan. In addition, the school staff is asked to provide input to determine what programs or changes in supports are needed for our students. Advisory groups meet several times during the year and SSC approves a draft on the plan, moving it forward to the Board for approval.

Resource Inequities

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

Goal #1 : Provide high quality instruction and learning opportunities to increase student engagement, provide safe & collaborative environments, and meet the needs of diverse learners. For Family Academic engagement, results of the fall 2023 Title 1 survey indicate that over 74.8% of parents who took the survey are aware of various communication methods used by the school including the website, social media, blackboard messages, phone calls, flyers, DoJo, and E-Mail. 91.4% of parents who took the survey are aware of parent involvement activities such as Back to School Night and 92.9% of parents are aware of Family Nights, PTA events, IEP meetings, and parent conferences. 42.9% of parents strongly agree that Craig Williams students use PAWS to make Williams a safe place to learn. Promote Peace and Safety, Achieve your Goals, Work Hard, and Show respect. PBIS is a priority at Craig Williams. Our teachers review daily school wide expectations and use positive rewards to promote good behavior.

Craig Williams Elementary School The 2023 Fall Title 1 survey results indicate:

In response to the question regarding Craig William's social-emotional support, parents shared that: 71.6% of parents are aware that counselors use zones of regulations with students, 19.5% of parents are aware that Craig Williams uses restorative practices.

Craig Williams has resource inequities with staffing at some levels. Although funding is available, it has been challenging to hire instructional aides and staff to fill current vacancies. At this time we have openings for a Behavior specialists and two instructional aides. Criag Williams will benefit from having a BCBA (Board certified behavior analyst) to support teachers with specific behavioral strategies.

Goal #2: Provide all students with guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and or career ready.

43.5% of parents are aware of the school providing academic support for students through Instructional Aides.

39.6% of parents are aware of the school providing academic support for students through tutoring before or after school.

72.7% of parents are aware of the school providing academic support for students through Digital Learning Platforms.

68.2% of parents are aware of the school providing academic support for students through Expanded Learning Programs and Summer Academy.

The California Dashboard shows that all student groups fell within the Very High category for Chronic Absenteeism. In the 21-22 school year Craig Williams had 38.2% Chronic Absenteeism. In the

22-23 school year this number decreased by 4% and was 34.9%.

Goal #3: Increase parent involvement through advisory committees by building parental capacity for policy.

69% of parents agree that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.

26% of parents are neutral to the statement that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.

0% of parents disagree or strongly disagree that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.

56.5% of parents are aware of the school providing academic support for students through Intervention Teachers.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.21%	0.22%	.22%	1	1	1
African American	15.79%	14.66%	13.5%	75	67	62
Asian	3.37%	3.5%	2.4%	16	16	11
Filipino	4.42%	3.06%	3.1%	21	14	14
Hispanic/Latino	65.68%	67.83%	68.6%	312	310	314
Pacific Islander	2.95%	3.06%	3.3%	14	14	15
White	4.84%	4.81%	4.1%	23	22	19
Multiple/No Response	2.53%	2.41%	4.8%	12	11	22
Total Enrollment				475	457	458

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	49	72	63
Grade 1	49	48	62
Grade 2	67	48	48
Grade3	61	67	50
Grade 4	72	67	71
Grade 5	82	73	69
Grade 6	95	82	73
Total Enrollment	475	457	460

Conclusions based on this data:

1. Our enrollment has decreased by 20% from 19-20 to 23-24.
2. 68% of enrolled students are Hispanic/Latino and 13.5% African American.
3. Enrollment has maintained or decreased in all grade levels especially in 3rd and 6th for 2023-24 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	85	92	107	17.9%	20.1%	23.5%
Fluent English Proficient (FEP)	47	34	21	9.9%	7.4%	4.6
Reclassified Fluent English Proficient (RFEP)			9			2.0

Conclusions based on this data:

1. Our number of English Learners has increased each year.
2. Our English Learner population is 23.5% (108 Students) of the school population.
3. Our RFEP population is 2% (9 students).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	60	67	0	60	66	0	60	66	0.0	100.0	98.5
Grade 4	99	72	71	0	72	71	0	72	71	0.0	100.0	100.0
Grade 5	97	78	73	0	78	73	0	78	73	0.0	100.0	100.0
Grade 6	106	95	89	0	95	88	0	95	88	0.0	100.0	98.9
All Grades	369	305	300	0	305	298	0	305	298	0.0	100.0	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 3		2366.	2387.		3.33	10.61		18.33	21.21		23.33	24.24		55.00	43.94
Grade 4		2414.	2421.		9.72	15.49		20.83	12.68		18.06	22.54		51.39	49.30
Grade 5		2448.	2430.		8.97	9.59		24.36	10.96		11.54	23.29		55.13	56.16
Grade 6		2492.	2470.		8.42	2.27		27.37	27.27		27.37	25.00		36.84	45.45
All Grades	N/A	N/A	N/A		7.87	9.06		23.28	18.46		20.33	23.83		48.52	48.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.33	7.58		61.67	65.15		35.00	27.27
Grade 4		6.94	9.86		61.11	63.38		31.94	26.76
Grade 5		14.10	6.85		53.85	53.42		32.05	39.73
Grade 6		7.37	6.82		52.63	51.14		40.00	42.05
All Grades		8.20	7.72		56.72	57.72		35.08	34.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.33	9.09		51.67	54.55		45.00	36.36
Grade 4		6.94	9.86		51.39	54.93		41.67	35.21
Grade 5		11.54	9.59		47.44	45.21		41.03	45.21
Grade 6		8.42	6.82		58.95	52.27		32.63	40.91
All Grades		7.87	8.72		52.79	51.68		39.34	39.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67	6.06		75.00	74.24		18.33	19.70
Grade 4		4.17	5.63		81.94	71.83		13.89	22.54
Grade 5		3.85	2.74		62.82	75.34		33.33	21.92
Grade 6		14.74	7.95		69.47	71.59		15.79	20.45
All Grades		7.87	5.70		71.80	73.15		20.33	21.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.33	3.03		60.00	71.21		36.67	25.76
Grade 4		5.56	8.45		61.11	56.34		33.33	35.21
Grade 5		10.26	9.59		57.69	50.68		32.05	39.73
Grade 6		9.47	3.41		70.53	63.64		20.00	32.95
All Grades		7.54	6.04		62.95	60.40		29.51	33.56

Conclusions based on this data:

1. Third grade students with 21.66% of students scored with Standards Met/ Exceeded and 55% Standard Not Met, is the lowest scoring grade level.
2. Reading and Writing subtests are the lowest areas with overall percentages, with 35% Below Standard for Reading and 39.34% Below Standard for Writing.
3. Sixth grade students are scoring the highest overall with 27.37% Standards Met and 8.42% Standards Exceeded.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	60	67	0	60	66	0	60	66	0.0	100.0	98.5
Grade 4	99	72	71	0	72	71	0	72	71	0.0	100.0	100.0
Grade 5	97	78	73	0	78	73	0	78	73	0.0	100.0	100.0
Grade 6	106	95	89	0	94	88	0	94	88	0.0	98.9	98.9
All Grades	369	305	300	0	304	298	0	304	298	0.0	99.7	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 3		2393.	2395.		5.00	4.55		20.00	27.27		26.67	28.79		48.33	39.39
Grade 4		2404.	2413.		2.78	7.04		15.28	9.86		30.56	33.80		51.39	49.30
Grade 5		2429.	2419.		5.13	5.48		7.69	8.22		25.64	17.81		61.54	68.49
Grade 6		2471.	2469.		6.38	11.36		10.64	7.95		32.98	31.82		50.00	48.86
All Grades	N/A	N/A	N/A		4.93	7.38		12.83	12.75		29.28	28.19		52.96	51.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.00	6.06		56.67	62.12		38.33	31.82
Grade 4		5.56	7.04		38.89	42.25		55.56	50.70
Grade 5		5.13	5.48		33.33	27.40		61.54	67.12
Grade 6		5.32	6.82		48.94	42.05		45.74	51.14
All Grades		5.26	6.38		44.08	42.95		50.66	50.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.00	10.61		40.00	53.03		50.00	36.36
Grade 4		6.94	5.63		36.11	33.80		56.94	60.56
Grade 5		7.69	8.22		43.59	38.36		48.72	53.42
Grade 6		4.26	4.55		51.06	46.59		44.68	48.86
All Grades		6.91	7.05		43.42	42.95		49.67	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67	6.06		68.33	65.15		25.00	28.79
Grade 4		5.56	5.63		47.22	61.97		47.22	32.39
Grade 5		5.13	5.48		46.15	45.21		48.72	49.32
Grade 6		5.32	9.09		69.15	56.82		25.53	34.09
All Grades		5.59	6.71		57.89	57.05		36.51	36.24

Conclusions based on this data:

1. Students are scoring lower overall in mathematics when compared to English language arts with an overall below % of 61.54%.
2. All grade levels are scoring better on Communicating Reasoning when compared to the other subtests.
3. Fifth grade students have the highest % below standard overall in Concepts and Procedures with 61.54%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1464.4	1410.3	*	1452.4	1397.9	*	1492.5	1439.1	9	14	12
1	*	1470.5	1468.4	*	1469.7	1462.3	*	1470.9	1474.0	9	11	13
2	1471.1	*	1464.4	1472.3	*	1464.5	1469.4	*	1463.8	18	9	13
3	1486.9	1472.8	1494.8	1487.9	1476.9	1496.7	1485.5	1468.4	1492.5	14	17	11
4	1541.7	1505.1	1493.4	1554.3	1515.1	1487.3	1528.5	1494.7	1499.1	11	15	20
5	1520.4	*	1515.4	1508.5	*	1525.4	1532.1	*	1505.0	15	9	16
6	1544.7	1553.3	1508.7	1558.9	1541.3	1505.3	1529.9	1564.9	1511.7	19	15	13
All Grades										95	90	98

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	28.57	16.67	*	35.71	25.00	*	35.71	41.67	*	0.00	16.67	*	14	12
1	*	27.27	15.38	*	18.18	23.08	*	36.36	53.85	*	18.18	7.69	*	11	13
2	11.11	*	15.38	50.00	*	38.46	22.22	*	23.08	16.67	*	23.08	18	*	13
3	7.14	0.00	9.09	35.71	41.18	63.64	50.00	35.29	18.18	7.14	23.53	9.09	14	17	11
4	36.36	6.67	15.00	54.55	53.33	25.00	9.09	33.33	40.00	0.00	6.67	20.00	11	15	20
5	26.67	*	6.25	33.33	*	50.00	26.67	*	31.25	13.33	*	12.50	15	*	16
6	27.78	40.00	15.38	38.89	33.33	46.15	27.78	6.67	7.69	5.56	20.00	30.77	18	15	13
All Grades	19.15	17.78	13.27	40.43	40.00	37.76	29.79	30.00	31.63	10.64	12.22	17.35	94	90	98

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	35.71	0.00	*	28.57	50.00	*	28.57	33.33	*	7.14	16.67	*	14	12
1	*	36.36	15.38	*	9.09	46.15	*	54.55	38.46	*	0.00	0.00	*	11	13
2	22.22	*	30.77	38.89	*	30.77	16.67	*	15.38	22.22	*	23.08	18	*	13
3	28.57	17.65	36.36	35.71	47.06	45.45	28.57	11.76	18.18	7.14	23.53	0.00	14	17	11
4	72.73	40.00	35.00	27.27	46.67	20.00	0.00	13.33	30.00	0.00	0.00	15.00	11	15	20
5	33.33	*	43.75	53.33	*	43.75	0.00	*	12.50	13.33	*	0.00	15	*	16
6	44.44	46.67	38.46	33.33	20.00	38.46	16.67	20.00	7.69	5.56	13.33	15.38	18	15	13
All Grades	34.04	33.33	29.59	40.43	37.78	37.76	15.96	20.00	22.45	9.57	8.89	10.20	94	90	98

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	28.57	16.67	*	42.86	16.67	*	28.57	58.33	*	0.00	8.33	*	14	12
1	*	27.27	15.38	*	18.18	23.08	*	36.36	53.85	*	18.18	7.69	*	11	13
2	5.56	*	7.69	38.89	*	46.15	38.89	*	15.38	16.67	*	30.77	18	*	13
3	7.14	0.00	9.09	7.14	23.53	18.18	64.29	35.29	45.45	21.43	41.18	27.27	14	17	11
4	9.09	0.00	5.00	54.55	13.33	25.00	27.27	46.67	30.00	9.09	40.00	40.00	11	15	20
5	20.00	*	0.00	20.00	*	12.50	33.33	*	50.00	26.67	*	37.50	15	*	16
6	5.56	33.33	0.00	22.22	26.67	53.85	55.56	20.00	15.38	16.67	20.00	30.77	18	15	13
All Grades	10.64	14.44	7.14	24.47	27.78	27.55	43.62	35.56	37.76	21.28	22.22	27.55	94	90	98

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	42.86	8.33	*	42.86	58.33	*	14.29	33.33	*	14	12
1	*	18.18	30.77	*	81.82	61.54	*	0.00	7.69	*	11	13
2	27.78	*	30.77	50.00	*	46.15	22.22	*	23.08	18	*	13
3	35.71	17.65	9.09	42.86	52.94	81.82	21.43	29.41	9.09	14	17	11
4	72.73	46.67	25.00	18.18	53.33	55.00	9.09	0.00	20.00	11	15	20
5	20.00	*	0.00	66.67	*	100.00	13.33	*	0.00	15	*	16
6	22.22	33.33	23.08	61.11	60.00	53.85	16.67	6.67	23.08	18	15	13
All Grades	32.26	27.78	18.37	52.69	61.11	65.31	15.05	11.11	16.33	93	90	98

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	21.43	0.00	*	71.43	66.67	*	7.14	33.33	*	14	12
1	*	36.36	7.69	*	54.55	84.62	*	9.09	7.69	*	11	13
2	22.22	*	46.15	61.11	*	30.77	16.67	*	23.08	18	*	13
3	35.71	58.82	72.73	57.14	23.53	18.18	7.14	17.65	9.09	14	17	11
4	81.82	46.67	35.00	18.18	53.33	45.00	0.00	0.00	20.00	11	15	20
5	78.57	*	75.00	14.29	*	25.00	7.14	*	0.00	14	*	16
6	66.67	46.67	61.54	27.78	33.33	23.08	5.56	20.00	15.38	18	15	13
All Grades	48.39	48.89	42.86	45.16	42.22	41.84	6.45	8.89	15.31	93	90	98

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	28.57	16.67	*	71.43	75.00	*	0.00	8.33	*	14	12
1	*	36.36	30.77	*	18.18	38.46	*	45.45	30.77	*	11	13
2	16.67	*	15.38	61.11	*	46.15	22.22	*	38.46	18	*	13
3	0.00	0.00	9.09	50.00	29.41	54.55	50.00	70.59	36.36	14	17	11
4	18.18	0.00	5.00	63.64	46.67	45.00	18.18	53.33	50.00	11	15	20
5	20.00	*	0.00	53.33	*	56.25	26.67	*	43.75	15	*	16
6	5.56	46.67	0.00	50.00	26.67	61.54	44.44	26.67	38.46	18	15	13
All Grades	11.83	17.78	10.20	54.84	45.56	53.06	33.33	36.67	36.73	93	90	98

