

School Year: **2019-20**



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	Heidi Perry
District Name	Davis Joint Unified School District
SPSA Revision Date	3/13/19
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	June 22, 2017

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 532 students in 20 classrooms. Our school has the unique advantage of having many international students, with a variety of cultures and languages. 18% of our students are English Learners. Our primary ethnic make up is 57% white, 28% Asian and 11% Hispanic. One fifth of our students are socioeconomically disadvantaged. 24 languages are spoken at home. Our Special Education students make up 12% 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 2019.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	%	%	1		
African American	1.5%	1.9%	1.71%	8	10	9
Asian	25.5%	25.2%	25.67%	135	133	135
Filipino	0.8%	0.6%	0.57%	4	3	3
Hispanic/Latino	12.5%	10.6%	12.36%	66	56	65
Pacific Islander	0.6%	0.6%	0.95%	3	3	5
White	52.7%	54.7%	51.33%	279	288	270
Multiple/No Response	%	0.2%	0.19%		1	1
Total Enrollment				529	527	526

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	52	47	41
Grade 1	72	65	69
Grade 2	70	75	76
Grade3	73	73	74
Grade 4	87	89	85
Grade 5	86	90	92
Grade 6	89	88	89
Total Enrollment	529	527	526

Conclusions based on this data:

1. There has been a decrease in Kindergarten and first grade students. Other grade levels have stayed similar over time. Total school change is 3 less students since 2015-2016.
2. The overall student group population has stayed similar over the years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	78	61	87	14.7%	11.6%	16.5%
Fluent English Proficient (FEP)	60	79	60	11.3%	15.0%	11.4%
Reclassified Fluent English Proficient (RFEP)	18	19	4	24.3%	24.4%	6.6%

Conclusions based on this data:

1. We had a decrease in the number of students who qualified for R-FEP. The new ELPAC assessment was implemented during this school year.
2. We continue to show an increase of English Learners. This data is a point in time, and not indicative of the whole year of EL students. Currently, 6 students should R-FEP this school year.
3. In 2017-2018 we had a total of 145 English Learners throughout the school year.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	77	74	74	64	70	72	64	70	72	83.1	94.6	97.3
Grade 4	88	89	85	86	87	81	86	87	81	97.7	97.8	95.3
Grade 5	86	89	91	82	84	87	82	84	87	95.3	94.4	95.6
Grade 6	92	87	92	86	85	83	86	85	83	93.5	97.7	90.2
All Grades	343	339	342	318	326	323	318	326	323	92.7	96.2	94.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2505.	2489.	2489.	63	52.86	59.72	27	20.00	20.83	8	18.57	9.72	3	8.57	9.72
Grade 4	2522.	2551.	2538.	52	63.22	54.32	22	24.14	24.69	12	8.05	14.81	14	4.60	6.17
Grade 5	2551.	2573.	2609.	40	55.95	74.71	32	26.19	13.79	16	9.52	5.75	12	8.33	5.75
Grade 6	2595.	2591.	2609.	42	42.35	48.19	42	32.94	36.14	10	12.94	12.05	6	11.76	3.61
All Grades	N/A	N/A	N/A	48	53.68	59.44	31	26.07	23.84	12	11.96	10.53	9	8.28	6.19

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	56	47.14	58.33	41	41.43	31.94	3	11.43	9.72	
Grade 4	48	59.77	48.15	40	37.93	44.44	13	2.30	7.41	
Grade 5	40	51.19	73.56	41	42.86	20.69	18	5.95	5.75	
Grade 6	40	42.35	51.81	49	43.53	37.35	12	14.12	10.84	
All Grades	45	50.31	58.20	43	41.41	33.44	12	8.28	8.36	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	56	55.71	44.44	39	35.71	45.83	5	8.57	9.72
Grade 4	55	56.32	43.21	31	37.93	46.91	14	5.75	9.88
Grade 5	48	61.90	75.86	35	29.76	17.24	17	8.33	6.90
Grade 6	59	55.29	61.45	36	32.94	33.73	5	11.76	4.82
All Grades	54	57.36	56.97	35	34.05	35.29	10	8.59	7.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	44	35.71	36.11	53	55.71	59.72	3	8.57	4.17
Grade 4	42	42.53	44.44	48	51.72	51.85	10	5.75	3.70
Grade 5	33	40.48	55.17	57	53.57	41.38	10	5.95	3.45
Grade 6	34	30.59	33.73	63	64.71	60.24	3	4.71	6.02
All Grades	38	37.42	42.72	55	56.44	52.94	7	6.13	4.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	52	45.71	50.00	42	44.29	38.89	6	10.00	11.11
Grade 4	35	52.87	53.09	53	42.53	40.74	12	4.60	6.17
Grade 5	51	52.38	67.82	45	39.29	25.29	4	8.33	6.90
Grade 6	64	48.24	66.27	31	43.53	31.33	5	8.24	2.41
All Grades	50	50.00	59.75	43	42.33	33.75	7	7.67	6.50

