

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Robert E. Willett Elementary School
Address	1207 Sycamore Ln. Davis, CA 95616
County-District-School (CDS) Code	57726786056303
Principal	John Campbell
District Name	Davis Joint Unified School District
SPSA Revision Date	4/15/20
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	June 22, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission: Willett is a community that strives to help all students reach their academic potential while fostering respect, responsibility and resourcefulness.

1. What all students should know, understand, and be able to do:

Willett is a collaborative learning community in which the success and well-being of all children is a high priority. Math and reading/language arts are the focus of our curriculum. Our parents are very supportive with their energy, time and financial contributions. Twenty-four different languages and dialects are spoken at Willett. Students who need extra assistance in reading, language arts, math, or English language acquisition participate in intensive support programs inside and outside of the classroom. We strive to teach students how to be independent learners and access resources, which includes students working independently and in small groups. We work with families to insure students take ownership of their learning.

2. Current research and practice:

Teachers have been involved with Academic Conferencing to guide and align instruction. Teachers are trained in Project Based Learning, Explicit Direct Instruction, Common Core standards, GATE certification, best practices, Next Generation Science Standards, and various other pedagogical designs and strategies to maximize student learning. We strive to integrate technology into the curriculum, to provide additional learning support and opportunities for students. Our teachers evaluate students' skills using oral questioning, written tests, and project-based evaluations. During the first weeks of school we administer the English Language Proficiency Assessment for California (ELPAC) to students who are new to our school and are English Learners. We have three report card periods each school year. We encourage parents to attend a parent-teacher conference after the first reporting period, which ends in November. Parents may also attend conferences in the spring or at any other mutually agreeable time during the year. Teachers direct assignments and parents support students to ensure that school work is completed. At Willett, teachers may assign homework four days per week to complement classroom instruction, per the district's homework policy. Second grade teachers provide after school reading support for second and third graders twice per week for 30 minutes after school. We also expect students to read nightly for practice and enjoyment. The district provides three days of paid time for teachers to attend academic conferences with their grade levels, support staff and the principal. This is a time to look deeply at data and individual students to work towards the best possible educational program for the students. We dismiss students early on Wednesdays to provide time for teachers to collaborate, discuss best practices, and set goals for student achievement. Many teachers attend classes and workshops in the summer and after school hours. At staff meetings, we are articulating within grade levels and across grade levels to ensure a smooth progression of concepts. Our math paraeducator provides support for our students. Our reading specialist and reading paraeducators provide support in reading and writing. Our EL Specialist and EL paraeducator provide support for our English learners.

3. Collaboration among all segments of the school community:

The Willett community works very closely together. Parents are actively involved in programs on campus including gardening, recycling, Kids in Motion (parent led PE program), BRAVO Music Program, math club, and classroom volunteering. Willett has an active PTA, English Learner Advisory Committee and Site Council whose members collaborate often and are proactive about including new parents in the school. Many of our Willett staff and parents are involved in district-level committees. Being close to UC Davis provides us access to professors, student volunteers and interns, curriculum resources and pedagogical training and collaborative work opportunities. Staff members work in grade-level, across grade level, and site-based teams to plan together for student success. Expectations of positive character traits: Students and staff are expected to treat each other respectfully and act responsibly. Students and staff are trained in using Kelso's Choices. Students who solve problems using Kelso's Choices on the playground receive a ticket to meet and review their positive choices with the counselor. They also receive a small prize for using good choices. Students are rewarded for positive behavior by obtaining a "High Five Referral" to the principal. Students receive this referral for going above and beyond what is expected of a student on campus, meeting a specific goal or helping our school. Students meet with the principal, contact a parent or guardian by phone to tell them the good news, receive a pencil, have their name on the office bulletin board and are recognized at the next assembly. Students can also receive Golden Tickets for good citizenship. These tickets are given to students by custodians, noon supervisors and secretaries as a way of increasing positive interactions. One name is pulled per classroom per month and those students bring a friend to have popsicles with the principal. Monthly assemblies highlight students and classes being successful and having good character. These assemblies focus on monthly character traits and are organized and run by student council. Student Ambassadors are students who work with students new to our school to orient them on campus and introduce them to staff and our expectations. Our PTA Parent Liaison engages with every new family, insuring they know about resources and how to connect on campus. She also invites them to the monthly principal meeting and insures they are connected to our weekly newsletter. PTA has various community events throughout the year to support our school and community programs (Auction and Family Movie Night). The principal also hosts monthly

meetings for parents. She gives updates about what is happening on campus and parents have the opportunity to ask questions.

4. Other elements of importance to school's vision/mission:

The Willett staff is dedicated to high expectations for their students academically and socially. Staff and students use Kelso's Choices to learn about how to make good decisions and empower students to speak up for themselves. Consistent school signage in all classrooms and public spaces reflect site mission and district policies. The staff works very closely together to create the best learning environment for students with an emphasis on growth mindset and goal setting. Staff meetings include significant blocks of time to articulate within and between grade levels about curriculum and student growth. Grade level teams meet regularly to continue the high quality of education that families receive at the school. Teachers align their school schedules to allow for differentiation between classrooms. Enrichment activities, including guest speakers and field trips are also a priority for the Willett staff to ensure the whole child is addressed and given opportunities to experience new opportunities. Our full time school counselor works with families and staff one on one, in small groups and in classrooms to support the mental health of all on campus. She also provides in class lessons on Kelso's Choices and topics as appropriate for individual classes or groups of students. She does extensive research and presents to staff on topics that are appropriate and timely.