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	57.14	33.33	*	35.71	50.00	*	7.14	16.67	*	14	12
1	*	9.09	15.38	*	72.73	76.92	*	18.18	7.69	*	11	13
2	0.00	*	7.69	77.78	*	69.23	22.22	*	23.08	18	*	13
3	14.29	5.88	27.27	85.71	70.59	72.73	0.00	23.53	0.00	14	17	11
4	9.09	0.00	20.00	90.91	100.00	60.00	0.00	0.00	20.00	11	15	20
5	6.67	*	0.00	73.33	*	81.25	20.00	*	18.75	15	*	16
6	16.67	26.67	23.08	83.33	73.33	46.15	0.00	0.00	30.77	18	15	13
All Grades	13.83	20.00	17.35	75.53	67.78	65.31	10.64	12.22	17.35	94	90	98

Conclusions based on this data:

1. The majority- 40% of English learners are scoring within Level 3 overall.

2. The percentage of students overall in the Reading Domain has increased from 11.83% in 20-21 to 17.78% in 21-22.
3. The percentage of students overall in the Writing Domain has increased from 13.83% in 20-21 to 20% in 21-22.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
475	86.5	17.9	0.8
Total Number of Students enrolled in Craig Williams Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	85	17.9
Foster Youth	4	0.8
Homeless	11	2.3
Socioeconomically Disadvantaged	411	86.5
Students with Disabilities	54	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	75	15.8
American Indian	1	0.2
Asian	16	3.4
Filipino	21	4.4
Hispanic	312	65.7
Two or More Races	12	2.5
Pacific Islander	14	2.9
White	23	4.8

Conclusions based on this data:

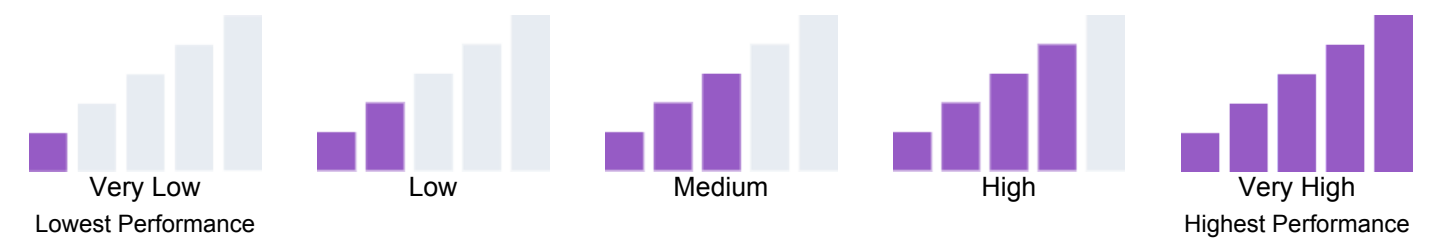
- 1. One fourth of our student population is English Learners.
- 2. 67.8% of our student population is Hispanic.
- 3. 80.4% of our students are socioeconomically Disadvantaged.

School and Student Performance Data

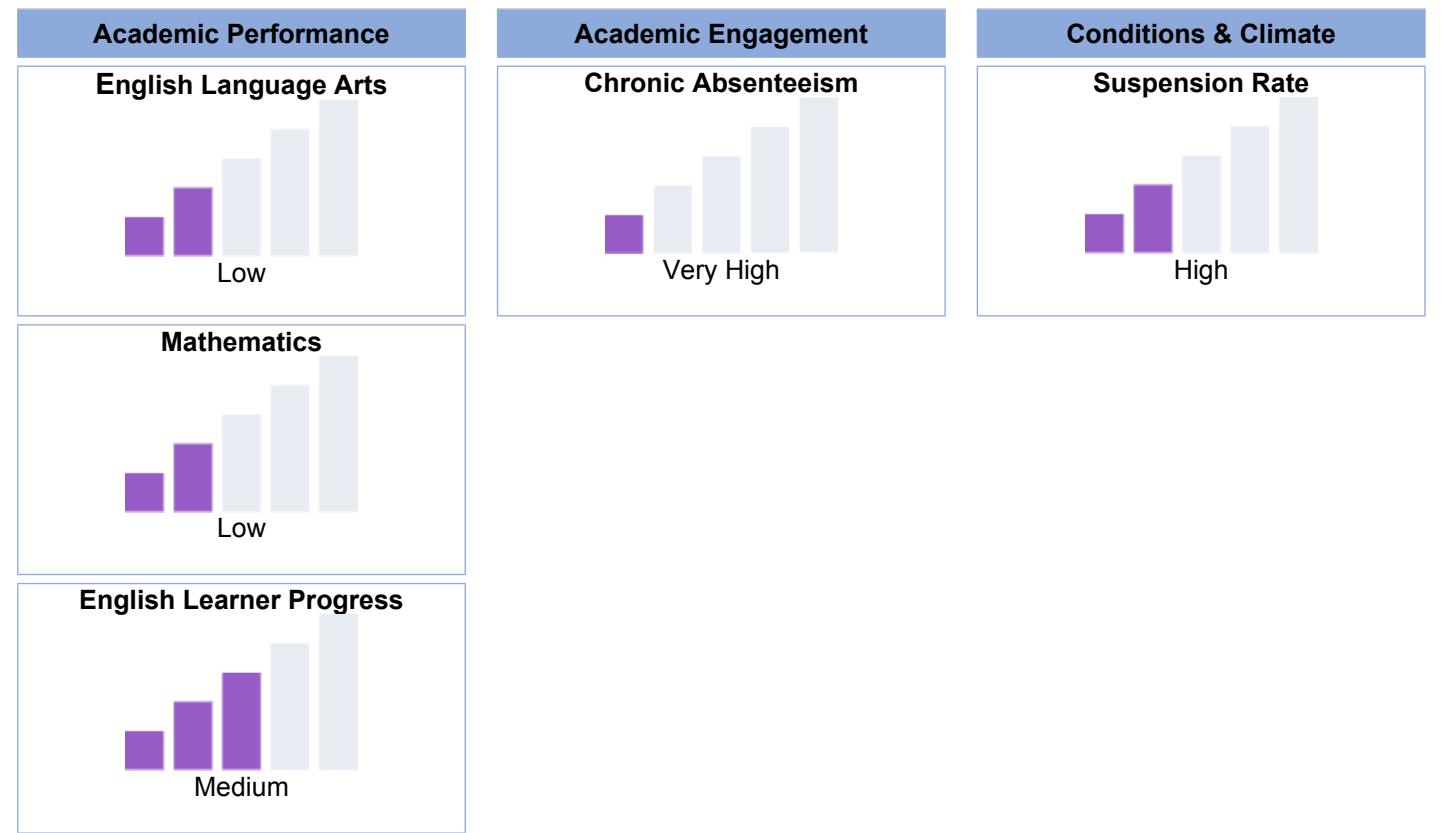
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

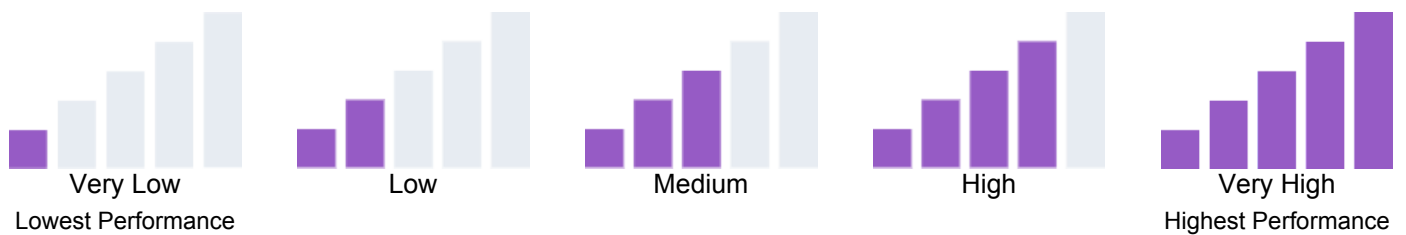
1. The suspension rate is very high with 38.2 chronically absent.
2. ELA and Math academic performance are both performing low.
3. Performance in ELA is 50.3 points below standard. Performance for math is 74.6 points below standard.

School and Student Performance Data

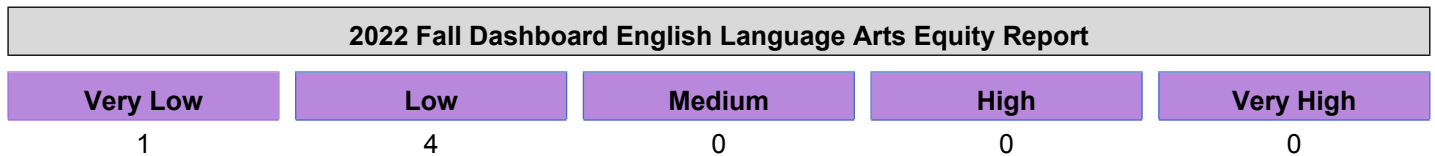
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

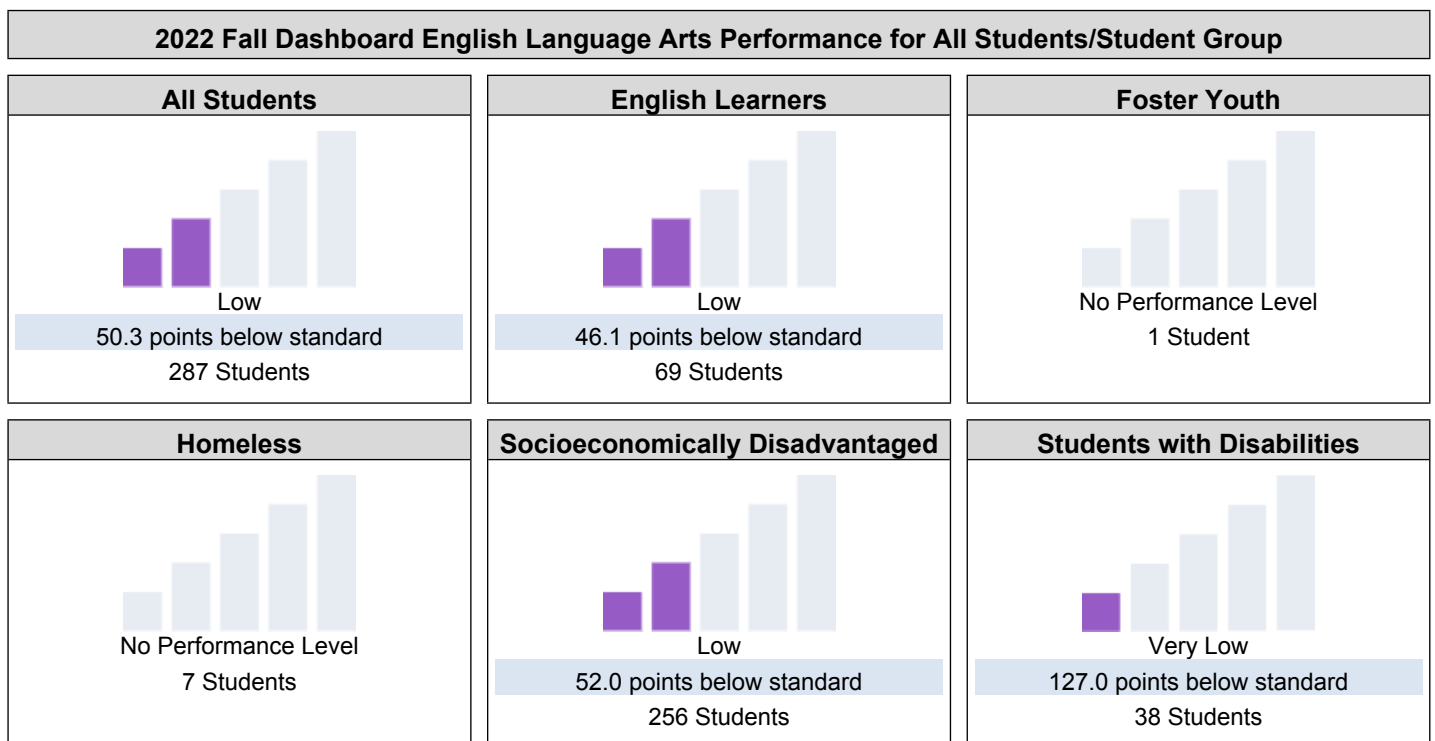
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



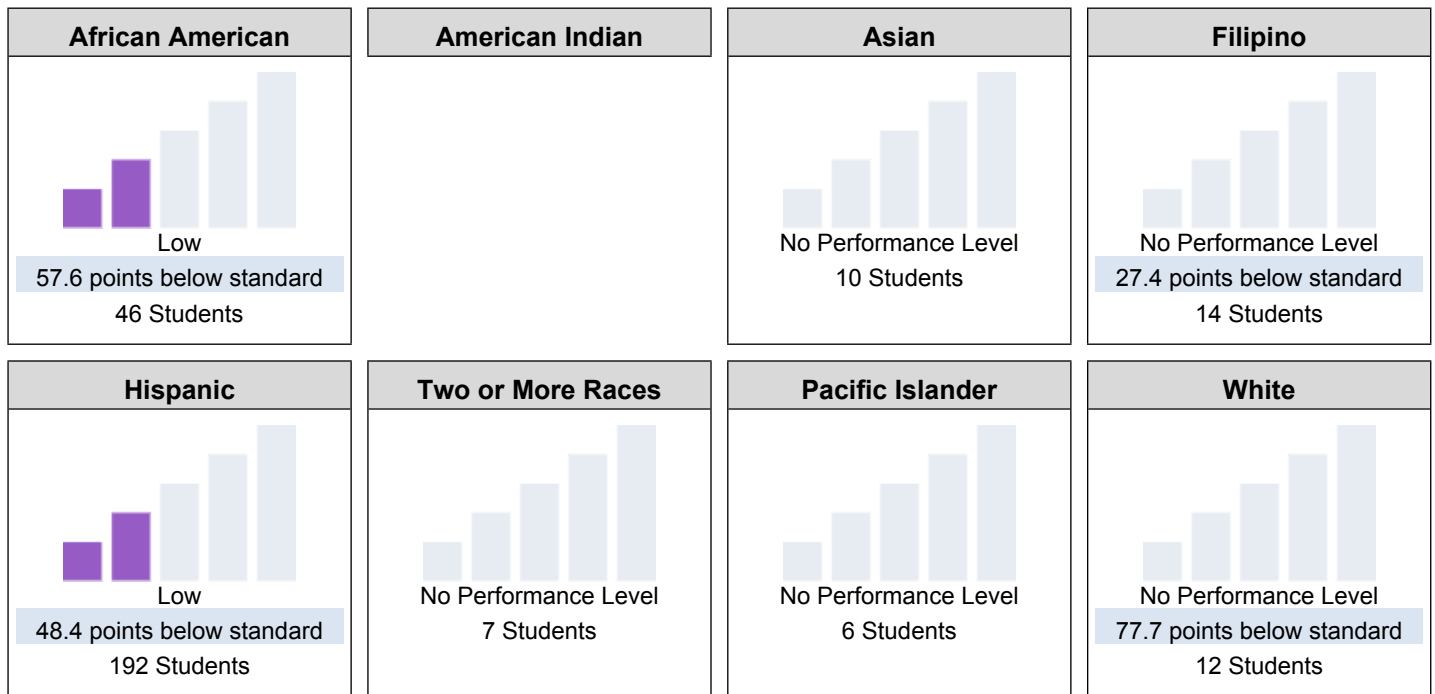
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
66.6 points below standard	4.2 points above standard	57.0 points below standard
49 Students	20 Students	196 Students