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. It is frustrating that we do not get funding for doing so well. Feel we could move those kids further along who are not meeting standards.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	77	74	74	70	74	74	70	74	74	90.9	100	100
Grade 4	88	89	85	87	89	84	87	89	84	98.9	100	98.8
Grade 5	86	89	91	84	87	87	84	87	87	97.7	97.8	95.6
Grade 6	92	87	92	88	85	85	88	85	85	95.7	97.7	92.4
All Grades	343	339	342	329	335	330	329	335	330	95.9	98.8	96.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2502.	2502.	2487.	57	48.65	47.30	29	33.78	28.38	9	12.16	14.86	6	5.41	9.46
Grade 4	2533.	2537.	2533.	44	43.82	45.24	33	28.09	27.38	16	23.60	21.43	7	4.49	5.95
Grade 5	2564.	2563.	2600.	52	48.28	67.82	12	21.84	17.24	24	17.24	10.34	12	12.64	4.60
Grade 6	2620.	2606.	2613.	63	51.76	52.94	18	17.65	24.71	14	17.65	17.65	6	12.94	4.71
All Grades	N/A	N/A	N/A	54	48.06	53.64	23	25.07	24.24	16	17.91	16.06	8	8.96	6.06

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	61	68.92	64.86	27	20.27	22.97	11	10.81	12.16	
Grade 4	59	55.06	58.33	30	30.34	25.00	11	14.61	16.67	
Grade 5	54	54.02	71.26	29	26.44	18.39	18	19.54	10.34	
Grade 6	66	57.65	58.82	25	23.53	30.59	9	18.82	10.59	
All Grades	60	58.51	63.33	28	25.37	24.24	12	16.12	12.42	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	64	56.76	45.95	29	29.73	41.89	7	13.51	12.16
Grade 4	45	50.56	55.95	44	40.45	33.33	11	8.99	10.71
Grade 5	54	52.87	64.37	27	29.89	27.59	19	17.24	8.05
Grade 6	52	48.24	51.76	41	35.29	38.82	7	16.47	9.41
All Grades	53	51.94	54.85	36	34.03	35.15	11	14.03	10.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	61	51.35	54.05	33	43.24	31.08	6	5.41	14.86
Grade 4	48	52.81	46.43	40	40.45	45.24	11	6.74	8.33
Grade 5	42	47.13	63.22	42	36.78	31.03	17	16.09	5.75
Grade 6	63	55.29	54.12	32	31.76	36.47	6	12.94	9.41
All Grades	53	51.64	54.55	37	37.91	36.06	10	10.45	9.39

Conclusions based on this data:

1. The new math adoption three 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. Parents are not able to support students at home because it is hard to understand for them. Dyslexic and dysgraphic students have trouble explaining their answers in written form in math.
3. Some teachers see holes in math with the new standards and curriculum, so are having to reteach these concepts.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1453.9	1462.9	1433.2	18
Grade 1	1490.1	1473.8	1505.7	17
Grade 2	1503.8	1497.9	1509.3	12
Grade 3	*	*	*	*
Grade 4	1509.1	1507.5	1510.4	16
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				86

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	18
Grade 1	13	76.47	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*	*	*	12
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*	*	16
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	44	51.16	17	19.77	11	12.79	14	16.28	86

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	11	61.11	*	*	*	*	*	*	18
Grade 1	*	*	*	*	*	*	*	*	17
Grade 2	*	*	*	*			*	*	12
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	16
Grade 5	*	*	*	*			*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	50	58.14	13	15.12	12	13.95	11	12.79	86

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	18
Grade 1	12	70.59	*	*	*	*			17
Grade 2	*	*	*	*			*	*	12
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	16
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	33	38.37	21	24.42	13	15.12	19	22.09	86

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	15	83.33	*	*	*	*	18
Grade 1	14	82.35	*	*	*	*	17
Grade 2	*	*	*	*	*	*	12
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	16
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	55	63.95	19	22.09	12	13.95	86

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	18
Grade 1	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*	12
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	16
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*
All Grades	49	56.98	22	25.58	15	17.44	86