School Profile

Willett Elementary School is located in West Davis, close to the University of California at Davis. There are 547 students in 20 classrooms. Our school has the unique advantage of having many international students, with a variety of cultures and languages. 17.4% of our students are English Learners. Our primary ethnic make up is 49.6% white, 27.7% Asian and 9.7% Hispanic. 14.5% of our students are socioeconomically disadvantaged. 24 languages are spoken at home. Our Special Education students make up 9.2% of our school population. We have a 4th - 6th grade AIM strand. In 2014, our school was recognized as a Distinguished School in the state of California. We pride ourselves in the community that we have created at our school. Our staff is a hard working, dedicated group of educators who value children and have a wonderful interest in how children learn. They spend many hours learning best practices and being on the cutting edge of education - including NGSS, Project Based Learning, Common Core implementation, Deeper Learning, EDI, and technology. Staff dedication shows in the academic success of our students and the consistent high scores our students demonstrate on standardized tests. We were rated the number one school in the area on the Niche rating in March of 2017. Our students perform well on the 5th Grade Physical Fitness testing, and are often top ranking in our area. We have various clubs on campus including a Book Club, Gardening, Girls on the Run, Challenge Club, Chorus, Math Club, Robotics, Writing Club, After school reading club and various school day activities including student council and student ambassadors. Since we daily have changes to student enrollment, we have a PTA parent who is the liaison to new families and helps them adjust to the new school community and answer questions. These parents are encouraged to attend the monthly Principal meetings to ask questions and hear updates about our school.

Stakeholder 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

Site Council meetings, Staff Meetings, ELAC, PTA These conversations occurred with stakeholders beginning in March of 2020.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	1.71%	1.72%	1.48%	9	9	8
Asian	25.67%	27.67%	26.85%	135	145	145
Filipino	0.57%	0.76%	0.37%	3	4	2
Hispanic/Latino	12.36%	9.73%	10.37%	65	51	56
Pacific Islander	0.95%	0.57%	0.93%	5	3	5
White	51.33%	49.62%	48.15%	270	260	260
Multiple/No Response	0.19%	0.19%	11.11%	1	1	4
Total Enrollment				526	524	540

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	41	48	73
Grade 1	69	55	57
Grade 2	76	71	71
Grade 3	74	76	73
Grade 4	85	91	85
Grade 5	92	90	93
Grade 6	89	93	88
Total Enrollment	526	524	540

Conclusions based on this data:

1. There has been a increase in Kindergarten students. Other grade levels have stayed similar over time. Total school change is 3 less students since 2016-2017.
2. The overall student group population has stayed similar over the years but our Asian population has increase while the Caucasian population has decreased.
3. The Hispanic population has been on a decline since 2017/18.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	87	91	83	16.5%	17.4%	15.4%
Fluent English Proficient (FEP)	60	63	68	11.4%	12.0%	12.6%
Reclassified Fluent English Proficient (RFEP)	4	11	6	6.6%	12.6%	6.6%

Conclusions based on this data:

1. We had a decrease in the number of students who are EL.
2. We had a decline in students who were reclassified by 6%.
3. In 2019-2020 we had a decline in total number of students reclassified.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	74	78	70	72	74	70	72	74	94.6	97.3	94.9
Grade 4	89	85	92	87	81	87	87	81	87	97.8	95.3	94.6
Grade 5	89	91	87	84	87	83	84	87	83	94.4	95.6	95.4
Grade 6	87	92	92	85	83	91	85	83	91	97.7	90.2	98.9
All Grades	339	342	349	326	323	335	326	323	335	96.2	94.4	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2489.	2489.	2498.	52.86	59.72	59.46	20.00	20.83	25.68	18.57	9.72	9.46	8.57	9.72	5.41
Grade 4	2551.	2538.	2537.	63.22	54.32	57.47	24.14	24.69	24.14	8.05	14.81	12.64	4.60	6.17	5.75
Grade 5	2573.	2609.	2603.	55.95	74.71	65.06	26.19	13.79	25.30	9.52	5.75	4.82	8.33	5.75	4.82
Grade 6	2591.	2609.	2634.	42.35	48.19	68.13	32.94	36.14	20.88	12.94	12.05	7.69	11.76	3.61	3.30
All Grades	N/A	N/A	N/A	53.68	59.44	62.69	26.07	23.84	23.88	11.96	10.53	8.66	8.28	6.19	4.78