Conclusions based on this data:

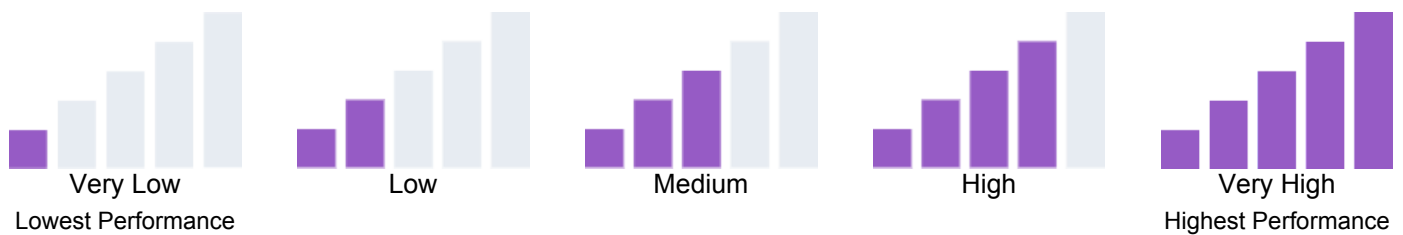
1. African American students were the second lowest scoring subgroup behind SWD.
2. English Learners are 46.1 points below standard.
3. Students with Disabilities are 127 points below standard.

School and Student Performance Data

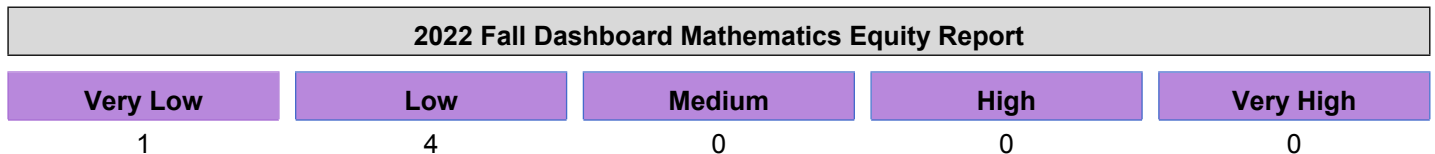
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

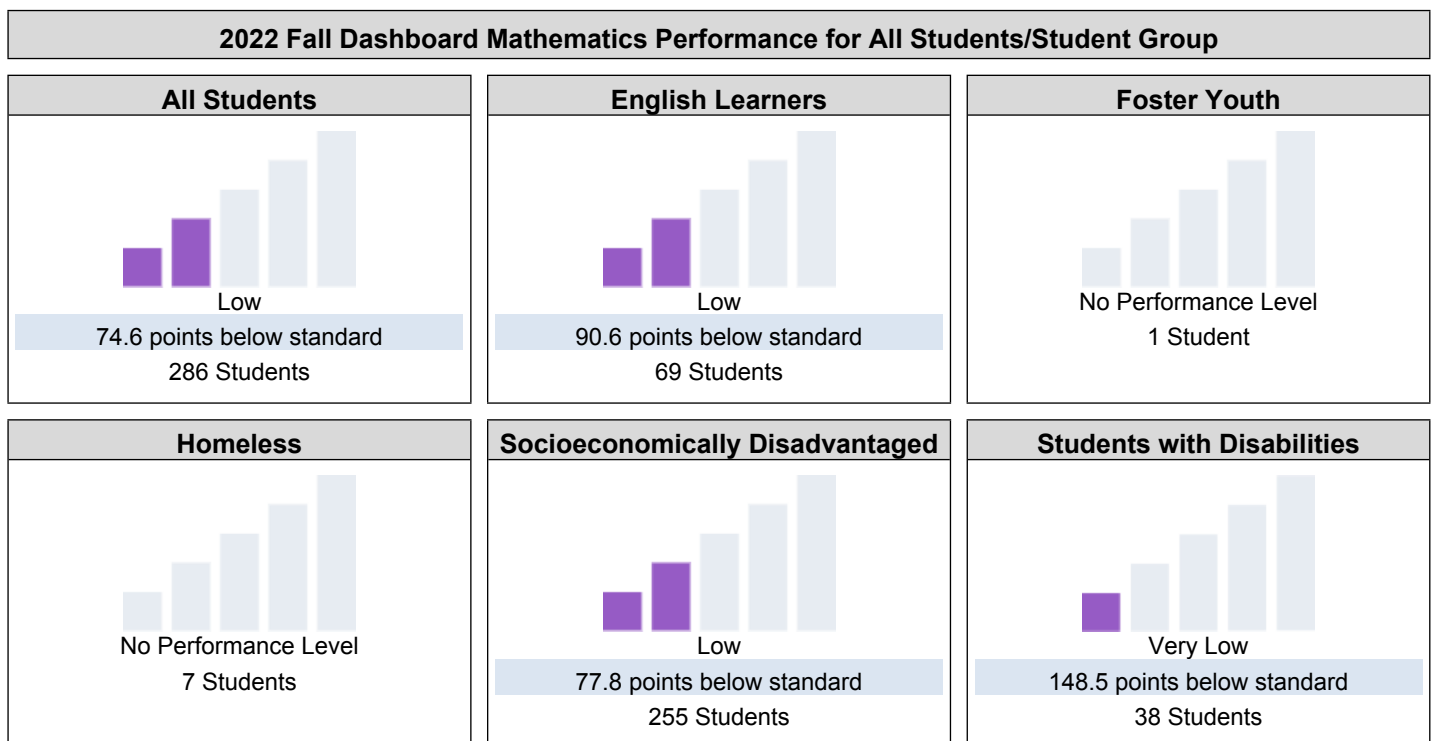
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



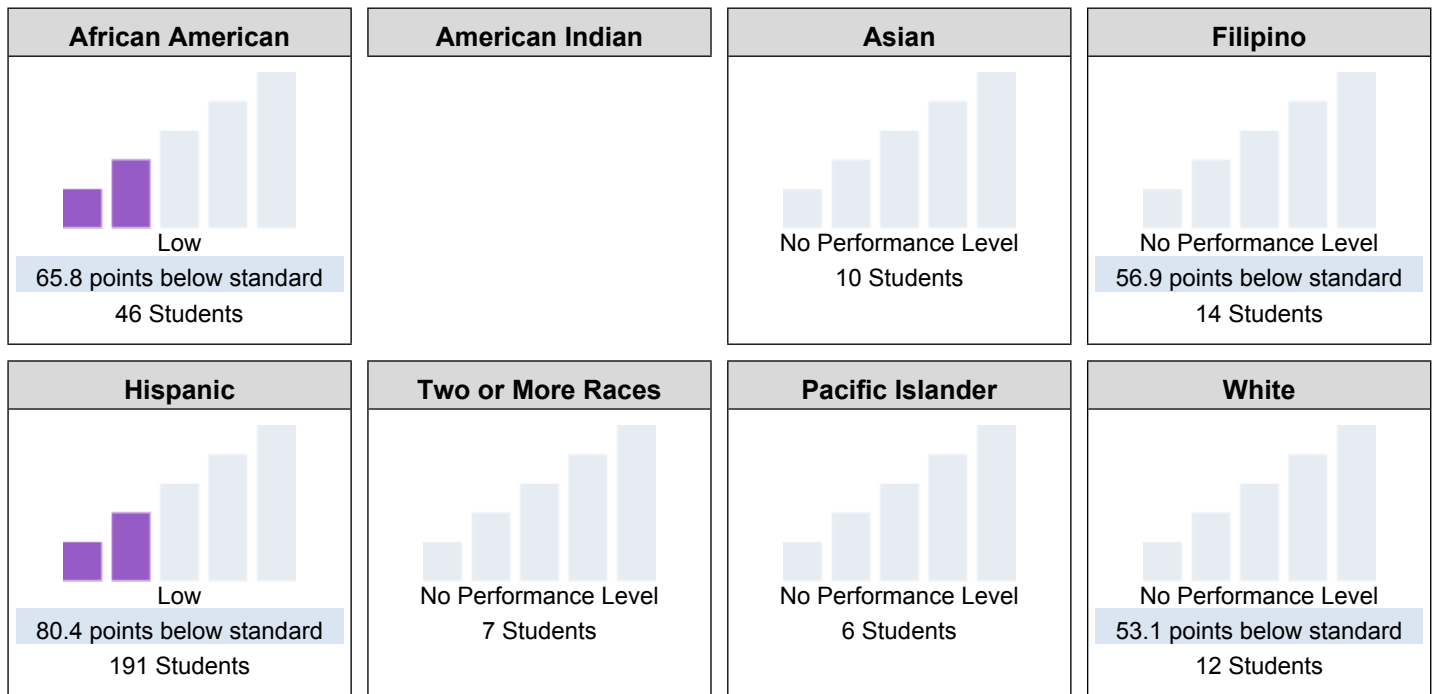
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.4 points below standard 49 Students	54.2 points below standard 20 Students	72.6 points below standard 195 Students

Conclusions based on this data:

1. We are 74.6 points below standard for math.
2. Hispanic subgroup and SWD subgroups have the highest points below standard.
3. African American subgroup is 65.8 points below standard for math with only 46 students.

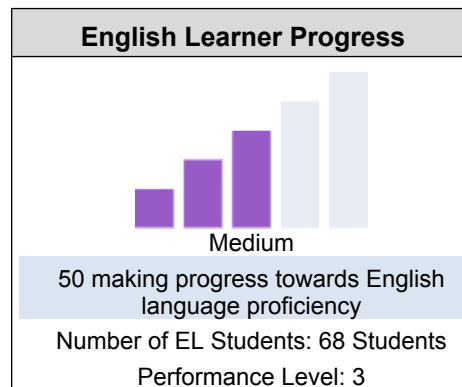
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.9%	22.1%	4.4%	45.6%

Conclusions based on this data:

- 45.6% of ELs progressed at least one ELPI level.
- 27.9% of ELs decreased at least one ELPI level.
- 4.4% of ELs maintained ELPI level 4.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

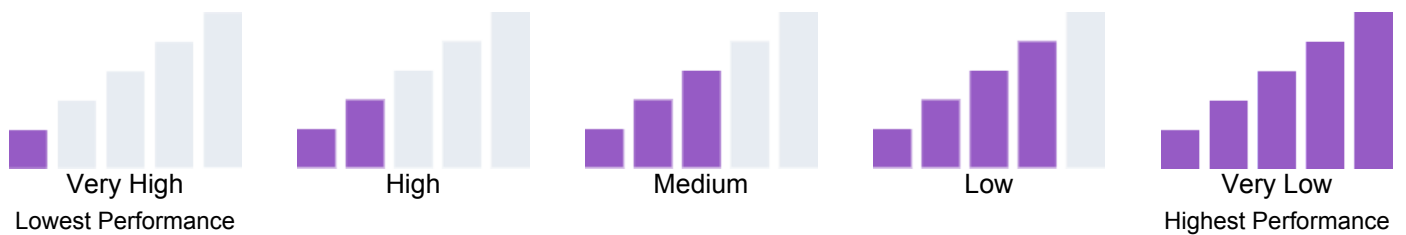
1. Craig Williams is K-6 Elementary School and therefore does not have high school graduate rates.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



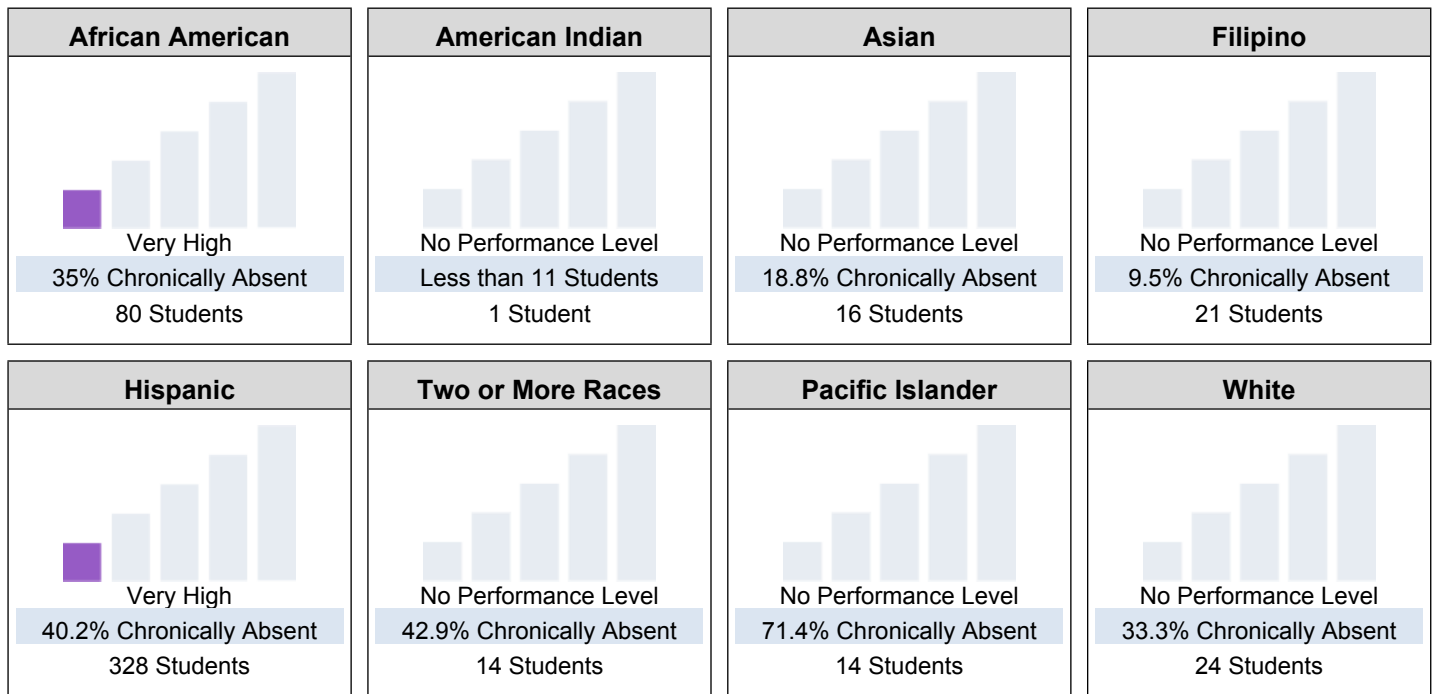
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>38.2% Chronically Absent</p> <p>498 Students</p>	<p>Very High</p> <p>37.6% Chronically Absent</p> <p>93 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>No Performance Level</p> <p>54.5% Chronically Absent</p> <p>11 Students</p>	<p>Very High</p> <p>39.7% Chronically Absent</p> <p>451 Students</p>	<p>Very High</p> <p>44.3% Chronically Absent</p> <p>61 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. The Hispanic subgroup has the second highest absenteeism rate of 40.2% chronically absent behind our SWD at 44.3%.
2. The African American subgroup with 80 students have a rate of 35%.
3. English Learners with 93 students has an absenteeism rate of 37.6%.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