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	18
Grade 1	13	76.47	*	*			17
Grade 2	*	*	*	*	*	*	12
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	16
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*
All Grades	40	46.51	26	30.23	20	23.26	86

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	18
Grade 1	*	*	*	*			17
Grade 2	*	*	*	*	*	*	12
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	16
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*
All Grades	26	30.23	52	60.47	*	*	86

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.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
526	16.3%	16.5%	0.8%

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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	87	16.5%
Foster Youth	4	0.8%
Homeless	1	0.2%
Socioeconomically Disadvantaged	86	16.3%
Students with Disabilities	47	8.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.7%
Asian	135	25.7%
Filipino	3	0.6%
Hispanic	65	12.4%
Two or More Races	38	7.2%
Pacific Islander	5	1.0%
White	270	51.3%

Conclusions based on this data:

1. The English Learner numbers are higher overall throughout the school year than what is presented in this data.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Chronic absenteeism is a product of being a traveling community and having a minimum of five days for ISP.
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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 78.7 points above standard Increased 10.9 points 314 students	<p>English Learners</p>  Green 35 points above standard Maintained -1.6 points 54 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Blue 25.6 points above standard Increased 25.1 points 37 students	<p>Students with Disabilities</p>  Yellow 9.7 points above standard Declined -5.5 points 42 students

2018 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 students	 No Performance Color 0 Students	 Blue 115.9 points above standard Maintained -0.7 points 86 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.1 points above standard Increased 20.6 points 31 students	 No Performance Color 76.7 points above standard Increased 16.9 points 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Blue 75.2 points above standard Increased 11.2 points 163 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
47.9 points below standard Increased 15.1 points 23 students	96.5 points above standard Increased 18 points 31 students	82.3 points above standard Increased 15.4 points 235 students

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. This is the first year the Hispanic subgroup has been statistically significant.

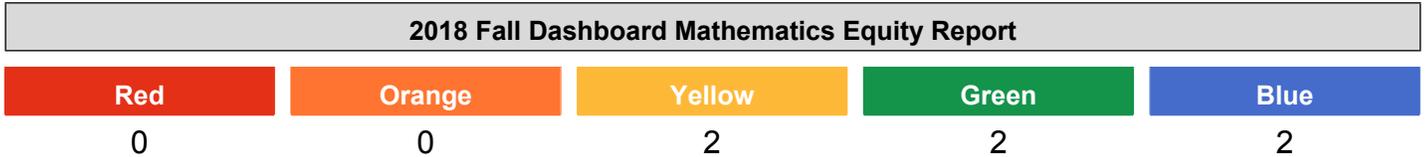
School and Student Performance Data

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 60.4 points above standard Increased 5.1 points 313 students	<p>English Learners</p>  Green 29.6 points above standard Declined -17.8 points 54 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Blue 4.8 points above standard Increased 21.4 points 37 students	<p>Students with Disabilities</p>  Yellow 1.3 points below standard Declined -8.4 points 42 students

2018 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 students	 No Performance Color 0 Students	 Green 104.8 points above standard Declined -14.5 points 86 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 21 points below standard Maintained -0.2 points 31 students	 No Performance Color 71 points above standard Increased 33.2 points 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Blue 52.8 points above standard Increased 8.4 points 162 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
34 points below standard Declined -23.3 points 23 students	76.9 points above standard Increased 5 points 31 students	60.4 points above standard Increased 14 points 234 students

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. We need to look at why our Hispanic students have taken a drop in their math assessment. 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 percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
86	51.2%	19.8%	12.8%	16.3%

Conclusions based on this data:

1. Which group of students are the 86? We have so much movement of EL students, we wonder how long these students have been at Willett.
2. We wonder how long the 16.3% have been at our school, or even in the country.
3. But, we have a high number who scored well.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable at elementary school.

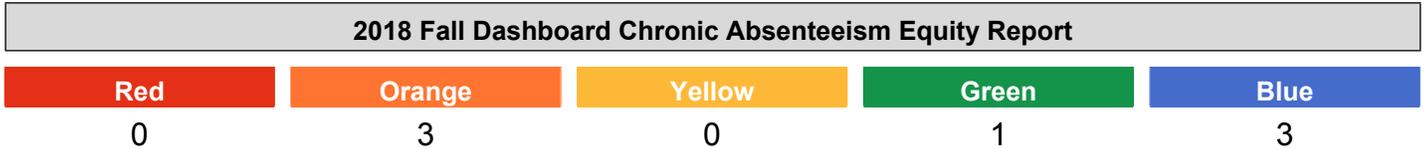
School and Student Performance Data

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2.9% chronically absent</p> <p>Maintained 0%</p> <p>551 students</p>	<p>English Learners</p>  <p>Green</p> <p>7.5% chronically absent</p> <p>Declined 1%</p> <p>107 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>11.1% chronically absent</p> <p>Increased 3.1%</p> <p>99 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>9.5% chronically absent</p> <p>Increased 2.2%</p> <p>63 students</p>

