

The Single Plan for Student Achievement

School: Robert E. Willett Elementary School
CDS Code: 57726786056303
District: Davis Joint Unified School District
Principal: Heidi Perry
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Robert E. Willett Elementary School's Vision and Mission Statements

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. Staff members work in grade-level, across grade level, and site-based teams to plan together for student success. Twenty-eight 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. Our school was recognized as a California Distinguished School in 2014. Expectations of positive character traits: Students and staff are expected to treat each other respectfully and act responsibly. 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 community service for a local organization and how students can give back to their community.

2. Current research and practice: Teachers have been involved with Academic Conferencing to guide and align instruction. Teachers are trained in PBL, EDI, Common Core standards, best practices, NGSS, 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 California English Language Development Test (CELDT) to students who are English learners. We are on a trimester system and 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. Holding students responsible for completing homework results in significant educational gains. Teachers direct assignments and parents support students to ensure that homework is completed. At Willett, teachers assign homework four days per week to complement classroom instruction. Homework is school-related, assigned work that students must complete outside the classroom. We provide after school support for 1st - 3rd graders in the computer lab, where students have the opportunity to complete Reading Counts quizzes and read or work on homework. 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. We differentiate instruction within the classroom in a variety of ways. At staff meetings, we are articulating within grade levels and across grade levels to ensure a smooth progression of concepts.

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, BRAVO, math club, and classroom volunteering. Willett has an active PTA, ELAC 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.

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. The staff works very closely together to create the best learning environment for students. 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. 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.

School Profile

Willett Elementary School is located in West Davis, close to the University of California at Davis. There are 550 students in 21 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 ethnic make up is 51% white and 26% Asian. One fifth of our students are Socioeconomically disadvantaged. Our Special Education students make up 7% 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 families participate in monthly Community Cares events, which helps students become involved in their community and understand the value of giving back. 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, EDI, and technology.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In the spring, we do a Student Survey for 2nd through 6th graders. This is a nine question survey that asks students to state whether they agree or disagree and allows them a space to write answers to the specific questions. All of this data is compiled and shared with parent groups, staff and students. Annually, the School Climate Committee will look at the results and how to address any concerns student stated in the surveys.

Classroom Observations

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

The principal is in classrooms every day and has a strong sense of what is happening at grade levels and with individual students. Our Site Council also conducts a Self Study in the winter, which gives the group the opportunity to see various aspects of our school in action and also to meet with specialists on campus to learn about what they do to support students and families. This includes staff, parents and community members.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Recheck alignment of STAR content clusters and state standards with actual skills taught as each grade level. In service staff on access and interpretation of test scores. Staff wide analysis of STAR scores, and grade level analysis of STAR scores. Expand ways to differentiate instruction in each classroom, provide more targeted intervention and additional instructional support for specific skills as needed. Use computers for skill practice as well as preparing lessons for differentiating student needs.

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

With the new benchmarks in math and current reading/language arts and writing assessments, students will be assessed three times per year on common assessments, as ongoing common assessments are being produced.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff has the opportunity to participate in district workshops such as PLC, Common Core, Reading Teacher Collaboration and Articulation Meetings, Math Specialist meetings, Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words, District grade level standards meetings, and site staff development during staff meetings. Additional staff development on access to the District assessment data base and technology workshops will be ongoing. Time is spent at staff and grade level meetings and at District grade level in-services and meetings, to share best practices. During the school year our reading specialists and math specialist share reading strategies, demonstration lessons, and ideas on a regular basis. There is a continuing district-wide focus upon improving writing in all grades through direct instruction, regular practice and assessment. Provide site grade level collaborative time for teachers to continue to explore all of their effective reading/language arts materials, especially Six plus One Writing Traits. Continued development of differentiation strategies and support material is needed. Continue to fund math materials that can support differentiation needs of all students. Continue rechecking of alignment of SBAC content clusters and state standards with actual skills taught at each grade level

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

The district and county provide professional growth opportunities for teachers to attend throughout the school year and summer.

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

Three times per year, grade level teams will meet for Academic Conferencing to look at data, individual students, benchmarks and instructional practices to ensure we are moving students in a positive direction academically and moving towards reaching our goals.

Teaching and Learning

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

All classrooms are supplied with state adopted textbooks in language arts, mathematics, social studies, and science. Our curriculum, based on these materials, is aligned with state standards. Differentiating curriculum as well as guiding behavioral interactions to meet all students' needs in the AIM and regular classroom is very important. Our teachers work toward regular site collaboration at staff and grade level meetings, site AIM and district AIM meetings, for consistency in effectively meeting all students' needs.