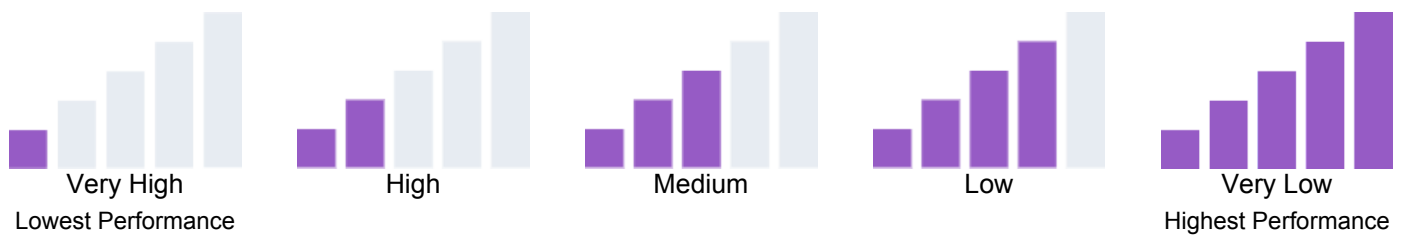
1. Craig Williams is a K-6 Elementary School and therefore does not have students completing high school at this level.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



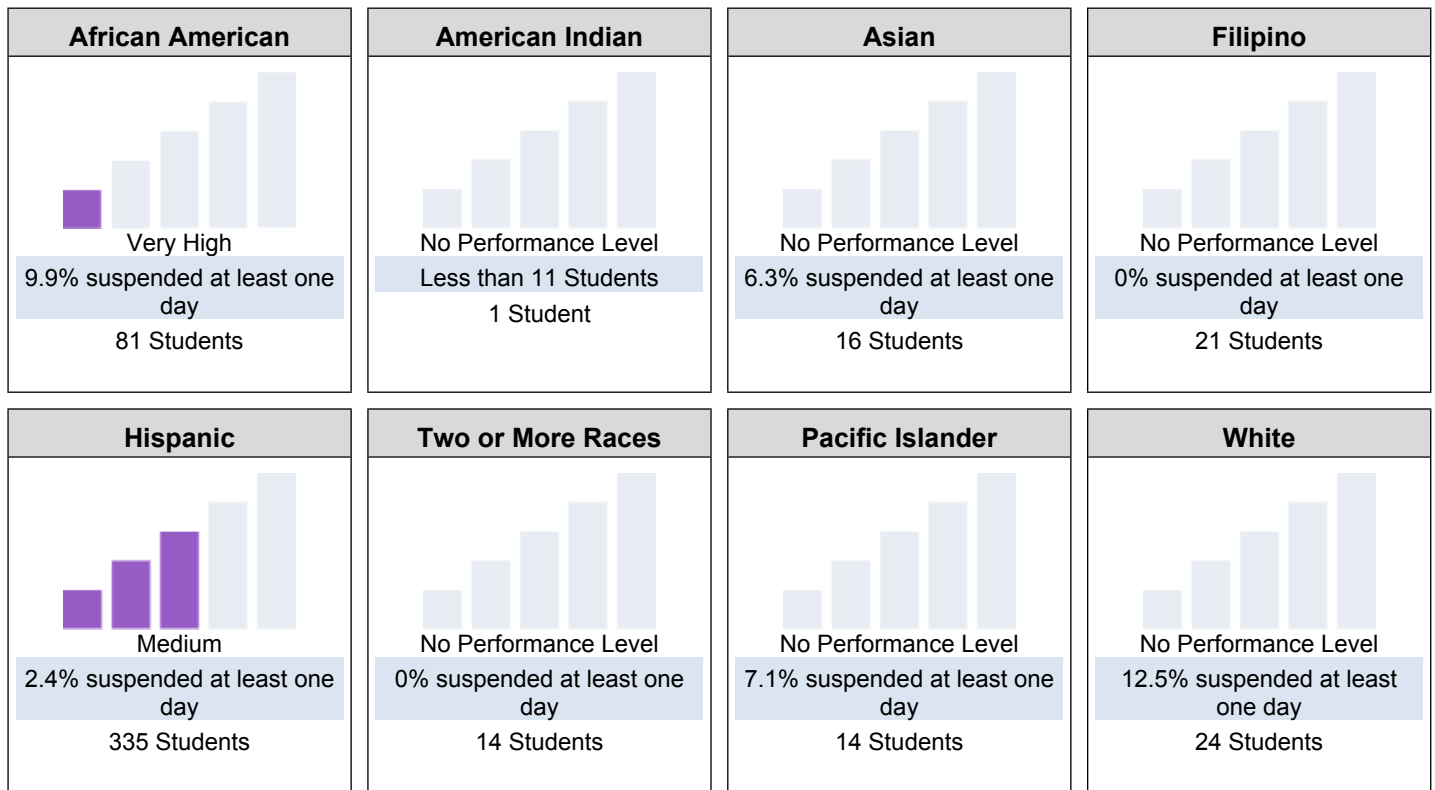
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	2	1	1	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students High 4.2% suspended at least one day 506 Students	English Learners Low 1% suspended at least one day 96 Students	Foster Youth No Performance Level Less than 11 Students 5 Students
Homeless No Performance Level 18.2% suspended at least one day 11 Students	Socioeconomically Disadvantaged High 4.6% suspended at least one day 456 Students	Students with Disabilities High 4.9% suspended at least one day 61 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The overall suspension rate is in the high rate at 4.2%.
2. African American subgroup had the highest suspension rate of 9.9%.
3. Socioeconomically disadvantage had a suspension rate of 4.6%.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide all students a safe, collaborative conditions for learning.

Goal 1

Craig Williams Goals: Craig Williams will provide high quality instruction and learning opportunities to increase student engagement, provide safe & collaborative environments, and meet the needs of diverse learners.

SEL Goal: By December of 2023, 97% of credentialed and certificated staff will have completed required training for PBIS including our school wide PAWS expectations of Promoting peace and safety, Achieving your goals, Working hard, and Showing Respect. This in turn will lead to a minimum of 70% of reduction of office level student referrals. During the 2023-2024 school year administration will work with custodial staff to maintain a clean and safe environment. Principal will also ensure that emergency drills are performed monthly and procedures are in place and practiced throughout the school year in accordance to our school safety plan. Implementation daily of social-emotional learning opportunities for students through SEL curriculum, full implementation of PBIS to create a sense of community within classrooms and a positive school culture for students to persist with learning challenges and be academically successful. Development of a Wellness Center to support our students including our ATSI subgroup (SWD) with self-regulation, will be provided at Craig Williams by our counselors and behavior assistant. Craig Williams has a PBIS committee that meets monthly with the focus on Tier 1 supports with engagement and behavior. Our counselors, Behavioral Assistant, Psychologist, and Administrator also meet as a second team to address students in need of Tier 2 and Tier 3 included are our ASTI group of SWD. ATSI Goal: (Students with Disabilities): Records of behavior for our students with disabilities will be logged and shared with the case managers in order to monitor compliance of their IEP.

Identified Need

Improve school climate and increase pupil engagement by providing a safe and supportive environment with strong adult relationships which will promote a sense of belonging, especially for our ASTI population (SWD) students with disabilities, low-income students, foster youth, English Learners, and those who are experiencing homelessness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2023-Panorama Survey	65% of students in grades 3-5 feel a sense of belonging at the school according to the Fall Panorama survey. 6th graders scored lower at 55% for feeling a sense of belonging with the greatest increase of 10 percent from last year. We had an	Based on the Spring 2024 administration of the Panorama Survey, 80% of students in grades 3-5 and 70% of students in 6th grade will feel a sense of belonging at the school and increase by 15%. Growth mindset for students in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>increase in percentage for Growth mindset with 62% in grades 3-5 and 61% in sixth grade, with the greatest increase of 12% in this area for sixth graders. Our highest percentage for both age groups was in the Teacher-Student relationships, with 71% of grades 3-5th having a strong connection with their teacher and 82% of our 6th grade age group.</p>	<p>3-5 will grow by 10% to 72% and for sixth graders they will increase from 61% to 71%. ATSI goal: (Students with Disabilities) 24% of students reported medium to low growth mindset, for 2023-24 we like to see an decrease of this and an increase from 52% to 65% for our ATSI subgroup. Our teachers and counselors will continue SEL/PBIS lessons and review the skills for having a growth mindset.</p>
2022-2023 Healthy Kids Survey	<p>Of the students in 5th grade who took the California Healthy Kids Survey during 2022-2023, 70% of fifth grade students feel safe at school all the time. 80% of fifth grade students say that teachers and other grownups at school believe that they can do a good job.</p>	<p>Based on the 2023-2024 administration of the HKS, 80% of fifth graders will feel safe at school all the time, with an increase of 10%. PBIS is implemented by all staff at Craig Williams and reviewed daily to ensure school safety. By 2024 survey we expect to see an increase from 80% to 100% of teachers and grownups at the school believe that they can do a good job.</p>
A2A - Attention to Attendance 2023-2024 attendance rate	<p>Craig Williams Attendance rate for 22-23 school year was at 91% overall. Kinder and First grade had the lowest percentage of attendance with 85%. Our chronic attendance for 22-23 was at 36%.</p>	<p>During the 2023-2024 school year, student chronic attendance will decrease by a minimum of 5% per trimester, and the trimester decrease will be maintained until the end of the school year, creating a minimum of a 15% decrease from 36% to 25%. ATSI Goal: (Students with Disabilities) During the 2023-2024 school year, student attendance will be prioritized for our SWD subgroup groups (Students with Disabilities), and students will maintain a minimum of 95% attendance for the school year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries discipline data	Number of discipline entries per month for the 22-23 school year was averaging at 20. In 2022-23 school year we received a total of 166 referrals to the office. Discipline distribution report on Aeries reported 53 high level assertive discipline incidents, 4th grade scoring the highest on injury or attempted to cause for a total of 18 incidents and 6th grade scoring the highest overall with 19 discipline incidents total. From August to October there have been 59 referrals given to students.	Decrease the number of incidents occurring each month and lower the number of office referrals from 166 to 100. By June of 2023-24 school year our assertive discipline will decrease by 50% from 53 incidents to 26 incidents. ATSI Goal: (Students with Disabilities) During the 2023-2024 school year, student discipline will be prioritized for our SWD subgroup groups (Students with Disabilities), and students will maintain a minimum of 3 office referrals per students for the school year. Providing more restorative justice, reteaching expectations of PBIS school wide, having our counselors push in with weekly lessons, and having our behavior specialist support Tier 3 students in the wellness room will support this goal by being preventative and proactive.

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

Supervision will be provided to ensure student safety before school and during lunch recess. Craig Williams partnerships with Think Together and YMCA Partners to provide a safe, secure and collaborative environment for our students before school and during all morning and lunch recesses. We have five SSA's (Student Supervision Aides) that supervise students as they are playing and use our PAWS bucks and caught being good tickets to promote positive behavior and reward students for following school wide expectations. YMCA Partners also support during recess with engaged and structure play. During the 2023-2024 school year, student discipline will be prioritized for our SWD subgroup ATSI group (Students with Disabilities), and students will maintain a minimum of 3 office referrals per students for the school year.

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)
0	District Funded 2000-2999: Classified Personnel Salaries SSA salary
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures YMCA partners/ Think Together

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

Implementation of PBIS.

Teacher and staff will reinforce school-wide PBIS expectations daily. Also, frequent anti-bullying activities and monthly safety drills will be conducted. PBIS signage is posted around the school campus to support our PAWS expectations. Staff pass out PAWS bucks when students are observed following our school wide expectations. Students use those bucks and redeem their PAWS bucks every Friday at our PBIS store.

Supplemental resources to teach social skills will also be provided. Second Step SEL program will be used weekly to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 6.

Second Step SEL curriculum will be taught directly to students by classroom teachers including our ATSI subgroup (students with disabilities) to strengthen their skills and ensure the school is using the same language across grade levels as a next step in PBIS. Our PBIS team will meet monthly and collaborate with the staff data to support any areas of concern for behavior.

A wellness room will be available for our Craig Williams students to use when in need to deescalate, regulate emotions, lower anxiety, or stress. The wellness room will provide access to caring adults and quick primary care through counseling, mentoring, and peer support. Counselors will also provide teachers with strategies on how to create and use calming corners and flexible seating in their classrooms for students to regroup when they are experiencing strong emotions or simply need a break. Training for our staff to support our students with engagement and collaborative learning strategies will be provided to our teachers by our districts Board Certified Behavior Analyst. To improve the quality of Tier 1 instruction in all classrooms including our SDC 4th-6th students, professional development opportunities such as Whole Brain Learning will be proposed to teachers. Administrator and staff will attend the PBIS conference to gather more strategies and share with our staff.

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)
0	District Funded None Specified Second Step Curriculum
0	District Funded 5000-5999: Services And Other Operating Expenditures A2A Program for attendance
0	Title I 5800: Professional/Consulting Services And Operating Expenditures PBIS/SEL printing
10,000	Concentration Grant 4000-4999: Books And Supplies Wellness Center
25,000	Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Whole Brain Learning
6,000	LCFF - Supplemental 4000-4999: Books And Supplies PBIS/SEL materials Rewards
7,000	LCFF - Supplemental 4000-4999: Books And Supplies SEL/Calmning Corners/ flexible seating
0	District Funded 5800: Professional/Consulting Services And Operating Expenditures PBIS Conference

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

K-4 Students

Strategy/Activity

Music class will be provided for students TK-4 as a supplemental program so that all students K-6 receive music instruction weekly. Music instruction increases engagement, providing safe & collaborative environments, and meet the needs of diverse learners. A fully trained Music teacher will work with each class in grades on a weekly basis to instruct students in a sequential, comprehensive music program based on common core standards and CA VAPA standards.