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	47.14	58.33	66.22	41.43	31.94	29.73	11.43	9.72	4.05	
Grade 4	59.77	48.15	63.22	37.93	44.44	31.03	2.30	7.41	5.75	
Grade 5	51.19	73.56	68.67	42.86	20.69	27.71	5.95	5.75	3.61	
Grade 6	42.35	51.81	64.84	43.53	37.35	29.67	14.12	10.84	5.49	
All Grades	50.31	58.20	65.67	41.41	33.44	29.55	8.28	8.36	4.78	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55.71	44.44	40.54	35.71	45.83	55.41	8.57	9.72	4.05
Grade 4	56.32	43.21	34.48	37.93	46.91	58.62	5.75	9.88	6.90
Grade 5	61.90	75.86	67.47	29.76	17.24	28.92	8.33	6.90	3.61
Grade 6	55.29	61.45	64.84	32.94	33.73	28.57	11.76	4.82	6.59
All Grades	57.36	56.97	52.24	34.05	35.29	42.39	8.59	7.74	5.37

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.71	36.11	43.24	55.71	59.72	52.70	8.57	4.17	4.05
Grade 4	42.53	44.44	43.68	51.72	51.85	51.72	5.75	3.70	4.60
Grade 5	40.48	55.17	45.78	53.57	41.38	50.60	5.95	3.45	3.61
Grade 6	30.59	33.73	54.95	64.71	60.24	41.76	4.71	6.02	3.30
All Grades	37.42	42.72	47.16	56.44	52.94	48.96	6.13	4.33	3.88

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.71	50.00	51.35	44.29	38.89	41.89	10.00	11.11	6.76
Grade 4	52.87	53.09	42.53	42.53	40.74	50.57	4.60	6.17	6.90
Grade 5	52.38	67.82	60.24	39.29	25.29	33.73	8.33	6.90	6.02
Grade 6	48.24	66.27	72.53	43.53	31.33	25.27	8.24	2.41	2.20
All Grades	50.00	59.75	57.01	42.33	33.75	37.61	7.67	6.50	5.37

Conclusions based on this data:

1. Most students are moving toward or above the standards as a cohort.
2. The amount of students who are at 'standard exceeded' is very high at Willett
3. The percentage of students not meeting standard continues to decline.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	74	78	74	74	78	74	74	78	100	100	100
Grade 4	89	85	92	89	84	92	89	84	92	100	98.8	100
Grade 5	89	91	87	87	87	85	87	87	85	97.8	95.6	97.7
Grade 6	87	92	92	85	85	91	85	85	91	97.7	92.4	98.9
All Grades	339	342	349	335	330	346	335	330	346	98.8	96.5	99.1

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2502.	2487.	2483.	48.65	47.30	43.59	33.78	28.38	35.90	12.16	14.86	12.82	5.41	9.46	7.69
Grade 4	2537.	2533.	2531.	43.82	45.24	44.57	28.09	27.38	27.17	23.60	21.43	19.57	4.49	5.95	8.70
Grade 5	2563.	2600.	2589.	48.28	67.82	62.35	21.84	17.24	11.76	17.24	10.34	20.00	12.64	4.60	5.88
Grade 6	2606.	2613.	2644.	51.76	52.94	68.13	17.65	24.71	18.68	17.65	17.65	9.89	12.94	4.71	3.30
All Grades	N/A	N/A	N/A	48.06	53.64	54.91	25.07	24.24	23.12	17.91	16.06	15.61	8.96	6.06	6.36

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	68.92	64.86	60.26	20.27	22.97	30.77	10.81	12.16	8.97	
Grade 4	55.06	58.33	55.43	30.34	25.00	30.43	14.61	16.67	14.13	
Grade 5	54.02	71.26	64.71	26.44	18.39	23.53	19.54	10.34	11.76	
Grade 6	57.65	58.82	71.43	23.53	30.59	25.27	18.82	10.59	3.30	
All Grades	58.51	63.33	63.01	25.37	24.24	27.46	16.12	12.42	9.54	

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			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	56.76	45.95	47.44	29.73	41.89	43.59	13.51	12.16	8.97	
Grade 4	50.56	55.95	48.91	40.45	33.33	38.04	8.99	10.71	13.04	
Grade 5	52.87	64.37	58.82	29.89	27.59	34.12	17.24	8.05	7.06	
Grade 6	48.24	51.76	62.64	35.29	38.82	32.97	16.47	9.41	4.40	
All Grades	51.94	54.85	54.62	34.03	35.15	36.99	14.03	10.00	8.38	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51.35	54.05	46.15	43.24	31.08	48.72	5.41	14.86	5.13
Grade 4	52.81	46.43	50.00	40.45	45.24	35.87	6.74	8.33	14.13
Grade 5	47.13	63.22	51.76	36.78	31.03	36.47	16.09	5.75	11.76
Grade 6	55.29	54.12	70.33	31.76	36.47	23.08	12.94	9.41	6.59
All Grades	51.64	54.55	54.91	37.91	36.06	35.55	10.45	9.39	9.54

Conclusions based on this data:

1. The new math adoption four years ago, and the switch in how math has been taught is taking a while to transition. Results might be affected by EL students who cannot understand the language in the test.
2. Concepts and procedures % above standard is relatively the same the past two years with a slight increase after 2016-17.
3. Standards nearly met and not met has decreased over the three year period.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1453.9	1459.0	1462.9	1466.5	1433.2	1441.3	18	15
Grade 1	1490.1	1485.2	1473.8	1481.8	1505.7	1488.2	17	19
Grade 2	1503.8	*	1497.9	*	1509.3	*	12	8
Grade 3	*	*	*	*	*	*	*	10
Grade 4	1509.1	1550.8	1507.5	1559.0	1510.4	1542.2	16	13
Grade 5	*	1570.3	*	1579.8	*	1560.2	*	13
Grade 6	*	*	*	*	*	*	*	6
All Grades							86	84

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	40.00	*	26.67	*	33.33	*	0.00	18	15
1	76.47	31.58	*	42.11	*	15.79	*	10.53	17	19
2	*	*	*	*	*	*	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*
4	*	38.46	*	53.85		0.00	*	7.69	16	13
5	*	61.54	*	0.00	*	30.77	*	7.69	*	13
6	*	*	*	*	*	*	*	*	*	*
All Grades	51.16	44.05	19.77	27.38	12.79	20.24	16.28	8.33	86	84

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.11	46.67	*	13.33	*	26.67	*	13.33	18	15
1	*	36.84	*	31.58	*	21.05	*	10.53	17	19
2	*	*	*	*		*	*	*	12	*
3	*	*	*	*	*	*	*	*	*	*
4	*	69.23	*	23.08	*	0.00	*	7.69	16	13
5	*	61.54	*	23.08		7.69	*	7.69	*	13
6	*	*	*	*	*	*	*	*	*	*
All Grades	58.14	53.57	15.12	22.62	13.95	11.90	12.79	11.90	86	84

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	26.67	*	60.00	*	13.33	*	0.00	18	15
1	70.59	15.79	*	47.37	*	26.32		10.53	17	19
2	*	*	*	*		*	*	*	12	*
3		*	*	*	*	*	*	*	*	*
4	*	15.38	*	53.85	*	30.77	*	0.00	16	13
5	*	23.08	*	30.77	*	46.15	*	0.00	*	13
6	*	*	*	*	*	*	*	*	*	*
All Grades	38.37	23.81	24.42	41.67	15.12	26.19	22.09	8.33	86	84

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	83.33	46.67	*	53.33	*	0.00	18	15	
1	82.35	63.16	*	36.84	*	0.00	17	19	
2	*	*	*	*	*	*	12	*	
3	*	*	*	*	*	*	*	*	
4	*	69.23	*	23.08	*	7.69	16	13	
5	*	46.15	*	46.15		7.69	*	13	
6	*	*	*	*	*	*	*	*	
All Grades	63.95	50.00	22.09	42.86	13.95	7.14	86	84	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	46.67	*	40.00	*	13.33	18	15
1	*	26.32	*	47.37	*	26.32	17	19
2	*	*	*	*	*	*	12	*
4	*	61.54	*	30.77	*	7.69	16	13
5	*	69.23	*	30.77	*	0.00	*	13
6	*	*	*	*	*	*	*	*
All Grades	56.98	52.38	25.58	35.71	17.44	11.90	86	84

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	100.00	*	0.00	18	15
1	76.47	42.11	*	52.63		5.26	17	19
2	*	*	*	*	*	*	12	*
3	*	*	*	*	*	*	*	*
4	*	38.46	*	61.54	*	0.00	16	13
5	*	46.15	*	46.15	*	7.69	*	13
6	*	*	*	*	*	*	*	*
All Grades	46.51	32.14	30.23	58.33	23.26	9.52	86	84

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	86.67	*	13.33	*	0.00	18	15
1	*	15.79	*	68.42		15.79	17	19
2	*	*	*	*	*	*	12	*
4	*	0.00	*	92.31	*	7.69	16	13
5	*	15.38	*	84.62	*	0.00	*	13
6	*	*	*	*	*	*	*	*
All Grades	30.23	26.19	60.47	67.86	*	5.95	86	84

Conclusions based on this data:

1. The data is not significant enough for us to address.
2. The data that is significant is very high. Students are doing well and learning English by the spring.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
524	14.5	17.4	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	91	17.4
Foster Youth	1	0.2
Socioeconomically Disadvantaged	76	14.5
Students with Disabilities	48	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.7
Asian	145	27.7
Filipino	4	0.8
Hispanic	51	9.7
Two or More Races	51	9.7
Pacific Islander	3	0.6
White	260	49.6

Conclusions based on this data:

1. The English Learner numbers are higher overall throughout the school year than what is presented in this data.
2. White students make up the majority of the population with Asian coming in at 27.7%,

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 422 479 453">English Language Arts</p>  <p data-bbox="305 506 360 531">Blue</p>	<p data-bbox="673 422 950 453">Chronic Absenteeism</p>  <p data-bbox="792 506 847 531">Green</p>	<p data-bbox="1177 422 1388 453">Suspension Rate</p>  <p data-bbox="1263 506 1318 531">Green</p>
<p data-bbox="251 619 414 651">Mathematics</p>  <p data-bbox="305 703 360 728">Blue</p>		

