

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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The District Governing Board approved this revision of the SPSA on .

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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 with their energy, time and financial contributions. 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. 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 California English Language Development Test (CELDT) to students who are English learners. Students and teachers are then given appropriate support based on their CELDT level. 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. Teachers direct assignments and parents support students to insure 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. We provide after school support for 1st - 3rd graders in the computer lab, where students have the opportunity to read with an adult, individually or with another student. 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 coach works with teachers and students to implement best practices and support the math paraeducator who provides support for 1st through 3rd grade students.

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 with access to professors, student volunteers and interns, curriculum resources and pedagogy 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 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. PTA has various community events throughout the year to support our school and community programs (Auction, Parent Night Out, Fun Run and Family Movie Night).

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 part 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.

School Profile

Willett Elementary School is located in West Davis, close to the University of California at Davis. There are 529 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. 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, 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, 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 coffees to ask questions and hear updates about our school.

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 fall, the Youth Truth Survey was administered to all 3rd - 6th graders. In the spring, the district conducts Healthy Kids Surveys for 5th graders. All of this data is compiled and shared with parent groups, staff and students. Annually, staff, parents and students digest the results to look at strengths and areas of growth on campus.

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. The self study helps Site Council determine the best use of funds. During the 16-17 school year, teachers were focused on the implementation of the new math adoption. Many staff at Willett also piloted various curriculum for the ELA/ELD adoption that will occur in 2017-2018. Teachers are working closely with science teachers to create curriculum aligned with the new NGSS standards since our district has not yet adopted science curriculum that aligns with the new standards. Seven Willett teachers obtained their GATE certification this year. Teachers are consistently sharing and implementing various types of pedagogy, including PBL, differentiated instruction, team teaching and grade level rotations.

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)

Staff reviews state assessment results, inclusive of the dashboards and individual student data, as a site and in grade level teams. As a result, teaching staff identifies areas for additional instruction, reflects on instruction from prior year, and articulates needs for professional growth. Additionally, staff have used common assessments agreed upon in grade level teams district wide to assess the impact of their instruction and the needs of students. This process continues to evolve as assessment cycles and assessment tools are refined.

New CAASPP scores are interpreted to inform areas for growth as one of multiple measures. Staff receives instruction on access and interpretation of test scores. Staff wide analysis of CAASPP scores, and grade level analysis of 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. Local assessments include the interim assessments on CAASPP, and grade level reading, writing and math assessments that are used districtwide.

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

Staff uses curricularly embedded assessments in a formative manner so that instruction is responsive and to give teachers the information needed during academic conferencing. Some EnVision assessments are used by the classroom teacher, grade level team at the site for use in planning instruction, intervention, or flexible ability grouping. Next year's adoption of English Language Arts/English Language Development materials promise more streamlined assessment of reading, comprehension, and writing skills.

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. Formative assessments are used daily to inform instruction. We will utilize the new ELD/ELA adoption (Benchmark) assessments in 2017-2018

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)

Teachers are credentialed and teaching in their appropriate areas. Additionally, the district and site have been able to provide professional growth support in identified areas of focus. This year, many opportunities have existed for professional learning around mindset, implementation of Number Talks, and in the English Language Arts/English Language Development framework. Our Instructional Math Coaches and Differentiation Specialists have also worked with individual teachers, small professional learning cohorts, and all staff professional growth meetings.

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

In math, much energy has been invested in aligning standards, assessments, and the planned adult learning. In the 2017-2018 school year, as we learn more about the ELA/ELD standards and frameworks and adopted materials, we expect a parallel process in assessment and professional growth. All staff has worked to better understand differentiation and the intentional design of California Common Core.

Staff has the opportunity to participate in district workshops such as PLC, Common Core, Reading Teacher Collaboration and Articulation Meetings, Math Specialist meetings, GATE Certification, 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 coach share teaching 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, including the new adoption in 2017-2018. Continued development of differentiation strategies and support materials. Continue to fund math materials that can support differentiation needs of all students. Continue rechecking alignment of CAASPP content clusters and state standards with actual skills taught at each grade level. Teachers have been trained on the new ELD/ELA standards. Staff is trained in Kelso's Choices and other behavior management programs.

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

We have benefited from a Differentiation Specialist, Reading Specialists with expertise in foundational reading skills, as well as Instructional Math Coaches.

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)

Collaborative time is both supported and valued, but also explicitly designed within contract time. Monthly, there is collaborative time as a whole staff, time as a grade level at our site, time as a grade level across the district. Additionally, this year we have benefitted from many teachers submitting and receiving grants to honor their collaborative time.

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. District grade level meetings are ongoing to insure consistency of instruction across the district.