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)
28,000	Title I 5000-5999: Services And Other Operating Expenditures Contract with ETM-LA
7,638	Title I 4000-4999: Books And Supplies Instruments to support ETM-LA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with a focus on our SWD ASTI subgroup

Strategy/Activity

Full time school counselor will be provided to support the SEL of our students and provide services to support mental health. Counselors will support our classroom teachers with Tier 1 instruction by providing weekly lessons in each classroom, as well as supporting our Tier 2 and 3 students and ATSI subgroup (Students with Disabilities) in small group and/or individual counseling. As part of the ATSI plan for SWD school counselors will schedule and deliver monthly planned lessons in our 4th-6th SDC class on campus. Topics will be determined through collaboration between the classroom teacher and the counseling team to ensure that students' needs are being addressed. All classroom teachers will have the opportunity to sign up for these presentations on a monthly basis. The counselor will prioritize to provide SEL lessons in classrooms for monthly social skills especially bullying prevention. Teachers are encouraged to seek specific presentations other than the monthly focus if the need arises in their classrooms.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Full time counselor salary
0	District Funded 3000-3999: Employee Benefits Counselor benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

A PE teacher will provide weekly instruction to students in grades TK-6, while Craig Williams teachers meet in PLCs to collaborate and analyzing local data to design rigorous learning opportunities for students. The PE teacher will provide our Craig Williams students with structured physical fitness and get our 5th grade students ready for the physical fitness test.

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
PE Teacher and aide salary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Craig Williams will participate in the implementation of Red Ribbon Week and anti-bullying month activities. Red Ribbon Week highlights the importance of living a drug-free life. It presents an opportunity for parents, educators, and communities to come together to reinforce the drug-free messages we share with students through out the year. The school conducts a week long of activities focused on encouraging students to choose to remain drug-free for life.

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)

500

Source(s)

Parent-Teacher Association (PTA)
5000-5999: Services And Other Operating
Expenditures
Materials for Red Ribbon Week

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Devices to improve educational program for SWP. Craig Williams will be providing technology and supports to all students at school and an additional chromebook or to be checked out to students to use at home. The school will commit to continuing to update technology as needed and provide devices for use at school and at home for instruction and for the practice of skills. Technology devices will be kept up to date and in working order in order to provide 2:1 available technology for students so that they have access in the classroom and at home to curriculum and supplemental programs to close the achievement gap for struggling learners. Classrooms on campus used for before or after school intervention will be equipped with updated technology to provide additional learning opportunities and support for struggling learners in order to close the achievement gap. In order to supplement Tier 1 instruction in the classroom for underperforming students technology will be kept current in classrooms. Technology equipment and supplies supplement instruction and provide additional support for students to perform with like peers by increasing student engagement. Technology implementation improves instructional pacing and in turn improves academic achievement. This technology will reduce learning gaps for struggling learners by increasing students' time on task in the classroom.

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)
0	Title I 4000-4999: Books And Supplies Laptops for teachers
25,710	Concentration Grant 4000-4999: Books And Supplies Headsets with microphones
3,500	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Technology/ Earbuds
0	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Warranties for teacher laptops
1,032	Title I 4000-4999: Books And Supplies Headphones with Microphones

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Items have been put in place to ensure that Craig Williams Elementary is safe, secure, and clean. Craig Williams will maintain the staff workroom and custodial equipment, purchase new equipment, and purchase supplies in order to keep the school in good repair and quickly address site needs.

Equipment will be purchased and maintained to improve instruction and increase access to the core curriculum. The campus will be equipped with signage and postings to support SEL. Our district has installed security cameras, which have greatly reduced the off-hours vandalism and graffiti that inundated our campus. Classrooms and offices will be neat, orderly, and clean, with updated furniture. Staff members will be available for students to access for different needs, health assistants, health office supplies, office staff, supervision, and referrals for other services will be provided. All teachers will be trained in our Active shooter response training to ensure Craig Williams is prepared on what to do in the event of an active shooter on campus. Craig Williams has become a closed school campus and all adults need to go through the office, sign in through our Verkada system and be cleared before entering the campus.

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)
0	None Specified 5000-5999: Services And Other Operating Expenditures Maintenance for the security cameras and custodial support.
7,900	SISS None Specified Custodial Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Attendance and Engagement: Improve school climate and increase pupil engagement by providing a safe and supportive environment with strong adult relationships which will promote a sense of belonging, especially for students with disabilities, low-income students, foster youth, English Learners, and those who are experiencing homelessness.

During the 2023-2024 school year, student chronic attendance will decrease by a minimum of 5% per trimester, and the trimester decrease will be maintained until the end of the school year, creating a minimum of a 15% decrease, from a chronic absenteeism of 38.2% in 22-23 school year to 23% in 2023-2024 school year.

ATSI Goal: (Students with Disabilities)

During the 2023-2024 school year, student attendance will be prioritized for two groups of students (African American and Students with Disabilities), and students will maintain a minimum of 92% attendance for the school year. Our SWD ASTI group will decrease their chronic attendance rate of 47.6% to 32% and our AA group will decrease from 26.4% to 20% by 2023-24 by carefully monitoring students, providing monthly and weekly incentives, having parent meetings, and having SART meetings. A tiered response plan will be developed and implemented consistently for all students who are chronically absent. The school counselor and Community Services Worker will conduct family conferences for all chronic absentees. Needed services will be provided to families by the CSW and counselor. Students without improved attendance after a conference will be

referred to SARB. Counselor will meet with case carriers for targeted follow up on absences for SWD subgroup.

Parent engagement and participation in school activities will increase by a minimum of 25% school wide. There is a direct correlation between student attendance and student achievement. Daily on-seat attendance is critical if students have to be college and career ready when they graduate from high school. Craig Williams will promote and increase attendance rate by promoting positive student engagement and increasing parent participation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

A full time counselor is on site to support students' emotional needs. In addition, the Second Step curriculum was purchased for K-6 classes. As a site we determined that all classes need to use the Second Step curriculum to support students' emotional well being. To support students' physical well being, a PE teacher and two PE aides work with students on Mondays, Thursdays, and every other Wednesday to teach the students the proper ways to exercise and be safe. Nutrition lessons are also given by the PE teacher to educate students about good food choices. Our PTA supports being safe and healthy through activities such as Red Ribbon Week and assemblies focusing on well being. We are currently not on track to meet our attendance goal for this year. Each grade level has a 91% or lower attendance rate for the exception of Kindergarten. Kindergarten students have an attendance rate of 92% which is still below our expected outcome.

To continue providing a safe and secure environment, Student Supervision Aides (SSA) and YMCA Playground Partners work with students to support their emotional and physical well being during recesses and lunch times every day of the week. The custodial staff works daily to ensure that all facilities are in good working order and that supplies are ordered in a timely manner. And teachers monitor supervision before, after, and during morning recess.

Teacher and staff will continue to reinforce school-wide PBIS expectations daily. Also, frequent anti-bullying activities and monthly safety drills will be conducted. Supplemental resources to teach social skills will also be provided. Second Step SEL program will be used weekly to promote the social-emotional development, safety, and well-being of children from early Learning through Grade 6.

Goal one identifies the need to provide students and staff a healthy, safe, and secure environment that supports collaborative conditions for learning. In order to measure the growth towards this end, we utilize the California Healthy Kids Survey and Discipline Data, to support our implementation and guide us in achieving this goal. At Craig Williams Teachers met together in PLC meetings to analyze student achievement and to work on addressing ways to improve achievement. Teachers plan together, offer before and after-school tutoring opportunities, and have made themselves available during select recess and/ or lunch periods to address student needs. Assessments were used to determine areas of weaknesses and strengths so that the team could determine the next steps for supporting student achievement. Craig Williams holds SST meetings throughout the year for students requiring additional supports that have led to either additional intervention opportunities or a determination that an assessment may be warranted.

To continue providing a safe and secure environment, Student Supervision Aides (SSA) and The custodial staff work daily to ensure that all facilities are in good working order and that supplies are ordered in a timely manner. We hope next year we will have YMCA Playground Partners work with students to support their emotional and physical well being during recesses and lunch times every day of the week.

ETM-LA has been successfully implemented in grades K-4. Students look forward to attending music class each week. As a result, there are less absences. Technology has been successfully implemented in all classrooms.

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

We have two full counselors this year and are providing parent workshops for SEL and bi-monthly during our coffee with the counselors instead of 1.

A major difference this year is we have a behaviorist assistant who is out during recess supervision making connections and relationships with students to increase safety during recess period. We also provided training to all our staff by the districts BCBA in behavior strategies to support students in the classroom.

There are no major differences between what was intended to be implemented and the actual implementation of the activities.

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.

There are no changes to the goal regarding these activities at this time. We will continue following the A2A timelines and continue to contact families with high percentages of absences to provide any support needed.

At this time there are no changes that will be made to these activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

The Bellflower Unified School District will provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Goal 2

All students will receive high-quality instruction, effective interventions, and academic support that will demonstrate growth towards meeting or exceeding standards in English Language Arts, Mathematics, and Science, as evidenced by state and local assessments and course grades.

Site ELA Goal: Provide all students with quality Tier I ELA instruction that integrates foundational skills, vocabulary development, reading comprehension, literary analysis, and writing skills. Strategically integrate Tier II instruction for struggling learners to accelerate learning based on data analysis that targets specific literacy needs.

Site Math Goal: Provide all students with quality Tier I Math instruction that integrates math fluency, perseverance in problem solving, explaining mathematical reasoning, and multiple methods with solving problems. Strategically integrate Tier II instruction for struggling learners to accelerate learning based on data analysis that targets specific mathematical skills.

Site ELD Goal: Provide all English learners with quality integrated and designated ELD instruction daily that increases reading, writing, and listening skills and increase reclassification rate by 3%. By June 2024, students in 3rd through 6th grade will increase ELA proficiency by a minimum of 10% as measured by the CAASPP.

By June 2024, students in 3rd through 6th grade will increase Math proficiency by a minimum of 15% as measured by the CAASPP.

By June 2024, students in Kindergarten through 2nd grade will increase ELA and Math proficiency by a minimum of 8% from their current level as measured by the final BUSD Benchmark (NWEA Spring) diagnostic.

ATSI Goal: (Students with Disabilities)

By June 2024, a minimum of 20% of students with disabilities will score Meet or Exceed in Math and Reading on the final Spring NWEA Diagnostic.

Identified Need

Strengthen and improve Tier I instruction for all classes in ELA, Math, and ELD. Effectively utilize Tier II instructional programs for struggling learners in ELA and Math. Effectively utilize Tier II instructional programs for English learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Fall 2023 administration in ELA grade K	34% of students are at the 61st-80th percentile. That is a 1% increase from our Fall 2022 data. 11% of our K students are at the 80th percentile.	By Fall 2024 40% of students will score between the 60st-80th percentile and our 80th percentile percentage will increase from 11% to 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Fall 2023 administration in ELA grade 1	15% of students are at the 61st-80th percentile, that is a 12% decrease from our Fall 2022 data. 7% of our 1st grade students are at the 80th percentile.	By Fall 2024 25% of students will score between the 60th-80th percentile and our 80th percentile percentage will increase from 10% to 17%.
NWEA Fall 2023 administration in ELA grade 2	12% of students in 2nd grade are at the 80th percentile, that is a 24% decrease from our Fall 2022 data. 6% of our 2nd grade students are at the 80th percentile.	By Fall 2024 25% of students will score at or above the grade level expectation and 20% of 2nd grade students will be at the 80th percentile.
SBAC Spring 2023 administration in ELA grade 3	31% of third grade students are at or above grade level expectation. We had a 9% increase from our 2022 CAASPP Data. 44% of students are not meeting standards.	By Spring 2024 35% of students will score at or above the grade level expectation on SBAC. We will reduce our not met percentage from 44% to 35%.
SBAC Spring 2023 administration in ELA grade 4	29% of our fourth grade students are at or above the grade level expectation. We had a 2% decrease from our 2022 CAASPP data. 43% of students are not meeting standards.	By Spring 2024 35% of students will score at or above the grade level expectation on SBAC. We will reduce our not met percentage from 43% to 35%.
SBAC Spring 2023 administration in ELA grade 5	21% of our fifth grade students are at or above the grade level expectation. We had a 12% decrease from our 2022 CAASPP data. 56% of students are not meeting standards.	By Spring 2024 30% of students will score at or above the grade level expectation on SBAC. We will reduce our not met percentage from 56% to 40%.
SBAC Spring 2023 administration in ELA grade 6	29% of our sixth grade students are at or above the grade level expectation. We had a 6% decrease from our 2022 CAASPP data. 45% of students are not meeting standards.	By Spring 2024 35% of students will score at or above the grade level expectation on SBAC. We will reduce our not met percentage from 45% to 35%.
NWEA Fall 2023 administration in Math grade K	For math 34% of students are at the 61st-80th percentile. That is a 6% decrease from our Fall 2022 data. 27% of our K students are at the 80th percentile.	By Fall 2024 45% of K students will score at or above the grade level expectation. Our 80th percentile percentage will increase from 27% to 35%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Fall 2023 administration in Math grade 1	For math 15% of students are at the 61st-80th percentile. That is a 22% decrease from our Fall 2022 data. 5% of our 1st students are at the 80th percentile. And 46% of our students are at the 1st-20th percentile, making it the highest percentile in this area of all grade levels.	By Fall 2024 25% of first grade students will score between the 60st-80th percentile and our 80th percentile percentage will increase from 5% to 15% by Fall of 2024. Our 1st-20th percentile will lower from 46% to 30%.
NWEA Fall 2023 administration in Math grade 2	14% of students in second grade are at or above the grade level expectation. That is a 30% decrease from our Fall 2022 data. 6% of our end students are at the 80th percentile. And 38% of our students are at the 1st-20th percentile. First grade has the largest decrease of percentile from Fall 2022 to Fall 2023. Second grade has the largest decrease of percentile from Fall 2022 to Fall 2023.	By Fall 2024 25% of first grade students will score between the 60st-80th percentile and our 80th percentile percentage will increase from 6% to 15% by Fall of 2024. Our 1st-20th percentile will lower from 38% to 30%.
SBAC Spring 2023 administration in Math grade 3	32% of our third grade students are at or above the grade level expectation. We had a 7% increase from our 2022 CAASPP data. 39% of students are not meeting standards.	By Spring 2024 40% of students will score at or above the grade level expectation. Third grade students will reduce our not met percentage from 39% to 30%.
SBAC Spring 2023 administration in Math grade 4	17% of our fifth grade students are at or above the grade level expectation. We had a 2% decrease from our 2022 CAASPP data. 49% of students are not meeting standards.	By Spring 2023 27% of students will score at or above the grade level expectation. We will reduce our not met percentage from 49% to 39%.
SBAC Spring 2023 administration in Math grade 5	13% of students are at or above the grade level expectation. Fifth grade percentage remained the same at 13% from our 2022 CAASPP data. 68% of students are not meeting standards in Math, making it the grade level with the largest percentage of not met students.	By Spring 2024 22% of students will score at or above the grade level expectation. Fifth grade will reduce our not met percentage from 68% to 45%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Spring 2023 administration in Math grade 6	19% of our sixth grade students are at or above the grade level expectation. We had a 2% decrease from our 2022 CAASPP data. 48% of students are not meeting standards.	By Spring 2024 29% of students will score at or above the grade level expectation in math. Sixth grade will reduce our not met percentage from 48% to 38%By Spring 2024 25% of students will score at or above the grade level expectation.
ELPAC Summative Assessment	33% of English Learners scored level 4 in oral language.	By Spring 2024 40% of English Learners will score at level 4 in oral language.
ELPAC Summative Assessment	28% of English Learners scored level 3 in written language.	By Spring 2024 35% of English Learners will score a level 3 in written language.