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

The program at Willett for reading is quite incredible! Davis Schools Foundation and PTA have provided additional funding for Reading and EL paraeducator support. We have a half time math paraeducator who works with small groups of students.

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

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

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

Opportunity and Equal Educational Access

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

Recheck alignment of STAR content clusters and state standards with actual skills taught at each grade level. Expand ways to differentiate instruction in each classroom. Continue ongoing use of UCD interns, and parent volunteers in classrooms, for individual student support. Continue science homework group, which meets three times weekly, math club, and other lunch time and after school support groups.

14. Research-based educational practices to raise student achievement

With teachers differentiating in their classrooms, we also have support staff and programs to enhance our student's educational experience. Imagine Learning is used in the EL program to help students learn English. Moby Max, an online math and ELA program, is used in most classes to enhance skills. Teachers use a variety of web based programs to enhance instruction (Learn Zillion, TED talks, MOOC's, and various educational programs through Kindles, iPads. Chromebooks, etc. All students in grades 3-6 have access to Google accounts.

Parental Involvement

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

In our district, we have a district crisis counselor, coordinator of school climate activities and community liaison who help all schools access community and district resources. Some of these resources include Community Based English Tutoring, Parent Project, county resources, the Police Department Youth Intervention Specialist and county truancy resources. At Willett, we have a very successful reading program (including SIPPS and LIPS instruction), an English Learner program, in class supports (Reading Counts and Imagine Learning), math support with small groups for Saxon math, and math paraeducator support, interns and parent volunteers to support students in classrooms, after school care, homework clubs and enrichment activities to enhance the student's education.

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

Funding

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

Meet the needs of students performing below grade level through in class differentiation, RSP and Reading Room support. Double and triple doses of reading and writing instruction, CLAD teachers in all classrooms, small group English Language Development instruction and reading interventions. Allocate resources to the library for support in the classroom and reading intervention programs. First Grade differentiation for reading instruction features four levels of Phonics and Phonemic instruction. Three first grade teachers and the reading teacher work together to provide forty-five minutes of instruction four times a week. At third grade, reading groups are focused on specific reading strategies to insure all students end the school year reading. Teachers continue to implement the new Common Core Standards and report cards. Teachers are focusing on Project Based Learning. Purchase of supplemental materials to provide additional academic support to meet the needs of all students. Academic conferencing for teachers two times per year.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	382	387		201	201		15	10		105	92	
Growth API	946	928		957	938		761			967	960	
Base API	930	946		945	957		730	762		974	967	
Target	A	A		A	A					A	A	
Growth	16	-18		12	-19					-7	-7	
Met Target	Yes	Yes		Yes	Yes					Yes	Yes	

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	46	50		50	56		57	76		40	41	
Growth API	901	878		897	886		848	836		835	807	
Base API	857	903		918	896		815	848		822	835	
Target												
Growth												
Met Target												

Conclusions based on this data:

1. No data available for 2014 as a comparison. With the new SBAC in 2015, we will have good baseline data.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	99		100	100		100	100	
Number At or Above Proficient	341	325		185	175		8			98	83	
Percent At or Above Proficient	89.5	84.2		92.0	87.5		53.3	--		93.3	90.2	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	Yes		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		98	98	
Number At or Above Proficient	37	34		38	38		40	48		27	27	
Percent At or Above Proficient	80.4	68.0		76.0	67.9		70.2	63.2		69.2	67.5	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		--	No		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		99	100	
Number At or Above Proficient	341	328		184	174		7			98	87	
Percent At or Above Proficient	89.5	84.8		91.5	86.6		46.7	--		94.2	94.6	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		98	100	
Number At or Above Proficient	37	36		42	44		37	49		31	28	
Percent At or Above Proficient	80.4	72.0		84.0	78.6		64.9	64.5		79.5	68.3	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	No		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	2	11%	5	28%	1	5%	0	0%	10	56%	18
1	9	40%	2	8%	6	26%	0	0%	6	26%	23
2	1	10%	1	10%	2	20%	2	20%	4	40%	10
3	6	42%	3	21%	0	0%	2	16%	3	21%	14
4	2	22%	3	34%	2	22%	0	0%	2	22%	9
5	0	0%	0	0%	3	75%	0	0%	1	25%	4
6	3	34%	2	22%	2	22%	0	0%	2	22%	9
Total	23	26%	16	18%	16	18%	4	5%	28	32%	87

Conclusions based on this data:

1. Our students are showing great growth with EL instruction. This year, we reclassified 12 students Fully English Proficient (FEP).