Conclusions based on this data:

1. Chronic absenteeism has been affected by Distance Learning for the better.
2. We are happy with the performance of our students in Math and English/Language Arts.
3. Our staff has the philosophy of not suspending.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 85.8 points above standard Increased ++7.5 points 330	<p>English Learners</p>  Green 42.9 points above standard Increased ++11.1 points 51	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Blue 45.2 points above standard Increased Significantly ++10.5 points 38	<p>Students with Disabilities</p>  Yellow 2.9 points below standard Maintained ++2.3 points 36

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Blue 113.7 points above standard Maintained -2.2 points 88	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 29.7 points above standard Increased Significantly ++24.1 points 28	 No Performance Color 82.3 points above standard Increased ++5.6 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 82.1 points above standard Increased ++6.9 points 172

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
12.3 points below standard Increased Significantly ++31.1 points 27	105.1 points above standard Increased Significantly ++15.1 points 24	86.2 points above standard Increased ++3.9 points 249

Conclusions based on this data:

1. In special education, we were encouraging families to assess their students to get a baseline and have exposure to the assessments.
2. The individual help for English Learners (targeted instruction) is very successful, as shown in the results. It speaks to the Youth Truth results that our SED students feel engaged on campus.
3. There does not appear to be a crisis.

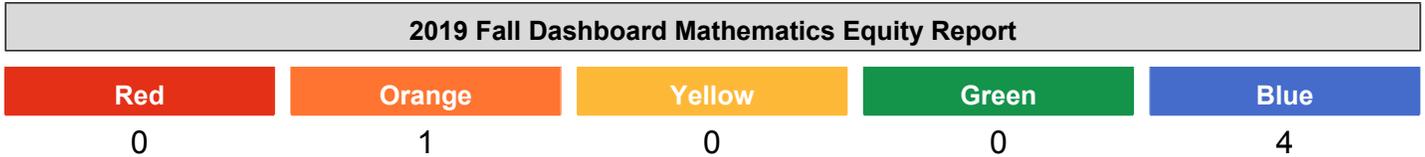
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>65.1 points above standard</p> <p>Increased ++5.1 points</p> <p>329</p>	<p>English Learners</p>  <p>Blue</p> <p>43.5 points above standard</p> <p>Increased Significantly ++16.9 points</p> <p>51</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>22.6 points above standard</p> <p>Increased Significantly ++18.1 points</p> <p>38</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>27.6 points below standard</p> <p>Declined Significantly -17.4 points</p> <p>36</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Blue 108.9 points above standard Increased ++4.1 points 88	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 4.7 points above standard Increased Significantly ++24.5 points 28	 No Performance Color 62.6 points above standard Declined -8.4 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 55 points above standard Maintained ++2.2 points 171

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6.3 points above standard Increased Significantly ++38.9 points 27	85.4 points above standard Increased ++13 points 24	59.3 points above standard Maintained -1.1 points 248

Conclusions based on this data:

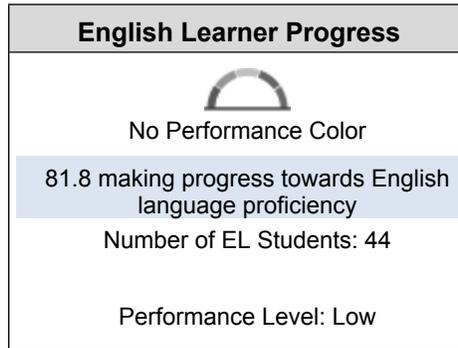
1. English Learners who are new to the country have to assess in math, which is very language embedded.
2. Our reclassified students perform very well on assessments.
3. Hispanic scores have improved significantly. Our Asian students dropped a little, but are still performing well above the standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 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.

2019 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
6	2	14	22

Conclusions based on this data:

1. We have so much movement of EL students, we wonder how long these students have been at Willett.
2. Need to look into why 6 students did not improve.
3. But, we have a high number who scored well.

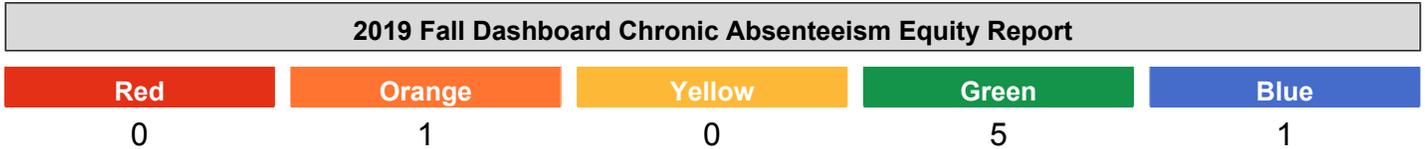
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.3</p> <p>Maintained +0.4</p> <p>548</p>	<p>English Learners</p>  <p>Green</p> <p>6.7</p> <p>Declined -0.8</p> <p>105</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.3</p> <p>Declined -2.8</p> <p>96</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>4.3</p> <p>Declined -5.2</p> <p>70</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 3.2 Increased Significantly +3.2 156	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.3 Declined -5.2 54	 Green 1.9 Increased +1.9 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 2.2 Maintained +0.1 270

Conclusions based on this data:

1. A lot of English Learners are traveling because they are in the city for such a short time.
2. Why do our SED students have so many absences? What can we do to support them?
3. Does the district's attendance program improve attendance?