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

All students, EL, low income students, foster youth, SPED students will be provided the support of the following:

TOSA's (Teacher on Special Assignment) ELA TOSA plans with teachers to ensure the use of researched based instructional strategies as needed, the TOSA coaches within the classroom to improve tier 1 instruction. Craig Williams TOSA and district TOSA's will coach colleagues by providing model lessons in ELA and Math to increase student achievement through quality tier 1 instruction.

TOSA's will also provide our teachers with resources, PD's, and support as necessary to teachers and students in the progression towards ELA, ELD and Math proficiency.

PD's will include:

- Common Core / CAASPP Aligned Training (IABs, CAASPP blueprints, Question Stems)
- PD on Intervention model (RTI), Collective Efficacy, and Intervention resources (ST Math, Smarty Ants, School City, and Fast Forward for our SWD ASTI subgroup and EL students)
- Training for our Instructional Assistants in K-2 on Word Study to provide intervention to enhance instructional outcomes in Reading.
- Math Talks Strategies
- 6 syllable rule to support with reading in grades 3rd-6th

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)
0	District Funded 1000-1999: Certificated Personnel Salaries TOSA
0	District Funded 3000-3999: Employee Benefits Benefits

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

Teachers will work collaboratively in their Professional Learning Communities (PLCs) in shared decision making and planning engaging curriculum and instruction targeting the needs of our English Language, Foster Youth and Low Income students through implementing a tiered plan of School Plan for Student Achievement that provides standardized intervention strategies and supports that are designed to supplement or enhance core instruction (ATSI Groups SWD). Subgroup NWEA data and progress monitoring data will be reviewed and PLC teams will work with Case Managers and Intervention Teachers to identify next steps.

All students will have equitable access to all programs, classrooms, and services as required by law. Classroom teachers will utilize state, district, and local assessments to continually monitor student progress, using NWEA, School City and progress monitoring to generate class, subgroup, and individual student reports for review and data analysis.

All instructional strategies and materials used to close the achievement gap will be standards-based, research-based, and aligned with the school goals and district initiatives.

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)
0	District Funded 5000-5999: Services And Other Operating Expenditures NWEA
0	District Funded 5000-5999: Services And Other Operating Expenditures School City
10,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	Summer PLC meeting
6,473	LCFF - Supplemental 3000-3999: Employee Benefits Benefits
10,416	Title I 4000-4999: Books And Supplies Books/Novels

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students have access to highly qualified teachers and intervention programs on campus. Targeted students in grades TK-6 will be selected to receive additional support based on data collected.

Strategy/Activity

Before, during, or after-school classes in different disciplines will be offered by staff to support student learning.

ELA: Students will improve in phonemic awareness, fluency, developmental word study, and comprehension. One of Craig Williams goal is the focus on foundational schools with our primary grade levels to strengthen literacy school wide. K-3 teachers have been trained in Word Study to provide systematic, strategic, explicit instruction for foundational skills. Students needing additional support will be given a second dose of Word Study. Instructional assistants will be provided to K-2 grade levels to support with small group and one to one foundational skills. Additional hours to our IA's will be provided to support the classroom teacher with Tier 3 students on foundational skills. IA's will be trained on word study as well and work in conjunction with the classroom teacher with a small groups of students to strengthen literacy skills.

Math: Students will learn and understand math vocabulary in order to reason and solve operations involving multi-step procedures. Students will engage in rigorous instruction and work by using strategies and tools as well as necessary manipulatives to help their conceptual development and reasoning skills.

ELD: English learners will progress toward attaining English proficiency and increase their ability to attain meeting grade-level standards English learners will be assigned to an appropriate instructional setting based on their English fluency levels. Progress will be monitored through various assessment instruments, including school, district, and state assessments. The progress of reclassified students will be monitored to ensure appropriate instructional growth and to determine any needs for academic support services.

Intervention will be provided for students who have not met and have nearly met proficiency in ELA and Math. Push in/push out services will be provided by intervention teachers and instructional assistants.

Quality tier 1 and tier 2 instruction and the necessary materials and supplies to ensure that all students have an equal opportunity to acquire the necessary skills to be successful in ELA, Math, and English Language Development. Parents, staff, students and community members will participate in developing, implementing and evaluating core and categorical programs. Student achievement data will drive instruction, be used to develop SPSA goals and objectives, and to monitor and refine the effectiveness of the school plan.

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)
72,833	Title I 2000-2999: Classified Personnel Salaries Instructional aide salary
11,437.00	Title I 3000-3999: Employee Benefits Instructional aide Benefits
15,000	Concentration Grant 1000-1999: Certificated Personnel Salaries Extra Duty
4291	Concentration Grant 3000-3999: Employee Benefits Teacher Benefits
19,028.20	Concentration Grant 4000-4999: Books And Supplies Materials and Supplies
0	District Funded 4000-4999: Books And Supplies ST Math
0	District Funded 5000-5999: Services And Other Operating Expenditures Smarty Ants
8,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aides Extra Duty to support with word study
1,978	LCFF - Supplemental 3000-3999: Employee Benefits Instructional aide Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Targeted students and ATSI SWD subgroup

Strategy/Activity

Tutoring Intervention will be provided for students who have not met and have nearly met proficiency in ELA and Math. Tutoring will be provided before and after-school to close the achievement gap by teachers.

Teachers are to develop target goals for all students in Tier 2 and Tier 3 for both academic and social behaviors areas as needed. Progress on goals are to be monitored and reported to parents on appropriate progress monitoring forms.

Craig Williams will create an RTI committee to include primary and upper grade reps, administration and special education representatives to review students progress and support intervention strategies. Teams will meet during the summer for planning. Students will receive systematic Tier 2 ELA interventions during school for 30 minutes at least four days a week. Targeted students will receive research-based ELA intervention during the school day based on an Rtl model. Additional Tier 3 ELA intervention for our ASTI SWD targeted students during the school day through FastForWord will also be provided. Intervention will also be held before and afterschool.

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)
9,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Duty for Summer Planning
2,575	LCFF - Supplemental 3000-3999: Employee Benefits Benefits
15,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra Duty for Tutoring
4,291	LCFF - Supplemental 3000-3999: Employee Benefits Benefits
0	District Funded 1000-1999: Certificated Personnel Salaries Intervention Teacher

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ELL students

Strategy/Activity

English Learners will participate in designated and integrated ELD lessons with daily lessons to assist them in developing proficiency in English as rapidly as possible. Designated ELD lessons will be based on ELD standards to build speaking, listening, reading, and writing skills. Teachers will utilize the district-adopted texts and supplementary materials including computer programs. These opportunities will be integrated into their weekly routine as supplementary programs. English Learners will be given the opportunity to check out a Chromebook to take home for extended learning. Integrated ELD will be used throughout the day in core content areas to make certain English learners can access the core curriculum. Strategies will include partner sharing, using academic vocabulary, sentence frames, conversation starters, and TPR. Additional learning opportunities will be made available to English Learners to support mastery of standards and

progress toward English Language proficiency. Teachers will conduct data chats with English Learners and involve ELs in goal setting. The EL program will provide thirty minutes of small group instruction, in addition to their integrated ELD. Student's progress will be monitored and students will be moved into higher levels of instruction based on achievement. EL students in Grades 4-6 who are at risk of becoming LTELs or are LTELs will receive Tier 3 ELA intervention through FastForWord.

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teacher salary extra duty

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Targeted students

Strategy/Activity

Craig Williams will provide extended learning opportunities for STEAM on the following:

- After school opportunities for GATE students
- STEAM Week for students in grades 4-6
- After school tutoring for students identified in need of Tier 2 supports in ELA, Math, or ELD
- Establish an Innovation Lab for STEAM exploration for all students with new furniture and materials, including white board desks for 5th-6th to use with our AVID strategies
- Enrich Los Angeles -the team designs and builds a school gardens, obtains the necessary permits, maintains them and teaches students weekly through stem based Garden Ranger Program
- Stemnetics will be provided to grades 3rd-6th by our teachers

STEAM instruction and materials for students to use in before or after school classes to connect to engineering CTE Pathway

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)

0

Source(s)

Concentration Grant
4000-4999: Books And Supplies
STEAM Materials

6,000

LCFF - Supplemental

	1000-1999: Certificated Personnel Salaries Extra Duty for STEAM
1,716	LCFF - Supplemental 3000-3999: Employee Benefits Benefits
40,000	Concentration Grant 4000-4999: Books And Supplies STEAM white board tables
10,000	LCFF - Supplemental 4000-4999: Books And Supplies STEAM Lab
8,000	Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures STEAM Assemblies/ Field trips
15,000	Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Transportation for STEAM
19,000	Concentration Grant 4000-4999: Books And Supplies STEAM Lab materials
85,000	LCFF - Supplemental 4000-4999: Books And Supplies Steam Lab Furniture
45,000	Concentration Grant 4000-4999: Books And Supplies Supplemental Equipment

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students in 4th, 5th, & 6th grades

Strategy/Activity

Continue implementation of AVID (Advanced Via Individual Program Determination) for elementary to target 4th, 5th, & 6th graders and ensure they have the necessary study skills to be prepared for college and career readiness. Craig Williams goal is to have all teachers grades K-6 be trained and use the AVID strategies in their classrooms. The purpose of the program is to prepare students for college eligibility and success. AVID places academically average students; levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families. AVID students learn key skills like critical thinking, writing, reading, and collaboration while also building practices to improve their organizational, time management, and problem-solving abilities. For the 2023-2024 school year, 4th, 5th and 6th grade teachers will be incorporating AVID and WICOR strategies. The goal is to roll the program down to include Third grade for 2023-24 school

year. Additionally, college and trade school field trips will take place twice a year and AVID (College & Career) Family Nights for all students will be conducted by our AVID coordinator.

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)
6,000	Title I 5000-5999: Services And Other Operating Expenditures Initiate AVID contract
2,000	Title I 1000-1999: Certificated Personnel Salaries AVID Site Coordinator
6,693	Title I 5000-5999: Services And Other Operating Expenditures AVID Summer Institute Travel and Conference
572	Title I 3000-3999: Employee Benefits AVID Cordinator Benefits
21,671.69	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Enrich LA
2,300	LCFF - Supplemental 4000-4999: Books And Supplies AVID Materials and Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Materials and supplies to support tier 1 and tier 2 instruction in all areas. Teachers and students will need an assortment of instructional and non instructional supplies. Instructional supplies and materials will be purchased to implement SDAIE strategies so that students can understand concepts and language of Common Core language arts, math, social studies, and science. These materials include technology, supplemental manipulatives, classroom supplies to support language acquisition, classroom furniture to support collaborative and flexible seating, instructional and office supplies which support EL instruction, magazines, books, videos, computer software, test materials, journals, notebooks, posters, visuals etc. Vocabulary Development. All instructional

strategies and materials will be standards-based, research-based, and aligned with the school goals.

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)
0	Title I 4000-4999: Books And Supplies Materials and supplies for Take home activities
2,574	SISS 4000-4999: Books And Supplies Materials and Supplies to support tier 1 instruction
0	Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Google apps for chromebooks
3,500	Concentration Grant 2000-2999: Classified Personnel Salaries Health Assistant Extra Duty
550	Concentration Grant 3000-3999: Employee Benefits Benefits for Health Assistant
22,055.34	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Instructional Materials and supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

ATSI (Students with Disabilites) and Intervention students

Strategy/Activity

Students will receive systematic Tier 2 ELA interventions for 30 minutes at least four days a week. Targeted students will receive research-based ELA intervention during the school day based on an Rtl model. Additional Tier 3 ELA intervention for targeted students during the school day through FastForWord. Intervention will also be held before and afterschool.

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Intervention Teacher

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.

Goal 2 focuses on high-quality instruction and learning opportunities in ELA and Math. Students have participated in strategic interventions such as small groups in the classroom setting and in RTI during the school day to target specific learning needs. Additionally, Craig Williams has been able to have after-school tutoring opportunities for different grade levels and students based on needs.

Instructional coaches meet with grade level teams to determine the level of support needed for teachers in ELA, Math, and Science. Support is given by co-planning, co-teaching, meeting during PLC time and providing Professional Development relevant to teacher needs. Instructional aides were hired to support K-2 teachers with their implementation of Word Study and will be paid extra hours to support intervention in the afternoon. Several teachers have set up tutoring before or after school based on need as evidenced by NWEA data, and three teachers will be holding STEAM classes that align to the Engineering CTE Pathway to support our ATSI group. The ELPAC has not been administered at this time. The Instructional Leadership Team has been meeting on an ongoing basis to develop an action plan to ramp up Tier 1 and Tier 2 instruction and strategies this year in order for us to see student achievement outcomes that our identified in this plan. We determined that our area of focus would be on Tier 1 instruction and the work that is happening in our PLCs. The following strategies were added to our action plan:

- *TOSA model lessons for K-2 on Word study and 3-5 grade level on fluency.

- *Implementation of AVID, starting with grades 4- 6 and applying WICOR strategies, with a focus on Organization by implementing the use of agendas, binders, ELA and Math journals.

- *Implementation of ETM-LA to enrich Tier 1 instruction for grades K-4.

- *The restructuring of our Tier 2 and Tier 3 supports and the use of IAs.

- *More focus on our English Learners, looking at the ELD instruction and language scaffolds

- *The use of our STEAM room and created lessons.

- *Implementation of EnrichLA to bring students' lived experiences into the classroom to connect their lives to their learning and provides NGSS-aligned lessons which takes students on a journey of exploring the ecological principle of interdependence through the lens of organic gardening.

- *Word Study in K-2 for all students

- *Double Dose of Word Study (Struggling ATSI students based on data)

- *Fast ForWord (ATSI Student Groups-EL, SWD)

- *Math Talks in grades 3rd-6th Grade

- *ST Math-Supplemental for all students

- *ST Math Individualized Plan based on MAP Growth Scores

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

New staff was added to grades 5th , SDC and K, new training for 3 teachers will need to happen during the summer of 2023

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

As a result of our data analysis, we will provide teachers with increase professional development in NWEA to gain understanding in the rigor of the assessment throughout the school year. In reviewing the data, target goals change for Fall, Winter, and Spring NWEA assessments and understanding students growth at an expected pace.

At this time there are no changes to the SPSA . We will refine our practices to provide support that students need and continue to fill all staffing needs as they arise to ensure continuity of services.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.