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	47	45	
Percent with Prior Year Data	100.0%	95.6%	
Number in Cohort	47	43	
Number Met	33	35	
Percent Met	70.2%	81.4%	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	68	3	67	1		
Number Met	23	--	29	--		
Percent Met	33.8%	--	43.3%	--		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	*	Yes	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	665	670	
Percent with Prior Year Data	98.5	98.5	
Number in Cohort	655	660	
Number Met	426	443	
Percent Met	65.0	67.1	
NCLB Target	57.5	59.0	59.0
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	624	225	649	218		
Number Met	176	146	189	139		
Percent Met	28.2	64.9	29.1	63.8		
NCLB Target	21.4	47.0	22.8	49.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
Increase EL student proficiency in English Language Arts
SCHOOL GOAL #1:
80% of students will increase their CELDT score by one level by October 2016.
Data Used to Form this Goal:
During the 2014-2015 school year, 12 students were Redesignated FEP. We currently have 84 English Learners at Willett. We look at CELDT and ADEPT assessments to guide our instruction for these students.
Findings from the Analysis of this Data:
Utilizing ADEPT and CELDT testing results, we found that ELD students did not have a strong foundation of verb tenses. We utilize a program in our ELD program that focuses on the specific areas of need for our students. We also frontload vocabulary and key concepts with students. We utilize iPads, Kindles and four desktops so students have access to online skill building for English.
How the School will Evaluate the Progress of this Goal:
We will compare CELDT scores from October 2015 to October 2016.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<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 fall 2015 to fall 2016 with the students attending the small group instruction.</p>	<p>Start Date : 8/26/2015</p> <p>Completion Date : 6/11/2016</p>	EL Specialist (20 hours)	Salary for paraeducator		LCFF - Base	20,258
<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, CELDT, and formative assessments.</p>	<p>Start Date : 8/16/2015</p> <p>Completion Date : 6/11/2016</p>	District EL Coordinator, Site Principal	EL Specialist .40 FTE		District Funded	30,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
Engage and motivate all students in order to improve each site's climate, culture and learning environment.
SCHOOL GOAL #2:
75% or more of the student responses to the question "Students are respectful to each other" will be positive.
Data Used to Form this Goal:
We used the School Climate Survey (given to students in the spring). We also used informal input from parents, staff and students. Willett staff created baseline assessments for school climate by grade level. These baseline assessments have been evaluated to make goals for school climate for the school year. Data will be collected at the end of the school year to assess growth in these areas on campus. Purchases will be made to support the extracurricular activities on campus. Monthly 1st - 3rd and 4th - 6th grade assemblies have been implemented to increase staff and student awareness of expectations, to highlight giving back to the community, positive contributions and make announcements. Kindergarten will work in class on these expectations at the appropriate age level. Intramural Directors have been hired to help with lunch activities. Hootie the owl visits school weekly to meet with students.
Findings from the Analysis of this Data:
Only 68% of students responded positively to the question "Students are respectful to each other". We found that students were stating some students were using language or being rude to others on the playground. Staff reported they needed various social groups for their students, including anger management, peer relations, etc.
How the School will Evaluate the Progress of this Goal:
We will use assessments this year to evaluate the climate throughout the school year. We will also use results from social skills groups by counselor and special education staff to support these students in growth with social skills. We increased the hours for the counselor to provide more support to students and their families.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The School Climate Committee will revise grade level climate assessments to be used throughout the year. This survey will be based on the student feedback we received from 14-15 written surveys. Staff will meet to review student feedback and discuss and implement next steps to address the issues brought forward by the students. The results will also be presented to Student Council for review and input. School Climate Committee will also assess the survey results for next steps school wide.</p> <p>Measures: We will revise surveys for students and administer them during the school year.</p>	<p>Start Date : 8/26/2015 Completion Date : 6/11/2016</p>	<p>Teachers Administrator School Climate Committee</p>				
<p>Work with the director 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 winter and spring 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>Start Date : 8/26/2015 Completion Date : 6/11/2016</p>	<p>Intramural Director Noon Supervisors Teachers Principal</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Grade levels and multi-grade level groups will meet to goal set for the school year, align curriculum and benchmarks, and evaluate student assessment data.</p> <p>Measures: Staff will have a strong program for students and have the ability to do interventions with students in a timely manner, with support of grade level staff. Students will show greater success in class and more consistency with curriculum.</p>	<p>Start Date : 8/26/2015</p> <p>Completion Date : 6/11/2016</p>	<p>All teaching staff, Reading Specialists and principal</p>	<p>Substitute teachers for academic conferencing</p>		<p>District Funded</p>	<p>6,000</p>