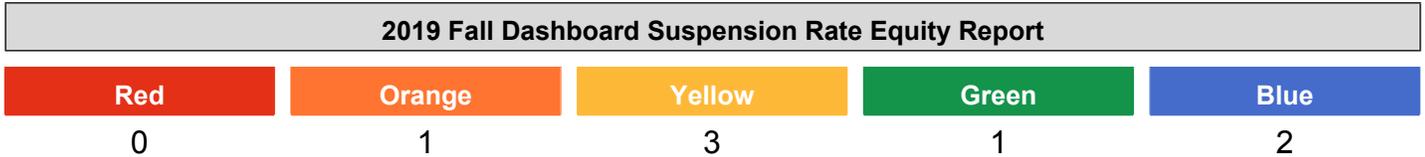
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.4</p> <p>Increased +0.4</p> <p>563</p>	<p>English Learners</p>  <p>Yellow</p> <p>0.9</p> <p>Increased +0.9</p> <p>112</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>1</p> <p>Increased +1</p> <p>101</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>1.4</p> <p>Increased +1.4</p> <p>71</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0 11		 Yellow <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0.6 Increased +0.6 165	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0 Maintained 0 57	 Blue <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0 Maintained 0 52	 No Performance Color Less than 11 Students - Data 3	 Green <div style="background-color: #cccccc; width: 100px; height: 20px; margin: 5px auto;"></div> 0.4 Increased +0.4 271

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.4

Conclusions based on this data:

1. We do not typically suspend at our school. We use other forms of consequences.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Close the Opportunity and Achievement Gap

Goal Statement

80% of students will increase their ELPAC score by one level by Spring 2021. 80% of students will perform at or above grade level on district ELA benchmark assessments. 80% of all students will perform at or above grade level on math benchmarks.

LCAP Goal

Close the Opportunity and Achievement Gap

Basis for this Goal

SBAC dashboard data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
We will look at ELPAC, CAASPP, MDTP, and report cards to show growth of students. Since we do not receive ELPAC data until the following year, this measure is not applicable.	Currently (April 2020), we have 36 students at Level 1 and 2, 22 students at Level 3, and 15 at Level 4, for a current total of 73 students. Spring benchmark data and CAASPP scores. EL students struggle with vocabulary development as do low SES in general.	We anticipate that each student will show growth in not only their academic progress, but also in their English Language Development with the use of scheduled reading support and intervention. Vocabulary development and conceptual instruction will increase student's math comprehension and competency. Math paraeducator support is utilized in the upper grades (4-6) which will increase scores due to targeted instruction.

Planned Strategies/Activities

Strategy/Activity 1

Paraeducator to provide small group ELD instruction to English Learner Students at Beginner through Intermediate levels. Students at Early Advanced and above levels will be assessed and provided support in this program as needed, or in the regular classroom.

Measures: We will see growth of at least one proficiency level from spring 2020 to spring 2021 with the students attending the small group instruction. The EL Specialist works in conjunction with the Reading Specialist, Speech Therapist, Special Education teachers and classroom teachers to provide specific instruction based on each child's individual needs.

Students to be Served by this Strategy/Activity

English Learner Students

Timeline

Start Date : 8/26/20 Completion Date : 6/10/2021

Person(s) Responsible

EL Specialist (20 hours)

Proposed Expenditures for this Strategy/Activity

Amount	8,358
Source	LCFF - Supplemental
Description	Salary for paraeducator

Strategy/Activity 2

Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Willett EL Specialist will provide staff development, coaching, curriculum development, and direct instructional support.

Measures: ADEPT, ELPAC, and formative assessments.

Students to be Served by this Strategy/Activity

English Learner students

Timeline

Start Date : 8/26/20 Completion Date : 6/10/2021

Person(s) Responsible

District EL Coordinator, Site Principal

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	EL Specialist .50 FTE

Strategy/Activity 3

Paraeducators, along with the reading specialist, will lead and support small group instruction kindergarten through 6th grade, including reading support for EL students. Groups will target specific needs and also provide frontloading for intermediate students. Second grade teachers also support a 2nd/3rd grade after school reading program two days per week. Measures: we will evaluate growth of first graders by their progression through the district assessments and classroom assessments. We will evaluate 2nd through 6th graders by their classroom assessments and reading room assessments in the spring of 2021.