2018 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 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Blue 0% chronically absent Declined 2.1% 150 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.5% chronically absent Increased 5.9% 69 students	 Blue 0% chronically absent Maintained 0% 37 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Blue 2.2% chronically absent Declined 0.5% 277 students

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. It is concerning that our Hispanic students increased and have such a high absence rate.

School and Student Performance Data

Academic Engagement Graduation Rate

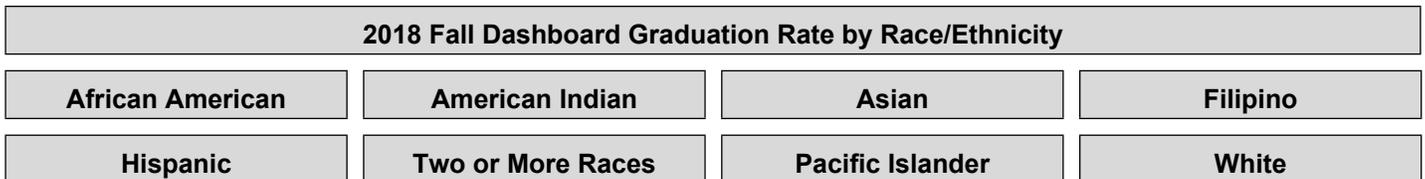
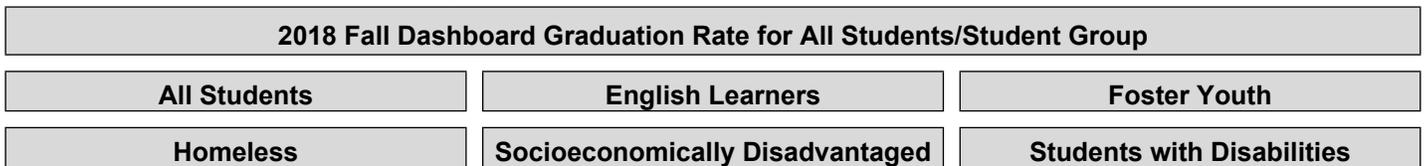
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

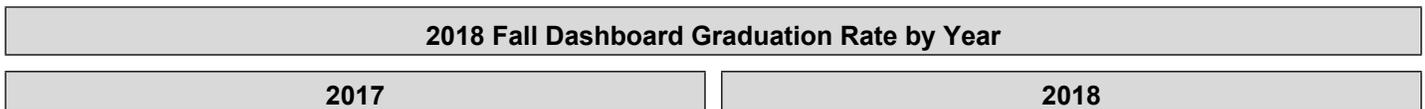
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. Not applicable at elementary school.

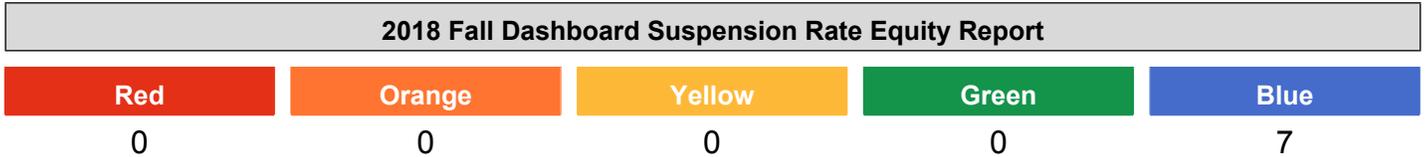
School and Student Performance Data

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0% suspended at least once Maintained -0.2% 562 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 114 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 2 students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Declined -1.1% 100 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Maintained 0% 63 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 156 students	 No Performance Color Less than 11 Students - Data 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 71 students	 Blue 0% suspended at least once Maintained 0% 37 students	 No Performance Color Less than 11 Students - Data 5 students	 Blue 0% suspended at least once Maintained 0% 280 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.5% suspended at least once	0.2% suspended at least once	0% suspended at least once

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

English Language Development

Goal Statement

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

LCAP Goal

Increase EL student proficiency in English Language Arts

Basis for this Goal

During the 2018-2019 school year, eight students were Redesignated FEP. We currently have 99 English Learners at Willett, but this number can grow to above 100, depending on the day of the year, as many families arrive and depart throughout the school year. We look at ELPAC, ADEPT, and in class assessments to guide our instruction for these students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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.	Currently (April 2019), we have 38 students at Level 1, 12 students at Level 2, 18 students at Level 3, and 35 at Level 4, for a current total of 103 students.	We anticipate that each student will show growth in not only their academic progress, but also in their English Language Development.