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English-Language Arts
LEA GOAL:
To close the achievement gap and increase ELA proficiency.
SCHOOL GOAL #3:
90% of students will perform at or above grade level on district benchmark assessments.
Data Used to Form this Goal:
With the implementation of SBAC, new district benchmarks and report cards, this new data will provide baselines for good pedagogy and student progress.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
We will be able to evaluate what areas students need support with in terms of instruction. Staff will work together to find best practices for meeting these goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Paraeducators, along with the reading specialist, will lead and support small group instruction with SIPPS in first grade and in reading groups for 2nd through 6th grade, including reading support for EL students. groups will target specific needs and also provide frontloading for intermediate students. The reading staff will also support GRAB, where primary students have the opportunity to read and take Reading Counts quizzes after school.</p> <p>Measures: We will evaluate growth of first graders by their progression through the SIPPS program and classroom assessments. We will evaluate 2nd through sixth graders by their classroom assessments and Reading room assessments in the spring of 2016.</p>	<p>Start Date : 8/26/2015</p> <p>Completion Date : 6/11/2016</p>	<p>Kelly Rothgeb, Karen Karoly, Aly Ferguson</p>	Paraeducator Salaries		LCFF - Base	12,284

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
To increase student proficiency in mathematics and close the achievement gap.
SCHOOL GOAL #4:
90% of students will perform at or above grade level on math benchmarks.
Data Used to Form this Goal:
Classroom assessments and benchmark assessments.
Findings from the Analysis of this Data:
We need support in basic skills for math. We will hire a paraeducator to support teachers and students in math intervention.
How the School will Evaluate the Progress of this Goal:
We will look at growth on standards and benchmark assessment results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
As we transition to Common Core, support will be given to students who need help with math concepts. Measures: Increase in math proficiency as monitored on classroom assessments.	Start Date : 8/25/2015 Completion Date : 6/11/2016	Paraeducator (19.75 hours per week)	Math Paraeducator		LCFF - Base	13,500

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	46,042	0.00
District Funded	36,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	36,000.00
LCFF - Base	46,042.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,258.00
Goal 2	6,000.00
Goal 3	12,284.00
Goal 4	13,500.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Heidi Perry	X				
Lindsay Upcraft		X			
Kim Bobadilla		X			
Joy Klineberg				X	
Rody Boonchuoy				X	
Michelle Agnew				X	
Kim Foerster, Alternate		X			
Parshaw Vaziri (alternate)				X	
Simona Ghetti				X	
Kathy Eastham				X	
Katie Schneider			X		
Kelly Carlson		X			
Numbers of members of each category:	1	4	1	6	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

School Climate Committee

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 5/15/2013.

Attested:

Heidi Perry

Typed Name of School Principal

Signature of School Principal

Date

Joy Klineberg

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Willett Elementary School

Funding Source: District Funded

\$36,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
EL Specialist .40 FTE		\$30,000.00	English Language Development	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, CELDT, and formative assessments.
Substitute teachers for academic conferencing		\$6,000.00	School Climate	Grade levels and multi-grade level groups will meet to goal set for the school year, align curriculum and benchmarks, and evaluate student assessment data. Measures: Staff will have a strong program for students and have the ability to do interventions with students in a timely manner, with support of grade level staff. Students will show greater success in class and more consistency with curriculum.

District Funded Total Expenditures: \$36,000.00

District Funded Allocation Balance: \$0.00

Funding Source: LCFF - Base

\$46,042.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Willet Elementary School

Paraeducator Salaries	\$12,284.00	English-Language Arts	Paraeducators, along with the reading specialist, will lead and support small group instruction with SIPPS in first grade and in reading groups for 2nd through 6th grade, including reading support for EL students. groups will target specific needs and also provide frontloading for intermediate students. The reading staff will also support GRAB, where primary students have the opportunity to read and take Reading Counts quizzes after school. Measures: We will evaluate growth of first graders by their progression through the SIPPS program and classroom assessments. We will evaluate 2nd through sixth graders by their classroom assessments and Reading room assessments in the spring of 2016.
Math Paraeducator	\$13,500.00	Mathematics	As we transition to Common Core, support will be given to students who need help with math concepts. Measures: Increase in math proficiency as monitored on classroom assessments.
Salary for paraeducator	\$20,258.00	English Language Development	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

LCFF - Base Total Expenditures: \$46,042.00

LCFF - Base Allocation Balance: \$0.00

Willet Elementary School Total Expenditures: \$82,042.00