Students to be Served by this Strategy/Activity

All students

Timeline

8/26/20 Completion Date : 6/10/2021

Person(s) Responsible

Reading Specialists and reading paraeducators

Proposed Expenditures for this Strategy/Activity

Amount

20,164

Source

LCFF - Base

Description

Paraeducator Salaries

Amount

27,500

Source

Parent-Teacher Association (PTA/O)

Description

Paraeducator Salaries

Strategy/Activity 4

Primary Grades Reading Paraeducator, .1 FTE

Students to be Served by this Strategy/Activity

Primary grade students receiving intervention from our reading paraeducators

Timeline

8/26/20 Completion Date : 6/10/2021

Person(s) Responsible

Classroom teachers, reading specialist and paraeducators

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Description

Primary Grades Reading Paraeducator

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students and staff

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Strategy/Activity 6

Supports will be given to students who need help with math concepts. The math paraeducator will continue to provide support for 1st through 6th grade students needing support with basic concepts. Measures: increase math proficiency as monitored on classroom assessments.

Students to be Served by this Strategy/Activity

All students

Timeline

8/26/20 Completion Date : 6/10/2021

Person(s) Responsible

Paraeducator (26 hours per week)

Proposed Expenditures for this Strategy/Activity

Amount	22,575
Source	LCFF - Supplemental
Description	Math Paraeducator

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

21st Century Teaching and Learning

Goal Statement

Students will apply critical thinking through the use of the Makerspace and increased classroom engagement through guided supports and enriched lesson plans.

LCAP Goal

21st Century Teaching and Learning

Basis for this Goal

Youth Truth Survey data shows that 21st Century Learning is improving through the use of the Makerspace and through improved instructional strategies that will be supported by the implementation of PBIS. All students will be supported by a consistent behavior support system which will improve both the amount of time gained by on-task behavior and also by the improvement in student support services increased because of classroom behavior improvement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Positive improvements on the LCAP, Youth Truth feedback.	Our Youth Truth data shows that the school's 21st century learning is consistently higher than the district average and continues to climb in the areas of real world problem solving and finding solutions to problems without direct instruction on how to do so. With the continued development of the Makerspace, as well as the introduction of PBIS to the site, improvement of student learning will continue.	Improvements in student engagement by use of Makerspace and increased student engagement through more guided supports within the class via PBIS.

Planned Strategies/Activities

Strategy/Activity 1

We will continue to be creative in our instructional practices. Students and staff will utilize the Makerspace and PBIS to improve student engagement and productivity through creating interest in lessons and following behavioral protocols and strategies to keep students engaged and on track with their learning with reduced distraction. We will elicit ideas from staff on what we will purchase for the Makerspace room to enhance student learning. Items will be included in the room as the need arises.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : 8/26/2020 Completion Date : 6/10/2021

Person(s) Responsible

Teachers
Principal/Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Parent-Teacher Association (PTA/O)
Description	Donations to Makerspace

Strategy/Activity 2

Instructional Computer Technician

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : 8/26/2020 Completion Date : 6/10/2021.

Person(s) Responsible

ICT staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Instructional Computer Technician, .50 FTE

Strategy/Activity 3

Academic Conferencing

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : 8/26/2020 Completion Date : 6/10/2021.

Person(s) Responsible

All teaching staff and principal

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Description

Substitute teachers for academic conferencing. During academic conferencing, teachers are meeting to discuss student data to determine data based tiered supports.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Inclusive Environment

Goal Statement

All students at Willett will experience an inclusive and safe climate that promotes social and emotional health.

LCAP Goal

The school and its facilities will be safe and inclusive environments.

Basis for this Goal

Youth Truth, attendance, and behavior intervention data (PBIS).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SWIS data systems, Youth Truth data, attendance data, and suspension data.	Spring benchmark data and CAASPP scores.	90% of students receive less than two referrals per year. Improvement of student behavior in class and on campus. Decreased class disruption and suspension rates. Decreased absence rates by 2%.

Planned Strategies/Activities

Strategy/Activity 1

Students in Kinder through 6th grades will be taught and supported using behavior strategies that are site wide and implemented in each class. Student conflicts, playground behaviors, and transitional issues will be addressed using restorative practices, and tiered supports that focus on behavioral support from all staff on campus.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : 8/26/2020 Completion Date : 6/10/2021

Person(s) Responsible

All teachers, support staff, counselor, and administration

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Counselor 1.0 fte supporting k-6 with student instruction in classes and in small groups for social emotional learning.
Source	None Specified

Strategy/Activity 2

PBIS Conferencing

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : 8/26/2020 Completion Date : 6/10/2021

Person(s) Responsible

PBIS team, Principal

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Release time for team to meet for PBIS/MTSS conferences and/or for site planning and implementation

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

80% of students will increase their ELPAC score by one level by Spring 2020.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
We will look at ELPAC, CAASPP and report cards to show growth of students. Since we do not receive ELPAC data until the following year, this measure is not applicable.	We anticipate that each student will show growth in not only their academic progress, but also in their English Language Development.	Student growth and development increased as expected.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Paraeducator to provide small group ELD instruction to English Learner Students at Beginner through Intermediate levels. Students at Early Advanced and above levels will be assessed and provided support in this program as needed, or in the regular classroom.</p> <p>Measures: We will see growth of at least one proficiency level from spring 2020 to spring 2021 with the students attending the small group instruction. The EL Specialist works in conjunction with the Reading Specialist, Speech Therapist, Special Education teachers and classroom teachers to provide specific instruction based on each child's individual needs.</p>		Salary for paraeducator LCFF - Supplemental 8,037	Salary for paraeducator LCFF - Supplemental 8,037

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Willett EL Specialist will provide staff development, coaching, curriculum development, and direct instructional support.</p> <p>Measures: ADEPT, ELPAC, and formative assessments.</p>		<p>EL Specialist .50 FTE District Funded 30,000</p>	<p>EL Specialist .50 FTE District Funded 30,000</p>

Analysis

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

Students were supported in class and during push out sessions.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The paraeducator was effective and successful in supporting student growth with emotional growth due to advancement as a positive result.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were none. Distance Learning came to be but para support continued via virtual sessions.