Teaching and Learning

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

As new frameworks are adopted, teachers have participated in training to better understand and implement frameworks and standards. In math, we have adopted and fully implemented State adopted materials to support this and have developed a scope and sequence for further support and alignment. We expect to parallel this process for ELA/ELD next year and continue to learn, implement, and align standards and frameworks for Social Science, Next Generation Science, and Health in the coming years.

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)

At Willett, we have an average dedicated time to math of 45 minutes per day and in ELA/ELD of at least 30 minutes per day. It is our intention to have less variability on site and district wide next year.

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 in 1st through 3rd grades.

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

While our district is not on a pacing schedule, grade level teachers meet regularly district wide and at our site to insure consistency about which standards are taught. As a staff, we organize schedules for reading, EL support, math support, science, Library, and special education to most effectively support students. This occurs in May for the following year and is based on the probable needs of students by grade level for the following year.

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

K-6 state board of education approved curriculum was purchased for mathematics and additional supplements were purchased for richer tasks and differentiation this year. ELA/ELD materials were adopted for purchase this May and will be on site for use this fall. These materials include those needed for intervention, additional depth or complexity.

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)

SBE adopted materials, EnVision are being used in our full inclusion model of instruction and support intervention in math. The same is true for Benchmark Advance, the ELA/ELD adoption. Teachers and specialists have also created and purchased materials for appropriate intervention and student support; these supports and interventions are designed to further teacher ability to facilitate instruction of state standards and student achievement.

Envision Math was adopted in 2016. The district is in the process of adopting ELD/ELA materials. These materials were piloted in 16-17 and will be adopted in 17-18. New NGSS standards are in the process of being implemented, with no current adoption for these standards. We currently use FOSS for Science, which is designed around past standards.

Opportunity and Equal Educational Access

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

Recheck alignment of CAASPP 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

We have focused practice on strategies supported by research that include: restorative practices and social emotional learning, Number Talks, formative assessment, Professional Learning Communities, Daily Five.

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, GATE differentiation instruction, MOOC's, and various educational programs through Kindles, iPads. Chromebooks, etc. All students in grades 2-6 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 Base 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, and English Learner program, in class supports (Reading Counts, Imagine Learning, Type to Learn, etc.), math support with small groups for 1st - 3rd and a half time math coach for all teachers, interns and parent volunteers to support students in classrooms, after school care, homework clubs and enrichment activities to enhance the student's education. Our school counselor is available three days per week. She is paid for out of district funding and .1 FTE via LCFF funding at the site. She has been invaluable in supporting students, families and staff regarding resources, mediation and counseling.

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)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in Con App programs.

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 and GATE certification. Purchase of supplemental materials to provide additional academic support to meet the needs of all students. Academic conferencing for teachers three times per year, including AIM strand conferencing three times per year.

18. Fiscal support (EPC)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	81	77	71	64	71	64	87.7	83.1
Grade 4	87	88	79	86	79	86	90.8	97.7
Grade 5	90	86	84	82	84	82	93.3	95.3
Grade 6	89	92	84	86	83	86	94.4	93.5
All Grades	347	343	318	318	317	318	91.6	92.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2468.2	2505.5	41	63	31	27	20	8	8	3
Grade 4	2498.7	2522.1	37	52	27	22	15	12	22	14
Grade 5	2576.2	2551.9	56	40	31	32	6	16	7	12
Grade 6	2586.2	2595.5	32	42	43	42	20	10	4	6
All Grades	N/A	N/A	42	48	33	31	15	12	10	9

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	38	56	51	41	11	3
Grade 4	33	48	47	40	20	13
Grade 5	52	40	38	41	10	18
Grade 6	35	40	52	49	13	12
All Grades	40	45	47	43	14	12

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	34	56	51	39	14	5
Grade 4	29	55	52	31	19	14
Grade 5	62	48	26	35	12	17
Grade 6	46	59	47	36	7	5
All Grades	43	54	44	35	13	10

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	31	44	63	53	6	3
Grade 4	38	42	53	48	9	10
Grade 5	39	33	55	57	6	10
Grade 6	28	34	67	63	5	3
All Grades	34	38	60	55	6	7

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	31	52	56	42	11	6
Grade 4	29	35	53	53	18	12
Grade 5	54	51	39	45	7	4
Grade 6	46	64	51	31	4	5
All Grades	40	50	50	43	10	7

Conclusions based on this data:

1. 5th grade students had lots of changes of teachers before and during the school year. The Site Council feels this impacted performance.
2. 4th grade was positively effected by the 3rd grade push-in support they had received and also staff had conducted a 3rd - 4th grade transition meeting for parents. We feel these both had a positive impact. 3rd grade also appeared to be positively impacted by this support.
3. Some felt the common core transition had negatively impacted intermediate students, as they have not had the same pedagogy throughout elementary school. It seems clear that early intervention is impactful.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	81	77	77	70	76	70	95.1	90.9
Grade 4	87	88	82	87	81	87	94.3	98.9
Grade 5	90	86	87	84	87	84	96.7	97.7
Grade 6	89	92	88	88	88	88	98.9	95.7
All Grades	347	343	334	329	332	329	96.3	95.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2483.0	2502.6	39	57	38	29	16	9	6	6
Grade 4	2515.9	2533.3	29	44	35	33	24	16	10	7
Grade 5	2564.7	2564.5	47	52	29	12	14	24	10	12
Grade 6	2608.3	2620.5	59	63	16	18	20	14	5	6
All Grades	N/A	N/A	44	54	29	23	19	16	8	8

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	58	61	29	27	12	11
Grade 4	51	59	28	30	21	11
Grade 5	54	54	30	29	16	18
Grade 6	53	66	34	25	13	9
All Grades	54	60	30	28	15	12

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	50	64	38	29	12	7
Grade 4	40	45	43	44	17	11
Grade 5	44	54	44	27	13	19
Grade 6	52	52	38	41	10	7
All Grades	46	53	41	36	13	11

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	50	61	42	33	7	6
Grade 4	46	48	37	40	17	11
Grade 5	41	42	49	42	9	17
Grade 6	55	63	40	32	6	6
All Grades	48	53	42	37	10	10

Conclusions based on this data:

1. Math paraeducator support in 1st-3rd grades seems to be positively impacting students in the concepts and procedures section.
2. There is consistent improvement in all grades and common core pedagogy seems to allow for students to see processes through various lenses.
3. Staff has worked to meet student's needs in intermediate through pre and post assessments for math groups. This appears to have a positive impact on scores.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	11%			28%			5%			0%			56%		
1	60	46		13	8		27	15		0%	8		26%	23	
2	25	40		25	20		25	20		25	10		40%	10	
3	55			27	50		9	17		16%	33		9		
4	25	33		38	22		13	22		13			13	22	
5	***	40		0%	40		***			0%	20		***		
6	***			22%	***		22%			0%			***		
Total	47	34		21	27		19	16		5	11		9	13	

Conclusions based on this data:

1. Our students are showing great growth with EL instruction. This year, we reclassified 5 students Fully English Proficient (FEP).
2. Most students move a level on the CELDT annually. However, since we have such a transient population, many students are here for a short time so the amount of EL students stays about the same throughout the school year, but the annual number is much bigger.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	11	20		21	20		5	13			13		63	33	
1	39	38		9	6		26	13			6		26	38	
2	9	36		9	23		18	18		27	9		36	14	
3	38			19	27		6	13		13	27		25	33	
4	15	27		23	18		23	18		15			23	36	
5	20	33			22		40	11			11		40	22	
6	33	17		22	50		22						22	33	
Total	25	26		16	21		18	14		7	11		34	29	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	45	43	56
Percent with Prior Year Data	95.6%	100%	100.0%
Number in Cohort	43	43	56
Number Met	35	37	41
Percent Met	81.4%	86.0%	73.2%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	67	1	70	1	74	6
Number Met	29	--	28	--	26	--
Percent Met	43.3%	--	40.0%	--	35.1%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	712
Percent with Prior Year Data	98.5	98.8	99.6
Number in Cohort	660	641	709
Number Met	443	431	456
Percent Met	67.1	67.2	64.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	649	218	673	203	721	215
Number Met	189	139	190	137	196	135
Percent Met	29.1	63.8	28.2	67.5	27.2	62.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	No		N/A

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 2018.
Data Used to Form this Goal:
During the 2016-2017 school year, five students were Redesignated FEP. We currently have 59 English Learners at Willett, but this number can grow into the 80's, depending on the day of the year, as many families arrive and depart throughout the school year. We look at CELDT, ADEPT, and in class 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 2017 to October 2018.