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 2019 to spring 2020 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 : 8/28/19 Completion Date : 6/11/2020

Person(s) Responsible

EL Specialist (20 hours)

Proposed Expenditures for this Strategy/Activity

Amount	8,037
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: 8/28/2019 Completion Date : 6/11/2020

Person(s) Responsible

District EL Coordinator, Site Principal

Proposed Expenditures for this Strategy/Activity

Amount	30,000
Source	District Funded
Description	EL Specialist .50 FTE

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

21st Century Learning

Goal Statement

To increase 21st Century Learning on campus.

LCAP Goal

Engage and motivate all students in order to improve each site's climate, culture and learning environment. Also, the larger goal of implementing 21st Century Learning.

Basis for this Goal

We used the Youth Truth Survey (given to students in the fall). In the area of 21st Century Learning, students were rating the learning at a lower level. However, the instructional strategies category has gone up continuously over the last four years. We want to insure the pedagogy is aligning with 21st Century Learning and the district LCAP goals. We have created a new Makerspace room and look forward to seeing how that is utilized and enhances the students' learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Positive improvements on the Youth Truth 21st Century Goals feedback.	Our Youth Truth data in general is showing an upward trend in the positive area. Our scores are higher than the state and district averages. Areas of strength are culture and relationships and instructional strategies. There were not as strong responses (although higher than the district average) on 21st Century Learning. We have recently opened a new Makerspace Room on campus, and hope with the instructional strategies, this enhances student learning.	We expect improvement in these results, as we continue to enhance our pedagogy and student access to the Makerspace Room.

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

Teachers
Principal/Counselor

Proposed Expenditures for this Strategy/Activity

Amount

1,000

Source

Parent-Teacher Association (PTA/O)

Description

donations to the Makerspace Room

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

All teaching staff and principal

Proposed Expenditures for this Strategy/Activity

Amount

6,000

Source

District Funded

Description

Substitute teachers for academic conferencing

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English-Language Arts

Goal Statement

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

LCAP Goal

To close the achievement gap and increase ELA proficiency.

Basis for this Goal

With the implementation of CAASPP, new district benchmarks and report cards, this new data will provide baselines for good pedagogy and student progress.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Growth on benchmark assessments and CAASPP data.	Spring benchmark data and CAASPP scores.	We anticipate good growth with our students with the amount of MTSS support and our scheduling for reading support and intervention.

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

Deb Garrity and the reading paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	19,388
Source	LCFF - Base
Description	Paraeducator Salaries
Amount	25,000
Source	Parent-Teacher Association (PTA/O)
Description	Paraeducator Salaries

Strategy/Activity 2

3rd Grade Reading paraeducator, .1 FTE per 3rd grade class

Students to be Served by this Strategy/Activity

3rd grade students receive intervention from our reading paraeducators.

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

Classroom teachers, Reading Specialist and paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	9,000
Source	District Funded
Description	3rd Grade Reading Paraeducator

Strategy/Activity 3

Instructional Computer Technician, .5 FTE

Students to be Served by this Strategy/Activity

All students and staff

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

ICT staff

Proposed Expenditures for this Strategy/Activity

Amount	25,500
Source	District Funded
Description	Instructional Computer Technician, .50 FTE

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Mathematics

Goal Statement

90% of students will perform at or above grade level on math benchmarks.

LCAP Goal

To close the achievement gap and increase mathematics proficiency.

Basis for this Goal

Classroom assessments and benchmark assessments.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Results on math benchmark, MDTP (6th), CAASPP and classroom assessments.	Our students perform strong on CAASPP in math overall. However, EL students who do not have the vocabulary development struggle with the language. Also, our low SES students perform lower.	We hope with vocabulary development and conceptual instruction, students will increase their math comprehension and competency. We have increased the focus on vocabulary development and hope to see an increase in scores with the students having a better baseline of understanding. Also, we have put math paraeducator support into the upper grades (4-6), and hope to see an increase in their scores due to the targeted instruction.