Goal 3

Increase parent involvement through advisory committees by building parental capacity for policy and program decision making, in addition to increasing parent engagement through goal-directed relationships between staff and families that are mutual, culturally responsive, and support student learning.

Identified Need

Craig Williams has a low parent engagement percentage. We want to create more opportunities for parent engagement.

Work with parents to collaborate and determine needs in order to provide at a minimum three parent workshops.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Surveys-Title 1 Needs Assessment Fall Survey-Parents are part of the process to analyze and give feed back about the school have the opportunity to share their feelings about school.	Title I Needs Assessment, Fall 22-23 indicates: 86.4% believe Craig Williams is a safe place to learn 90.9% believe Craig Williams emphasizes the importance of attendance 86.4% believe Craig Williams effectively communicates with parents 79% of parents are aware that Craig Williams offers support for social emotional learning with counselors and 66% of parents are aware that teachers use classroom instruction in the classroom to support with SEL but only 20% of the parents are aware that the SEL curriculum is Second Step 36% of parents are aware of Advisory committees such as SSC, ELAC and DLAC Parents are aware of parent involvement and engagement	By the end of the 23-24 school year any percentages below 80% will increase to meet our goal of 85%. Because our communication with parents is at 86% what we communicate with them via blackboard, instagram, and facebook is important. We will increase our communication on the areas of instruction for Advisory committees with times and dates inviting any parent to join. We will also ensure meeting notices are posted on school website calendar. we will also increase our percentage of 60% to 80% of making parents aware of academic support for students like intervention, tutoring, and digital learning platforms by sending out notices from the teachers that students are participating in school, before

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	opportunities such as Back to school night, Parent conferences, and Family Nights/ PTA with an average of 84% An average of 60% of parent are aware of academic support for students like intervention teachers, tutoring, and digital learning platforms such as ST Math, fast forward, and Smarty Ants.	school, and after school tutoring.
Parent Tracker - Craig Williams will work to provide events, meetings, workshops, and other opportunities for parents to be involved at school events.	In the 2022-2023 school year, there was an average of 10-15 parents for coffee with the principal. For BTSN (Back to School Night) 22-23 we had 211/465 parents sign in and participate in our LCAP meeting and classroom visits. The average participating rate of parents attending events monthly are under 40%.	Craig Williams will increase the parent participation rate by 15% for the 2023-2024 school year to 65% or higher for the average monthly parent participation rate.

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)

Targeted Students, Students with Disabilities, EL students

Strategy/Activity

CW staff will provide parent educational events or activities. Our CSA will be trained on Latino Literacy Project and provide training to our parents on a monthly basis to incorporate literacy at the home and will support our EL families. The school will increase parent participation with academic initiatives by providing morning and evening topic-specific forums. A FastForWord parent workshop will be held to support families of students with disabilities.

Instructional Specialist and Intervention Teacher will support families with ST Math, Word Study and PAPER tutoring workshops. Audio visual upgrade will support school wide assemblies.

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)
0	Title I 5000-5999: Services And Other Operating Expenditures Parent involvement workshops/ Disciplina Positiva
2,485	Title I 2000-2999: Classified Personnel Salaries CSW extra hours to train and help run Disciplina Positiva
393	Title I 3000-3999: Employee Benefits CSW Benefits
0	Title I 5000-5999: Services And Other Operating Expenditures Latino Family Literacy Project
14,130.36	Concentration Grant 6000-6999: Capital Outlay Audio Visual Upgrade for parent engagement
3,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra hours for summer and help with family meetings
1,281	LCFF - Supplemental 3000-3999: Employee Benefits CSW Benefits

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

Parent Participation Tracker will be used to monitor parent participation in school activities.

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)
0	District Funded None Specified Parent Participation Tracker
1800	Title I

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

For parents to participate on advisory committees such as SSC & ELAC and to provide meaningful input to school decisions in an effort to increase student academic achievement.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Multiple methods of communication will be used to share school activities and news with the community to strengthen the home school connection in an effort to increase student achievement. The school will increase parent communication in order to increase parent knowledge of school events, academic workshops and academic resources through flyers, marquee messages, website, and social media postings.

- Maintain Craig Williams Elementary website with up-to-date and relevant information for parents. Include teacher sites and educational resources links to assist students at home.
- Use Class Dojo, blackboard and Instagram to communicate school information with parents.
- Use PTA facebook to communicate to parents about upcoming events

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)

0

District Funded
5900: Communications
Blackboard

0

None Specified
5900: Communications

	Site Facebook page
500	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Supplemental Translation
0	None Specified 5900: Communications Site Instagram

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PTA will provide extra curriculum events and activities to develop a positive school culture and strengthen the home school connection.

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

Source(s)

Parent-Teacher Association (PTA)
None Specified
PTA Events

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent workshops in literacy, math, and attendance to give parents ideas on how they can support their child at home including materials for parents to take home and use with their children to close the achievement gap and materials to address the gap in accessing organized sports for low income, foster, English Learners and homeless 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)

10,000

Source(s)

LCFF - Supplemental
6000-6999: Capital Outlay

	Equipment-Poster Maker to advertise workshops and family events
6,318	LCFF - Supplemental 4000-4999: Books And Supplies Materials for parents to take home and use with their children to close the achievement gap.

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.

Goal three addresses parent involvement. This year parents have been able to be a part of the School Site Council, Citizen's Task Force, English Learner Advisory Committee, Parent Advisory Committee, District English Learner Advisory Committee, and the Parent Teacher Association. Open communication has been used including live and virtual meetings, the school marquee, flyers, the school website, weekly newsletters, social media accounts, and messaging systems between the school staff and families in order to support student learning. Craig Williams has worked to build strong relationships with students, families, and the community to increase targeted parent engagement opportunities, build trust and shared responsibility, and increase parent involvement at school events. Parent advisory groups have provided opportunities for parents to provide input regarding programs and student achievement.

Parent communication is achieved by using the Blackboard system to make calls and send emails regarding important items. Additional communication is done by utilizing the marquee, the school Facebook page, school Instagram, and communication programs used by the teachers.

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

We are on track to meet our goals in this area. However, in order to communicate with more parents one on one, our community service worker has been working additional hours. We have implemented coffee with the principal to get more parent participation and coffee with the counselors to provide more strategies for parents and we will have family AVID night and Math Night.

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.

CSW extra hours were added to activity 1 in order to pay for the additional hours our CSW is working in order to support families in need and the expected outcome for February was updated. No other changes to the goal will be made at this time.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$655,141.59

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$151,299.00

Subtotal of additional federal funds included for this school: \$151,299.00

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

State or Local Programs	Allocation (\$)
Concentration Grant	\$244,209.56
District Funded	\$0.00
LCFF - Supplemental	\$243,659.03
None Specified	\$0.00
Parent-Teacher Association (PTA)	\$5,500.00
SISS	\$10,474.00

Subtotal of state or local funds included for this school: \$503,842.59

Total of federal, state, and/or local funds for this school: \$655,141.59

School Site Council Membership

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

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

Name of Members	Role
Cecilia Madrid	Principal
Jaqueline Ramirez	Parent or Community Member
Nancy Baeza	Parent or Community Member
Diamond Wheeler	Parent or Community Member
Carmela Castaneda	Parent or Community Member
Cecilia Madrid	Principal
Inez Collins	Other School Staff
Joyce Bae	Classroom Teacher
Kelly Sybesma	Classroom Teacher
Monica Kim	Classroom Teacher
Dora Nava	Parent or Community Member

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

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



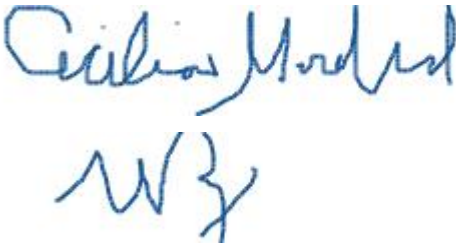
English Learner Advisory Committee

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 November 1, 2022.

Attested:



Principal, Cecilia Madrid on November 1, 2023

SSC Chairperson, Monica Kim on November 1, 2023

ELAC Notes
October 31 , 2022

- The meeting began at 1pm. Those in attendance were Mrs. Madrid (principal), Monica Perez (CSW), Elias Caballero, Iris Ramos , Sylvia Macias
- Agenda items:
 - Approval of Minutes
 - The notes from the September 2, 2023 meeting were reviewed.
 - Sylvia motioned and Monica seconded the motion to approve the minutes. Motion carried.
 - Review SPSA and Allocations
 - Ms. Madrid shared the goals in the SPSA and went through how each goal has a specific strategy to meet that goal and funding.
 - Ms. Madrid went through the allocations for Title 1, supplemental & concentration
 - Sylvia asked if we can use any of this money to cover the kinder fences? Ms. Ramos said that maybe with a collection from parents we can buy some nets. Ms. Madrid explained that these funds are to be used purposefully for our students but maybe through General funds we can look into it.
 - We went over our vision from our SSC meeting of safety and keeping our campus a closed campus now. Parents were happy about that decision.
 - Ms. Madrid shared our vision of a new STEAM Lab. Ms. Macias was happy about that. Ms. Iris said her daughter loves to draw so having a place where students can come learn about art is wonderful.
 - There were no questions
 - Approval of SPSA and Allocations
 - Iris motioned and Monica seconded the motion to approve the minutes. Motion carried.
 - Open discussion
 - Monica said she reached out to the other members and they said they were going to join but she doesn't know what happened.
- Ms. Madrid went through upcoming events.
- There were no further questions and the meeting adjourned at 1:38pm. The next meeting will be held on December 13, 2023.



Craig Williams Elementary

ELAC Committee Meeting

meet.google.com/shx-eknx-vdi

[Join by phone](#)

(US) +1 252-656-5226 PIN: 104 199 218#

Agenda

October 31, 2023 at 1:00pm

1. Welcome Ms. Madrid
Bienvenida
2. Minutes of the Last Meeting Ms. Madrid
Minutos de la última reunión
3. Review the SPSA and EL components, solicit input and recommendations from parents
Revisar los componentes SPSA y EL, solicitar aportes y recomendaciones de los padres
4. Review the instructional program provided to English learners, discuss the various services offered, seek input from parent representatives about the needs of their children *Revisar*
el programa de instrucción proporcionado a los aprendices de inglés, discutir los diversos servicios ofrecidos, buscar la opinión de los representantes de los padres sobre las necesidades de sus hijos.
5. Provide a funding overview including Title I, Title III and LCFF
Revisar los componentes SPSA y EL, solicitar aportes y recomendaciones de los padres
6. Open discussion/ *Discusión abierta*



Craig Williams Elementary School Site Council

Tuesday November 1, 2023

3:00pm via Google Meets

meet.google.com/nan-skysy-gdf

[Join by phone](#)

(US) +1 470-236-6686 PIN: 983 421 325#

Agenda

Minutes of the Last Meeting

Trainings:

None

Reports:

Citizen's Task Force

DELAC

GATE

New Business:

Review & Approve SPSA

Announcements:

Set Agenda for December (Safety Plan)

Adjourn

**Craig Williams Elementary
School Site Council
2023/2024
Draft/Proposed Minutes**

Members:**PARENTS**

Carmela Castandea
Diamond Wheeler

Jaqueline Ramirez
Nancy Baeza

STAFF

Cecilia Madrid
Kelly Sybesma
Monica Kim
Joyce Bae
Inez Collins

DISTRICT COMMITTEE MEMBERS

Maria Liufau - CTF

Tentative Meeting Dates: (all meetings held at 3:00pm virtually via Google Meets)

September 27,, 2023 November 1, 2023 December 12, 2023 March 12, 2024 May 23, 2023

Minutes for the meeting of September 27, 2023

Meeting was called to order at 3:02 pm by Cecilia Madrid via Google Meet: meet.google.com/mtu-ewtp-ffy
[Join by phone](tel:+14134003201) (US) +1 413-400-3201 PIN: 730 486 785#

Members in attendance: Cecilia Madrid, Kelly Sybesma, Monica Kim, Inez Collins, and Nancy Baeza, Joyce Bae via Google Meet.

Agenda Items

Approval of the agenda

- Sybesma motioned to approve the agenda.
- Inez seconded the motion.
- The motion carried.

Approval of the minutes of the last meeting

- Inez motioned to approve the amended minutes of the last meeting (Sept 27, 2023) as written
- Nancy seconded the motion.
- The motion carried

Trainings:

- None

Reports:

Citizen's Task Force Report

- None

ELAC

- Ms. Madrid shared that we met with the schools safety committee including ELAC to receive input on the SPSA plan as well as inviting other city members to our meeting.

DELAC Report

- None

GATE Report

- None

New Business

- Review and Approve SPSA Plan
 - ☐ Cecilia reviewed the SPSA plan and how its aligned with our Goals
 - ☐ Cecilia reviewed the allocation for Title, Supplemental, and Concentration
 - ☐ Cecilia talked about the focus and areas of needs according to our action plan
 - ☐ Ms. Sybesma liked having funding for tutoring but wonders if there are other staff that can tutor because it is a lot on teachers. Ms. Madrid said there may be a possibility to use Think together or possible college tutors for our students. We will look into it.
- Approval of SPSA and Allocation
 - Ms. Baeza motioned to approve the SPSA Plan
 - Inez second the motion
 - The motion carried

Announcements

- Trunk or Treat went great over 333 students
- Literacy Parade October 31st morning went smoothly
- We have had a positive outcome with having a closed campus
- Nov. 3 is the end of a trimester #1 dismissal will be at 1:41pm
- Cecilia asked if there were any other questions or comments
 - There were none.

Meeting adjourned at 3:25 pm.

Title I School Parent and Family Engagement Policy
Craig Williams

Craig Williams, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

- School Site Council (SSC) collaborates to write and review the Title I School Parent and Family Engagement Policy annually.
- Title I School Parent and Family Engagement Policy is uploaded into Data Confirmation through Aeries to be distributed to all families at Title I schools at the beginning of the year.
- Title I School Parent and Family Engagement Policy is discussed during the annual Title I Parent Meeting at the beginning of each school year.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may share their suggestions or concerns with SSC as they are reviewing and updating the Title I School Parent and Family Engagement Policy.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

- The LEA Title I Parent and Family Engagement Policy will be reviewed and updated annually. The LEA policy will be updated and shared with site level SSCs at all Title I schools to receive input.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, Parent Advisory Committee, and District English Language Advisory Committee. During each presentation of the LCAP, diligent notes are taken with respect to parent comments and discussions.