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 will be an increase in cost due to the passing of Measure G.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

To increase 21st Century Learning on campus.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Positive improvements on the Youth Truth 21st Century Goals feedback.	We expect improvement in these results, as we continue to enhance our pedagogy and student access to the Makerspace Room.	

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>We will continue to be creative in our instructional practices. Our goal is to have students and staff give us feedback on how the new Makerspace area can be used and what materials are needed for it. We will elicit feedback from students and staff as we design the use of the room. Teachers will also continue to enhance and share their instructional strategies as they continue to attend professional development and share with each other.</p>		<p>donations to the Makerspace Room Parent-Teacher Association (PTA/O) 1,000</p>	<p>Parent-Teacher Association (PTA/O) 679</p>
<p>We will elicit ideas from staff on what we will purchase for the room to enhance student learning. Items will be included in the room as the need arises.</p>		<p>Substitute teachers for academic conferencing District Funded 6,000</p>	

Analysis

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

Monies were available to expand the use of the Makerspace although not fully utilized as was planned due to Distance Learning. Academic conferencing was used and is highly supported in designing and supporting student development.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Makerspace funding needs to stay the same until this space is used more efficiently and effectively. Academic conferencing is used efficiently and should continue.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was money not spent on the Makerspace due to Distance Learning.

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.

No changes.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

90% of students will perform at or above grade level on district ELA benchmark assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Growth on benchmark assessments and CAASPP data.	We anticipate good growth with our students with the amount of MTSS support and our scheduling for reading support and intervention.	Measurements were not completed due to Distance Learning

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Paraeducators, along with the reading specialist, will lead and support small group instruction kindergarten through 6th grade, including reading support for EL students. groups will target specific needs and also provide frontloading for intermediate students. Second grade teachers also support a second/third grade after school reading program two days per week. Measures: We will evaluate growth of first graders by their progression through the district assessments and classroom assessments. We will evaluate 2nd through sixth graders by their classroom assessments and Reading room assessments in the spring of 2020.</p>	Same	<p>Paraeducator Salaries LCFF - Base 19,388</p> <p>Paraeducator Salaries Parent-Teacher Association (PTA/O) 25,000</p>	<p>Paraeducator Salaries LCFF - Base 19,388</p> <p>Paraeducator Salaries Parent-Teacher Association (PTA/O) 25,000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
3rd Grade Reading paraeducator, .1 FTE per 3rd grade class	Same	3rd Grade Reading Paraeducator District Funded 9,000	3rd Grade Reading Paraeducator District Funded 9,000
Instructional Computer Technician, .5 FTE	1.0 INstructional Technician from December through June 2020, .50 site funded	Instructional Computer Technician, .50 FTE District Funded 25,500	Instructional Computer Technician, .50 FTE District Funded 25,500

Analysis

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

Same as planned activity above.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategy is highly effective in supporting language learners.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Distance Learning made support go digital through the use of Webex and Google Suite.

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.

Only changes in delivery due to Distance Learning.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	79,597.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	19980	-184.00
LCFF - Supplemental	30576	-357.00
District Funded	0	0.00
Parent-Teacher Association (PTA/O)		

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	20,164.00
LCFF - Supplemental	30,933.00
Parent-Teacher Association (PTA/O)	28,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	29,522.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Base	20,164.00
	LCFF - Supplemental	22,575.00
	LCFF - Supplemental	8,358.00
	Parent-Teacher Association (PTA/O)	27,500.00
	Parent-Teacher Association (PTA/O)	1,000.00

School Site Council Membership

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

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

Name of Members	Role
John Campbell	Principal
Christine Didas	Classroom Teacher
Anahita Enzerink	Classroom Teacher
Elizabeth Petteys	Other School Staff
Sarah McCaffrey	Classroom Teacher
Douglas Rowland	Parent or Community Member
Carolyn Schnack	Parent or Community Member
Edward Bennett	Parent or Community Member
Catie Hembrow	Parent or Community Member
Julie Cuetara	Other School Staff
Ted Tucker	Parent or Community Member
Natalia Baltazar-Churchward, Parent Alternate	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
Approved via email	English Learner Advisory Committee
Approved via email	Gifted and Talented Education Program Advisory Committee
Approved via email	Departmental 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 5/20/20.

Attested:



Approved via email

Principal, John Campbell on
SSC Chairperson, Ted Tucker on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program