Planned Strategies/Activities

Strategy/Activity 1

As we transition to Common Core, support 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 in math proficiency as monitored on classroom assessments and assessments.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

Paraeducator (26 hours per week)

Proposed Expenditures for this Strategy/Activity**Amount**

21707

Source

LCFF - Supplemental

Description

Math Paraeducator

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

EL Specialist, EL para, classroom teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

80% of students will increase their ELPAC score by one level by Spring 2019.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>We will look at the results for the ELPAC and compare them to the spring 2018 results.</p>	<p>We anticipate seeing at least one level of growth for each EL student on the ELPAC.</p>	<p>With the late arrival of ELPAC results (in the summer), we do not yet have scores to compare. However, we do have site scored preliminary results for 6th graders. Of our sixth graders, all showed one level of growth except for one student, because the student was already a Level 4. We will be reclassifying 8 students as R-FEP's.</p>

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 2018 to fall 2019 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</p>	<p>Our paraeducators collaborated with classroom teachers, the reading staff, the librarian, the special education team, and the speech therapist to provide support for English Learners. These students were front loaded with vocabulary and concepts and taught specific lessons related to their level of English competency. Having two strong paraeducators, who are also credentialed teachers made a significant impact on the growth of these students. Due to the extra hours we were able to provide to the EL program, we were able to provide intervention groups for students who did not show growth in their English Language</p>	<p>Salary for paraeducator LCFF - Supplemental 13,000</p>	<p>salary for paraeducator LCFF - Supplemental 13,000</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
instruction based on each child's individual needs.	Development. Their interventions were targeted, based on the specific need of the individual student. The EL Specialist and the paraeducator were able to plan together daily to meet the needs of the students in the best possible way.		
<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>	Mrs. Bowman attended GLAD training with our EL paraeducator. She is available to and will train staff on the strategies that are good pedagogy for any classroom. In addition, she has worked with district staff to help train ELPAC administrators and support other EL Specialists. She daily provides feedback on instructional strategies for EL students and specific students in teachers' classrooms.	EL Specialist .40 FTE District Funded 30,000	EL Specialist .40 FTE District Funded 30,000

Analysis

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

Our paraeducators collaborated with classroom teachers, the reading staff, the librarian, the special education team, and the speech therapist to provide support for English Learners. These students were front loaded with vocabulary and concepts and taught specific lessons related to their level of English competency. Having two strong paraeducators, who are also credentialed teachers made a significant impact on the growth of these students. Due to the extra hours we were able to provide to the EL program, we were able to provide intervention groups for students who did not show growth in their English Language Development. Their interventions were targeted, based on the specific need of the individual student. The EL Specialist and the paraeducator were able to plan together daily to meet the needs of the students in the best possible way.

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

We have found the collaboration and small group instruction to be incredibly helpful for students' English language acquisition. In looking at reading progress for K-6 EL students, we know 8 students are currently not showing growth. All 8 of these students are either receiving special education support services, or have general education reading services. So, we met the goal by showing that 92% of our English Learners have shown growth in their English Language Development.

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

There were none - we used it all.

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

We will be looking at various measures since the ELPAC data does not return until after school has been out of session.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

To increase positive feedback on the Youth Truth and HKS surveys.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Positive improvements on the Youth Truth and HKS Surveys.	We expect improvement in these results, as we respond to the student comments.	We did show improvement in student responses on the Youth Truth Survey from 2018 to 2019. We do continue to have students make comments about food and supervision. HKS Survey is only given every two years, so we do not have comparative data.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Work with noon supervisors to organize structured activities for lunch time. Pay for the position from discretionary funds.</p> <p>Measures: Students will show increased contentment with noon time experiences as evidenced in their surveys and informal conversations. Students will increase their time at recesses doing structured activities. Students will have the opportunity to develop teamwork, sportsmanship and athletic skills at a young age.</p>	<p>We hired an IM Director for lunch, but we could not find anyone until after school had started. She has had a positive impact on the students and the lunch time situation. Her supervised games give our more competitive students a place to play with a referee, and our more quiet students a chance to engage with physical activity in a safe zone. Also, in the spring quarter, UCD student-athletes have been coming at lunch to mentor and play games with students.</p> <p>We also hired extra noon supervisors to insure we had adequate coverage during lunch recess. Our noon supervisors have been with us most of the year and have developed strong relationships with our staff and students.</p>	Site Based Gifts and Donations 3,000	Site Based Gifts and Donations 3,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
We will continue to work with and have regular meetings with the noon supervisors to insure they are appropriately responding to student concerns. We have asked that the district office give the food feedback to our Student Nutrition Services Department.	We have had two formal meetings with the noon supervisors. Daily, the counselor and principal are checking in with how things are going and how to follow up with students. Our team is very strong and we continue to provide them support and feedback.	Substitute teachers for academic conferencing District Funded 6,000	Substitute teachers for academic conferencing District Funded 6,000