Title I School Parent and Family Engagement Policy

Craig Williams

- BUSD's LCAP survey solicits input from all educational partners including staff, parents, and community members. Comments are collected in a digital format and addressed accordingly through our advisory committees as the LCAP is reviewed and updated.
- BUSD shares educational partners' feedback and BUSD responses to the feedback at all advisory committee meetings, with the Board of Education, and submits this information to the State with the LCAP as part of the educational partners feedback section.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

- Craig Williams annual Title I Parent Meeting is held at the beginning of each school year during Back to School Night, as this is an event with maximum attendance.
- The annual Title I Parent Meeting presentation explains Title I requirements and regulations in detail. It also provides specific information about site Title I funds and expenditures, parent notifications and participation, and parent involvement opportunities.
- Title I student assessment data and SEL surveys are analyzed to inform school goals. Instruction, intervention, and SEL supports are driven by the data to meet school goals.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

- A variety of parent engagement opportunities (i.e. Parent workshops and classes, SCC, ELAC, PTA, Coffee with the Principal and volunteering for school activities) exist with child-care provided.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

- During the annual Title I Parent Meeting, specific details regarding Title I services are reviewed. We also review the process for writing and reviewing the School Plan for Student Achievement. The Annual Title I Parent Meeting also reviews all of the parent notification requirements for Title I, including the family engagement policy. Specific

Title I School Parent and Family Engagement Policy
Craig Williams

information about the school's Title I program and services is shared and reviewed. Parents are welcome and encouraged to provide input.

- All parents are welcome to attend English Learning Advisory Committee (ELAC) meetings. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. ELAC reviews and provides input for the School Plan for Student Achievement, which includes the Title I program and services.
- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services, and the Title I School Parent and Family Engagement Policy.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]):

- During the annual Title I Parent Meeting, specific information is shared about the Title I program and services, the adopted curriculum, academic assessments, and analysis of school data which includes achievement levels as measured by California state content standards.
- During Back to School Night, teachers share about the Title I program and services, the adopted curriculum, and academic assessments with the parents of students in their individual classes.
- During annual parent conferences, teachers discuss the Title I program and services, the adopted curriculum, academic assessments, and individual achievement data which includes achievement levels as measured by California state content standards and how they pertain to each individual student.
-

Describe how the schoolwide program plan, ESSA Section 1114(b), if not satisfactory to the parents of participating children in Title I, Part A programs, can submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services.

Bellflower Unified School District



Title I School Parent and Family Engagement Policy **Craig Williams**

Parent input and comments are documented on the SSC minutes, which are submitted with the School Plan for Student Achievement, for review by district administration and the Board of Education.

Craig Williams's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on March 23, 2023 . The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before August 1, 2023.

Typed Name of Principal: Cecilia Madrid

Signature of Principal: *Cecilia Madrid*

Date: March 23, 2023

**Pacto de Escuela y los Padres del Título I
Craig Williams Elementary**

Craig Williams Elementary y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título I, Parte A, acuerdan que el pacto entre la escuela y los padres describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán en la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares académicos del Estado (ESSA Sección 1116[d]).

Describe cómo la responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los niños atendidos bajo el Título I, Parte A cumplir con los exigentes estándares académicos estatales, y las formas en que cada padre será responsable de apoyar el aprendizaje de sus hijos; y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos y el uso positivo del tiempo extracurricular (Sección 1116[d][1] de ESSA):

Craig Williams será responsable de:

- Proporcionar maestros altamente calificados que cumplan con los requisitos de ESEA.
- Enseñar el plan del currículo adoptado, que se alinea con los Estándares del Estado de California.
- Brindar a todos los estudiantes condiciones seguras y colaborativas para el aprendizaje (Meta 1 de BUSD LCAP).
- Proporcionar comunicaciones bidireccionales claras traducidas del hogar a la escuela y de la escuela al hogar.

Como padre, seré responsable de:

- Apoyar el aprendizaje de mi hijo(a) proporcionando un lugar tranquilo para completar la tarea, monitorear la finalización de la tarea y comunicarse con el maestro con cualquier pregunta sobre la tarea.
- Participar, cuando sea posible, en eventos escolares y con la comunidad escolar para comprender las expectativas académicas y apoyar la educación de mi hijo(a).
- Animar a mi hijo(a) a participar en oportunidades de enriquecimiento que amplían el aprendizaje durante el tiempo extracurricular.

Describe la importancia de la comunicación entre maestros y padres de forma continua a través de, como mínimo, los siguientes medios (Secciones 1116[d][2][A-D] de la ESSA):

- (A) conferencias de padres y maestros en las escuelas primarias, al menos una vez al año, durante las cuales se discutirá el pacto en relación con el logro individual del niño;
- (B) informes frecuentes a los padres sobre el progreso de sus hijos;
- (C) acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de su hijo(a) y observación de las actividades del salón de clases; y

- (D) asegurar una comunicación bidireccional regular y significativa entre los miembros de la familia y el personal de la escuela, y en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

Craig Williams será responsable de:


- Las conferencias de padres y maestros se llevan a cabo al comienzo de cada año escolar y se discute el Pacto entre la escuela y los padres del Título I. Además, los padres y maestros completarán uno de los siguientes formularios: Guía de conferencias para padres, IEP, AIP, GATE-IPD o un formulario desarrollado por el maestro. Las conferencias de padres y maestros de primavera se llevan a cabo para todos los estudiantes que se desempeñan por debajo de los estándares del nivel de grado para revisar el progreso y actualizar los formularios de la conferencia.
- Las boletas de calificaciones se distribuyen a los padres 3 veces por año..
- Los informes de progreso se distribuyen a los padres de los estudiantes que se desempeñan por debajo del nivel de grado o cuyas calificaciones han bajado 3 veces por año.
- Los padres que deseen ser voluntarios en la clase pueden hacerlo con el permiso del maestro y al completar el proceso de solicitud de voluntariado.
- Los padres que deseen observar la instrucción en el salón de clases pueden hacerlo, pero deben seguir la Política de visitantes de BUSD.
- Reclutar ampliamente a los padres para que participen en grupos de trabajo, comités asesores, equipos de acción y otras actividades participativas. Proporcionar un proceso regular, accesible y bien publicado.
- Anime a las familias a reunirse regularmente con el director, el consejero, los maestros y el personal de la escuela para hablar sobre los problemas del aula que les preocupan y cualquier idea que puedan tener para mejorar el aprendizaje de sus hijos.
- Brindar a las familias información clara sobre los problemas del distrito y la escuela, incluidas las expectativas de comportamiento de los estudiantes, los estándares de rendimiento, los recursos comunitarios disponibles y los servicios para ayudar a las familias.

Como padre, seré responsable de:

- Asistir y participar activamente en las conferencias de padres y maestros.
- Revisar las boletas de calificaciones y siempre alentar a mi hijo(a) a que haga todo lo posible en todas las tareas académicas.
- Revisar los informes de progreso y siempre animar a mi hijo(a) a hacer todo lo posible en todas las tareas académicas.
- Ponerme en contacto con la escuela y comunicarme con todo el personal de la escuela y el maestro de mi hijo(a) según sea necesario.
- Asegurarme de que mi hijo esté en la escuela todos los días.
- Promover altos estándares y estudios regulares al proporcionar un lugar tranquilo y adecuado para completar todas las tareas.
- Apoyar las políticas de tareas, disciplina y asistencia de la escuela.
- Leer toda la comunicación entre la escuela y el hogar y comunicarme con la escuela cuando tengo preguntas o inquietudes.

Este Pacto fue establecido por Craig Williams el 8 de marzo de 2023 y estará vigente durante el período de 2023-2024 año escolar. La escuela distribuirá el Pacto anualmente a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A en o antes del 12 de septiembre de 2023.

Typed Name of Principal: Cecilia Madrid

Signature of Principal: 

Date: 5/22/23

**Title I School-Parent Compact
Craig Williams Elementary**

The Craig Williams Elementary, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Craig Williams will be responsible for:

- Providing highly qualified teachers who meet ESEA requirements.
- Teaching the adopted curriculum, which aligns with California State Standards.
- Providing all students safe, collaborative conditions for learning (BUSD LCAP Goal 1).
- Providing translated clear two-way communications from home to school and from school to home.

As a parent, I will be responsible for:

- Supporting my child's learning by providing a quiet place for completing homework, monitoring homework completion, and communicating with the teacher with any questions regarding homework.
- Participating, when able, in school events and the school community to understand academic expectations and support my child's education.
- Encouraging my child to participate in enrichment opportunities that expand learning during extra-curricular time.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Craig Williams will be responsible for:

- Parent-teacher conferences are conducted at the beginning of each school year and the Title I School-Parent Compact is discussed. Additionally, parents and teachers will complete one of the following forms: Parent Conference Guide, IEP, AIP, GATE-IPD or a teacher developed form. Spring parent-teacher conferences are held for all students who are performing below grade level standards to review progress and update conference forms.
- Report Cards are distributed to parents 3 times per year.
- Progress Reports are distributed to parents of students who are performing below grade level or whose grades have dropped 3 times per year.
- Parents who would like to volunteer in class can do so with the teacher's permission and upon completion of the volunteer application process.
- Parents who would like to observe classroom instruction can do so, but must follow the BUSD Visitor's Policy.
- Broadly recruit parents to serve on task forces, advisory committees, action teams and other participatory activities. Provide a regular, accessible, well-published process.
- Encourage families to regularly meet with principal, counselor, teachers and school staff to discuss classroom issues which concern them and any ideas they may have to improve their children's learning.
- Provide families with clear information on district and school issues including expectations for student behavior, achievement standards, available community resources and services for assisting families.

As a parent, I will be responsible for:

- Attending and actively participating with parent-teacher conferences.
- Reviewing Report Cards and always encouraging my child to try his/her best on all academic tasks.
- Reviewing Progress Reports and always encouraging my child to try his/her best on all academic tasks.
- Contacting the school and communicating with all school staff and my child's teacher as needed.
- Making sure my child is at school everyday.
- Promoting high standards and regular study by providing a quiet, suitable place for completing all homework.
- Supporting the school's homework, discipline, and attendance policies.
- Reading all school-home communicating and contacting school when I have questions or concerns.

This Compact was established by Criag Williams on March 8, 2023, and will be in effect for the period of 2023-2024 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on or before September 12, 2023.

Typed Name of Principal: Cecilia Madrid

Signature of Principal:



Date: 5.22.23

Pacto de Escuela y los Padres del Título I Craig Williams Elementary

Craig Williams Elementary y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título I, Parte A, acuerdan que el pacto entre la escuela y los padres describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán en la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares académicos del Estado (ESSA Sección 1116[d]).

Describa cómo la responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los niños atendidos bajo el Título I, Parte A cumplir con los exigentes estándares académicos estatales, y las formas en que cada padre será responsable de apoyar el aprendizaje de sus hijos; y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos y el uso positivo del tiempo extracurricular (Sección 1116[d][1] de ESSA):

Craig Williams será responsable de:

- Proporcionar maestros altamente calificados que cumplan con los requisitos de ESEA.
- Enseñar el plan del currículo adoptado, que se alinea con los Estándares del Estado de California.
- Brindar a todos los estudiantes condiciones seguras y colaborativas para el aprendizaje (Meta 1 de BUSD LCAP).
- Proporcionar comunicaciones bidireccionales claras traducidas del hogar a la escuela y de la escuela al hogar.

Como padre, seré responsable de:

- Apoyar el aprendizaje de mi hijo(a) proporcionando un lugar tranquilo para completar la tarea, monitorear la finalización de la tarea y comunicarse con el maestro con cualquier pregunta sobre la tarea.
- Participar, cuando sea posible, en eventos escolares y con la comunidad escolar para comprender las expectativas académicas y apoyar la educación de mi hijo(a).
- Animar a mi hijo(a) a participar en oportunidades de enriquecimiento que amplían el aprendizaje durante el tiempo extracurricular.

Describa la importancia de la comunicación entre maestros y padres de forma continua a través de, como mínimo, los siguientes medios (Secciones 1116[d][2][A-D] de la ESSA):

- (A) conferencias de padres y maestros en las escuelas primarias, al menos una vez al año, durante las cuales se discutirá el pacto en relación con el logro individual del niño;
- (B) informes frecuentes a los padres sobre el progreso de sus hijos;
- (C) acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de su hijo(a) y observación de las actividades del salón de clases; y

- (D) asegurar una comunicación bidireccional regular y significativa entre los miembros de la familia y el personal de la escuela, y en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

Craig Williams será responsable de:

- Las conferencias de padres y maestros se llevan a cabo al comienzo de cada año escolar y se discute el Pacto entre la escuela y los padres del Título I. Además, los padres y maestros completarán uno de los siguientes formularios: Guía de conferencias para padres, IEP, AIP, GATE-IPD o un formulario desarrollado por el maestro. Las conferencias de padres y maestros de primavera se llevan a cabo para todos los estudiantes que se desempeñan por debajo de los estándares del nivel de grado para revisar el progreso y actualizar los formularios de la conferencia.
- Las boletas de calificaciones se distribuyen a los padres 3 veces por año..
- Los informes de progreso se distribuyen a los padres de los estudiantes que se desempeñan por debajo del nivel de grado o cuyas calificaciones han bajado 3 veces por año.
- Los padres que deseen ser voluntarios en la clase pueden hacerlo con el permiso del maestro y al completar el proceso de solicitud de voluntariado.
- Los padres que deseen observar la instrucción en el salón de clases pueden hacerlo, pero deben seguir la Política de visitantes de BUSD.
- Reclutar ampliamente a los padres para que participen en grupos de trabajo, comités asesores, equipos de acción y otras actividades participativas. Proporcionar un proceso regular, accesible y bien publicado.
- Anime a las familias a reunirse regularmente con el director, el consejero, los maestros y el personal de la escuela para hablar sobre los problemas del aula que les preocupan y cualquier idea que puedan tener para mejorar el aprendizaje de sus hijos.
- Brindar a las familias información clara sobre los problemas del distrito y la escuela, incluidas las expectativas de comportamiento de los estudiantes, los estándares de rendimiento, los recursos comunitarios disponibles y los servicios para ayudar a las familias.

Como padre, seré responsable de:

- Asistir y participar activamente en las conferencias de padres y maestros.
- Revisar las boletas de calificaciones y siempre alentar a mi hijo(a) a que haga todo lo posible en todas las tareas académicas.
- Revisar los informes de progreso y siempre animar a mi hijo(a) a hacer todo lo posible en todas las tareas académicas.
- Ponerme en contacto con la escuela y comunicarme con todo el personal de la escuela y el maestro de mi hijo(a) según sea necesario.
- Asegurarme de que mi hijo esté en la escuela todos los días.
- Promover altos estándares y estudios regulares al proporcionar un lugar tranquilo y adecuado para completar todas las tareas.
- Apoyar las políticas de tareas, disciplina y asistencia de la escuela.
- Leer toda la comunicación entre la escuela y el hogar y comunicarme con la escuela cuando tengo preguntas o inquietudes.

Este Pacto fue establecido por Craig Williams el 8 de marzo de 2023 y estará vigente durante el período de 2023-2024 año escolar. La escuela distribuirá el Pacto anualmente a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A en o antes del 12 de septiembre de 2023.

Typed Name of Principal: Cecilia Madrid

Signature of Principal:

A handwritten signature in blue ink, appearing to read "Cecilia Madrid", written over a horizontal line.

Date: 5-22-23