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 2017 to fall 2018 with the students attending the small group instruction.</p>	<p>Start Date : 8/24/2017</p> <p>Completion Date : 6/10/2018</p>	EL Specialist (20 hours)	Salary for paraeducator		LCFF - Supplemental	17,554
<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 : 8/24/2017</p> <p>Completion Date : 6/10/2018</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:
To increase positive feedback on the Youth Truth and HKS surveys.
Data Used to Form this Goal:
We used the Youth Truth Survey (given to students in the fall). We also used informal input from parents, staff and students. 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, recognize achievements, highlight giving back to the community, positive contributions and make announcements. Kindergarten will work in class on these expectations at the appropriate age level. During lunch, organized games are planned to engage students in positive play with an adult present. Hootie the owl visits school weekly to meet with students. Student Ambassadors are trained to buddy up with new students on campus. Those sixth grade students train fifth graders in the spring, and this continues year to year. 5th and 6th graders help out with younger students at PE. 6th graders also help with our lunch time recycling program. Students sit in panels for interviews of staff. There are student technology leaders who help with sound and projection equipment. Student Ambassadors work with new students to help acclimate them to our school. Student Council runs our monthly assemblies, student store, special days and various other events. Buddy classes are used to support and encourage a community support system.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
We will use the Youth Truth Survey 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
Students, staff and parents will review grade level climate assessments to be used throughout the year. 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. Measures: Results on the Youth Truth Surveys	Start Date : 8/24/2017 Completion Date : 6/9/2018	Teachers Administrator School Climate Committee	School Counselor - .10 FTE School Counselor, .5 FTE		LCFF - Base District Funded	4,195 37,500
Work with noon supervisors to organize structured activities for lunch time. Pay for the position from discretionary funds. 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.	Start Date : 8/24/2017 Completion Date : 6/9/2018	Intramural Director Noon Supervisors Teachers Principal				

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 : 8/22/2017</p> <p>Completion Date : 6/10/2018</p>	All teaching staff and principal	Substitute teachers for academic conferencing		District Funded	6,000

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 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 quizzes after school.</p> <p>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 2018.</p>	<p>Start Date : 8/24/2017</p> <p>Completion Date : 6/9/2018</p>	Deb Garrity and the reading paraeducators	Paraeducator Salaries		LCFF - Base	7,260
3rd Grade Reading paraeducator, .1 FTE per 3rd grade class			3rd Grade Reading Paraeducator		District Funded	9,000
Instructional Computer Technician, .5 FTE			Instructional Computer Technician, .50 FTE		District Funded	25,500

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 close the achievement gap and increase mathematics proficiency.
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
<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 3rd grade students needing support with basic concepts.</p> <p>Measures: Increase in math proficiency as monitored on classroom assessments.</p>	<p>Start Date : 8/24/2017 Completion Date : 6/9/2018</p>	<p>Paraeducator (18 hours per week)</p>	Math Paraeducator		LCFF - Base	6,094
			Math Paraeducator		LCFF - Supplemental	7,406

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	17,549	0.00
LCFF - Supplemental	24,960	0.00
District Funded	108,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	108,000.00
LCFF - Base	17,549.00
LCFF - Supplemental	24,960.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,554.00
Goal 2	47,695.00
Goal 3	41,760.00
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				
Deb Garrity		X			
Christine Didas		X			
Anahita Enzerink		X			
Cathy Young/Angela Hill		X			
Michelle Agnew				X	
Joy Klineberg Alternate				X	
Caren Weintraub				X	
Alicia Sullivan				X	
Julie Cuetara			X		
Parshaw Vaziri				X	
Beth McMullen				X	
Numbers of members of each category:	1	3	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 5/17/17.

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

\$108,000.00 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.
School Counselor, .5 FTE		\$37,500.00	School Climate	Students, staff and parents will review grade level climate assessments to be used throughout the year. 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. Measures: Results on the Youth Truth Surveys
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.
3rd Grade Reading Paraeducator		\$9,000.00	English-Language Arts	3rd Grade Reading paraeducator, .1 FTE per 3rd grade class
Instructional Computer Technician, .50 FTE		\$25,500.00	English-Language Arts	Instructional Computer Technician, .5 FTE
District Funded Total Expenditures:		\$108,000.00		
District Funded Allocation Balance:		\$0.00		

Willet Elementary School

Funding Source: LCFF - Base

\$17,549.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Math Paraeducator		\$6,094.00	Mathematics	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 3rd grade students needing support with basic concepts. Measures: Increase in math proficiency as monitored on classroom assessments.
Paraeducator Salaries		\$7,260.00	English-Language Arts	Paraeducators, along with the reading specialist, will lead and support small group instruction 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 quizzes after school. 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 2018.
School Counselor - .10 FTE		\$4,195.00	School Climate	Students, staff and parents will review grade level climate assessments to be used throughout the year. 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. Measures: Results on the Youth Truth Surveys

LCFF - Base Total Expenditures: \$17,549.00

LCFF - Base Allocation Balance: \$0.00

Funding Source: LCFF - Supplemental

\$24,960.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Willet Elementary School

Math Paraeducator	\$7,406.00	Mathematics	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 3rd grade students needing support with basic concepts. Measures: Increase in math proficiency as monitored on classroom assessments.
Salary for paraeducator	\$17,554.00	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 regular classroom. Measures: We will see growth of at least one proficiency level from fall 2017 to fall 2018 with the students attending the small group instruction.

LCFF - Supplemental Total Expenditures: \$24,960.00

LCFF - Supplemental Allocation Balance: \$0.00

Willet Elementary School Total Expenditures: \$150,509.00