Analysis

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

We hired an IM Director for lunch, but we could not find anyone until after school had started. She has had a positive impact on the students and the lunch time situation. Her supervised games give our more competitive students a place to play with a referee, and our more quiet students a chance to engage with physical activity in a safe zone. Also, in the spring quarter, UCD student-athletes have been coming at lunch to mentor and play games with students. We also hired extra noon supervisors to insure we had adequate coverage during lunch recess. Our noon supervisors have been with us most of the year and have developed strong relationships with our staff and students.

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

The IM Director is a huge hit with the kids and has greatly decreased students being sent to the office during lunch recess. Our noon supervisors are a cohesive group who work really well together to support students in their safety and relationships on the playground. Our students have noon supervisors that they seek out on a daily basis for emotional and social support, as they have created really nice connections. We will continue to ask students how the supervision feels to them and if they feel they are appropriately being responded to.

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

There are no changes.

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.

With the district LCAP goal of 21st Century Learning, we will align our climate goal with the data about 21st Century Learning in the Youth Truth Survey.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Benchmark assessments, classroom assessments and growth on CAASPP for 3rd - 6th grades.</p>	<p>We anticipate growth in reading/language arts due to the MTSS program and intervention materials we have purchased this year.</p>	<p>Within the MTSS program, data is at least monthly evaluated to insure students are getting the directed instruction they need to make progress in their learning. Groups are flexible and constantly changing to reflect students needs. This includes staff, students and the specific pedagogy and materials used to support the need. Classroom teachers continue to be trained to do specific interventions in their classroom. Four kindergarteners received specific interventions and two have exited the program by spring. Two continue to receive intensive services. In first grade, our classroom teachers work with students who need intensive, explicit instruction to learn to read. The reading specialist, paras, EL specialist, special education teachers and paras work on specific skills for all first grade students. In our Reading Rules program (the most intensive intervention), 16 students were involved throughout the school year. 9 of the 16 came to first grade with kindergarten level skills. At trimester 2, all students are showing progress. 12 students are above, at or near grade level. The other four students have shown strong growth in phonics and high frequency words and have attained early first grade level fluency. In second grade, 10 students have received intensive intervention. Six are at grade level or above and 4 are near grade level in both reading and writing. 90% of our current third grade students are at or above grade level. The seven students who are not at grade level are continuing to receive intensive intervention in small groups, by the classroom teacher. In fourth grade, our 8 students below grade level</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		continue to receive intensive interventions. The five students in fifth grade below grade level continue to receive services. The four sixth grade students receive intensive interventions. In addition, paras and support staff run small groups for students at or above grade level, at their level to insure continued growth and enhancement. Our cohorts on the CAASPP testing are continuing to do well year to year.

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. Additional small group after school intervention with the reading specialist and a first grade teacher for 18 students who need intensive intervention. 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 2019.</p>	<p>Strategies that were planned were put in place.</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	3rd grade intervention occurred.	3rd Grade Reading Paraeducator District Funded 9,000	
Instructional Computer Technician, .5 FTE	ICT staff works with all staff and students to support learning.	Instructional Computer Technician, .50 FTE District Funded 25,500	

Analysis

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

As a staff, in the spring, we coordinate schedules and interventions and supports to best meet the needs of our students at each grade level. All of our support staff (reading specialist and 5 paras, EL specialist and para, teacher-librarian, science teachers, special education teachers and paraeducators, speech therapist and the school counselor) look at student data and plan our MTSS program based on the needs of the grade levels and the individual students.

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

Within the MTSS program, data is at least monthly evaluated to insure students are getting the directed instruction they need to make progress in their learning. Groups are flexible and constantly changing to reflect students needs. This includes staff, students and the specific pedagogy and materials used to support the need. Classroom teachers continue to be trained to do specific interventions in their classroom. Four kindergarteners received specific interventions and two have exited the program by spring. Two continue to receive intensive services. In first grade, our classroom teachers work with students who need intensive, explicit instruction to learn to read. The reading specialist, paras, EL specialist, special education teachers and paras work on specific skills for all first grade students. In our Reading Rules program (the most intensive intervention), 16 students were involved throughout the school year. 9 of the 16 came to first grade with kindergarten level skills. At trimester 2, all students are showing progress. 12 students are above, at or near grade level. The other four students have shown strong growth in phonics and high frequency words and have attained early first grade level fluency. In second grade, 10 students have received intensive intervention. Six are at grade level or above and 4 are near grade level in both reading and writing. 90% of our current third grade students are at or above grade level. The seven students who are not at grade level are continuing to receive intensive intervention in small groups, by the classroom teacher. In fourth grade, our 8 students below grade level continue to receive intensive interventions. The five students in fifth grade below grade level continue to receive services. The four sixth grade students receive intensive interventions. In addition, paras and support staff run small groups for students at or above grade level, at their level to insure continued growth and enhancement. Our cohorts on the CAASPP testing are continuing to do well year to year.

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

We use grants and site monies to purchase materials, as we need all of our funding for staff.

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

We will continue to provide services to students based on the funding we receive. We feel we have a strong program that is meeting the needs of our students currently.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

90% of students will perform at or above grade level on math benchmarks.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>CAASPP scores, MDTP and general classroom assessments.</p>	<p>With the increased support of the math paraeducator, we hope to see an increase in basic skills knowledge in the primary grades and conceptual understanding at the intermediate grades.</p>	<p>Throughout the school year, students have been given direct instruction on the specific skills they need until they master the skill. In addition, the math paraeducator works in classrooms to support students in small groups or whole class support, depending on the need of the class. Since new concepts are continually taught, students needs are different as the school year progresses. So, the groups of students are continually changing. This increase in para support for intermediate has been really helpful in supporting students who do not have basic skills or do not understand specific concepts.</p>

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>As we transition to Common Core, support will be given to students who need help with math concepts. The half time math coach will support teachers and students through in class lessons and model teaching. The math paraeducator will continue to provide support for 1st through 6th grade students needing support with basic concepts.</p> <p>Measures: Increase in math proficiency as monitored on classroom assessments.</p>	<p>The half time math coach has not been a significant support for our teachers. We have had great success with individual students when they work in small groups with the math paraeducator who is targeting the instruction at the students' levels.</p>	<p>Math Paraeducator LCFF - Supplemental 29744</p>	<p>Math Paraeducator 29744</p>

Analysis

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

Our paraeducator time in math was increased this year to support intermediate classrooms. 1st through 3rd grade levels were each given 6 hours per week of para support. 4th through 6th grade levels were each given 2 hours per week of support. And, the para has two hours per week of prep time. In some grade levels, the teachers have her working with a small group of students on specific skills or concepts. In other grade levels, she is support in the classroom during whole class lessons. She works closely with the teacher to support students, and also researches and creates curriculum to support certain concepts.

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

With the support of the paraeducator in math, we are anxious to see the CAASPP data as it comes in for math in 3rd-6th grades. In classroom assessments, teachers are showing great growth with content knowledge in 1st - 3rd grades. In 4th - 6th, students are showing greater conceptual understanding as a result of the small group instruction they are able to obtain from the math paraeducator and the teacher able to work with students in smaller groups.

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

We were able to use some of the LCFF funding for Reading paras since the pay scale for our math para was lower than we anticipated.

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

We will use specific metrics to show growth with math, and track students moving in and out of concept knowledge and basic skills growth, as it relates to paraeducator support.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 8

80% of EL students will increase their CELDT score by one level by Spring 2019.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Students will show one level of growth on the CELDT or ELPAC.	Increase of fluency and understanding of English by the end of the year. We were hoping to compare the CELDT and ELPAC, but they are not easily compared.	

Strategies/Activities for Goal 8

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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.

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	145,632.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	19,388	0.00
LCFF - Supplemental	29,744	0.00
District Funded	70,500	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	70,500.00
LCFF - Base	19,388.00
LCFF - Supplemental	29,744.00
Parent-Teacher Association (PTA/O)	26,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	95,132.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	25,500.00
	District Funded	45,000.00
	LCFF - Base	19,388.00
	LCFF - Supplemental	29,744.00
	Parent-Teacher Association (PTA/O)	25,000.00
	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
Heidi Perry	Principal
Christine Didas	Classroom Teacher
Becki Casey	Classroom Teacher
Elizabeth Petteys	Other School Staff
Sarah McCaffrey	Classroom Teacher
Jenny Canfield	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
Parshaw Vaziri, 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
	English Learner Advisory Committee

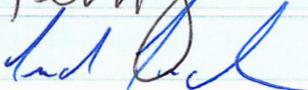
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 5/16/18.

Attested:

5/15/19

Principal, Heidi Perry 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