

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Robert E. Willett Elementary School
Address	1207 Sycamore Ln. Davis, CA 95616
County-District-School (CDS) Code	57726786056303
Principal	John Campbell
District Name	Davis Joint Unified School District
SPSA Revision Date	April 21, 2022
Schoolsite Council (SSC) Approval Date	May 19, 2022

Local Board Approval Date

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

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School Vision and Mission

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

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

Willett is a collaborative learning community in which the success and well-being of all children is a high priority. Math and reading/language arts are the focus of our curriculum. Our parents are very supportive with their energy, time and financial contributions. Twenty-seven 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, AIM 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, digital assessments, and project-based evaluations. During the first weeks of school we administer the English Language Proficiency Assessment for California (ELPAC) to students who are new to our school and are English Learners. We have three report card periods each school year. We encourage parents to attend a parent-teacher conference after the first reporting period, which ends in November. Parents may also attend conferences in the spring or at any other mutually agreeable time during the year. Teachers direct assignments and parents support students to ensure that school work is completed. At Willett, teachers may assign homework four days per week to complement classroom instruction, per the district's homework policy. We also expect students to read nightly for practice and enjoyment. The district provides three days of paid time for teachers to attend academic conferences with their grade levels, support staff and the principal. This is a time to look deeply at data and individual students to work towards the best possible educational program for the students. We dismiss students early on Wednesdays to provide time for teachers to collaborate, discuss best practices, and set goals for student achievement. Many teachers attend classes and workshops in the summer and after school hours. At staff meetings, we are articulating within grade levels and across grade levels to ensure a smooth progression of concepts. Our math paraeducator provides support for our students. Our reading specialist and reading paraeducators provide support in reading and writing. Our Title 1 paraeducators support students in grades K-6 in core academic curriculum with one of the Title 1 paraeducators designated to support our EL students in core academics alongside language acquisition. Our EL Specialist and EL paraeducator provide support for our English learners.

3. Collaboration among all segments of the school community:

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

Movie Night). The principal also hosts monthly meetings for parents. The Principal gives updates about what is happening on campus and parents have the opportunity to ask questions.

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

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

School Profile

Willett Elementary School is located in West Davis, close to the University of California at Davis. There are 487 students in 20 classrooms. Our school has the unique advantage of having many international students, with a variety of cultures and languages. 13% of our students are English Learners. Our primary ethnic make up is 48.8% white, 31.6% Asian and 12.3% Hispanic. 25.9% of our students are socioeconomically disadvantaged. 27 languages are spoken at home. Our Special Education students make up 10.2% of our school population. We have a 4th - 6th grade AIM strand. In 2014, our school was recognized as a Distinguished School in the state of California. We pride ourselves in the community that we have created at our school. Our staff is a hard working, dedicated group of educators who value children and have a wonderful interest in how children learn. They spend many hours learning best practices and being on the cutting edge of education - including NGSS, Project Based Learning, Common Core implementation, Deeper Learning, EDI, and technology. Staff dedication shows in the academic success of our students and the consistent high scores our students demonstrate on standardized tests. We were rated the number one school in the area on the Niche rating in March of 2017. Our students perform well on the 5th Grade Physical Fitness testing, and are often top ranking in our area. We have various clubs on campus including a Book Club, Girls on the Run, Chorus, Robotics, and various school day activities including student council and student ambassadors. Since we daily have changes to student enrollment, we have a PTA parent who is the liaison to new families and helps them adjust to the new school community and answer questions. These parents are encouraged to attend the monthly Principal meetings to ask questions and hear updates about our school.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Site Council meetings, Staff Meetings, ELAC, PTA These conversations occurred with stakeholders beginning in February of 2022.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	48	73	40
Grade 1	55	57	64
Grade 2	71	71	65
Grade3	76	73	70
Grade 4	91	85	80
Grade 5	90	93	82
Grade 6	93	88	89
Total Enrollment	524	540	490

Conclusions based on this data:

1. There has been a decrease in Kindergarten students. Intermediate grade levels have stayed more consistent over time. Total student population has decreased by 33 students due to the pandemic and declining enrollment .
2. The overall student group population has stayed similar over the years but our Asian population has slightly decreased while the Caucasian population has decreased also.
3. The Hispanic population has had a slight increase since 2020/21.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	91	83	61	17.4%	15.4%	12.4%
Fluent English Proficient (FEP)	63	68	74	12.0%	12.6%	15.1%
Reclassified Fluent English Proficient (RFEP)	11	6	16	12.6%	6.6%	19.3%

Conclusions based on this data:

1. We had a decrease in the number of students who are EL.
2. We had an increase in students who were reclassified.
3. In 2021-2022 we had a increase in total number of students reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	74	78	69	72	74	0	72	74	0	97.3	94.9	0.0
Grade 4	85	92	79	81	87	0	81	87	0	95.3	94.6	0.0
Grade 5	91	87	80	87	83	0	87	83	0	95.6	95.4	0.0
Grade 6	92	92	86	83	91	0	83	91	0	90.2	98.9	0.0
All Grades	342	349	314	323	335	0	323	335	0	94.4	96	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2489.	2498.		59.72	59.46		20.83	25.68		9.72	9.46		9.72	5.41	
Grade 4	2538.	2537.		54.32	57.47		24.69	24.14		14.81	12.64		6.17	5.75	
Grade 5	2609.	2603.		74.71	65.06		13.79	25.30		5.75	4.82		5.75	4.82	
Grade 6	2609.	2634.		48.19	68.13		36.14	20.88		12.05	7.69		3.61	3.30	
All Grades	N/A	N/A	N/A	59.44	62.69		23.84	23.88		10.53	8.66		6.19	4.78	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	58.33	66.22		31.94	29.73		9.72	4.05	
Grade 4	48.15	63.22		44.44	31.03		7.41	5.75	
Grade 5	73.56	68.67		20.69	27.71		5.75	3.61	
Grade 6	51.81	64.84		37.35	29.67		10.84	5.49	
All Grades	58.20	65.67		33.44	29.55		8.36	4.78	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.44	40.54		45.83	55.41		9.72	4.05	
Grade 4	43.21	34.48		46.91	58.62		9.88	6.90	
Grade 5	75.86	67.47		17.24	28.92		6.90	3.61	
Grade 6	61.45	64.84		33.73	28.57		4.82	6.59	
All Grades	56.97	52.24		35.29	42.39		7.74	5.37	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.11	43.24		59.72	52.70		4.17	4.05	
Grade 4	44.44	43.68		51.85	51.72		3.70	4.60	
Grade 5	55.17	45.78		41.38	50.60		3.45	3.61	
Grade 6	33.73	54.95		60.24	41.76		6.02	3.30	
All Grades	42.72	47.16		52.94	48.96		4.33	3.88	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	50.00	51.35		38.89	41.89		11.11	6.76	
Grade 4	53.09	42.53		40.74	50.57		6.17	6.90	
Grade 5	67.82	60.24		25.29	33.73		6.90	6.02	
Grade 6	66.27	72.53		31.33	25.27		2.41	2.20	
All Grades	59.75	57.01		33.75	37.61		6.50	5.37	

2019-20 Data:

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Conclusions based on this data:

1. No previous data to compare as CAASPP has not been administered for last two years.
2. i-Ready results for diagnostic 2 ELA state that 59% are mid or above grade level, 15% are at grade level, and 26% are at least one grade level below.
3. i-Ready diagnostic 3 will give use end of year data in regard to growth for academic year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	74	78	69	74	78	0	74	78	0	100	100	0.0
Grade 4	85	92	79	84	92	0	84	92	0	98.8	100	0.0
Grade 5	91	87	80	87	85	0	87	85	0	95.6	97.7	0.0
Grade 6	92	92	86	85	91	0	85	91	0	92.4	98.9	0.0
All Grades	342	349	314	330	346	0	330	346	0	96.5	99.1	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2487.	2483.		47.30	43.59		28.38	35.90		14.86	12.82		9.46	7.69	
Grade 4	2533.	2531.		45.24	44.57		27.38	27.17		21.43	19.57		5.95	8.70	
Grade 5	2600.	2589.		67.82	62.35		17.24	11.76		10.34	20.00		4.60	5.88	
Grade 6	2613.	2644.		52.94	68.13		24.71	18.68		17.65	9.89		4.71	3.30	
All Grades	N/A	N/A	N/A	53.64	54.91		24.24	23.12		16.06	15.61		6.06	6.36	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	64.86	60.26		22.97	30.77		12.16	8.97	
Grade 4	58.33	55.43		25.00	30.43		16.67	14.13	
Grade 5	71.26	64.71		18.39	23.53		10.34	11.76	
Grade 6	58.82	71.43		30.59	25.27		10.59	3.30	
All Grades	63.33	63.01		24.24	27.46		12.42	9.54	

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.95	47.44		41.89	43.59		12.16	8.97	
Grade 4	55.95	48.91		33.33	38.04		10.71	13.04	
Grade 5	64.37	58.82		27.59	34.12		8.05	7.06	
Grade 6	51.76	62.64		38.82	32.97		9.41	4.40	
All Grades	54.85	54.62		35.15	36.99		10.00	8.38	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	54.05	46.15		31.08	48.72		14.86	5.13	
Grade 4	46.43	50.00		45.24	35.87		8.33	14.13	
Grade 5	63.22	51.76		31.03	36.47		5.75	11.76	
Grade 6	54.12	70.33		36.47	23.08		9.41	6.59	
All Grades	54.55	54.91		36.06	35.55		9.39	9.54	

2019-20 Data:

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Conclusions based on this data:

1. No previous data to compare as CAASPP has not been administered for last two years.
2. i-Ready results for diagnostic 2 Mathematics state that 45% are mid or above grade level, 23% are at grade level, and 32% are at least one grade level below.
3. i-Ready diagnostic 3 will give use end of year data in regard to growth for academic year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1453.9	1459.0	1486.9	1462.9	1466.5	1479.9	1433.2	1441.3	1503.0	18	15	12
1	1490.1	1485.2	1477.3	1473.8	1481.8	1487.9	1505.7	1488.2	1466.0	17	19	12
2	1503.8	*	*	1497.9	*	*	1509.3	*	*	12	8	10
3	*	*	1544.5	*	*	1551.2	*	*	1537.3	*	10	15
4	1509.1	1550.8	*	1507.5	1559.0	*	1510.4	1542.2	*	16	13	4
5	*	1570.3	*	*	1579.8	*	*	1560.2	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	6	*
All Grades										86	84	56

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	40.00	58.33	*	26.67	8.33	*	33.33	16.67	*	0.00	16.67	18	15	12
1	76.47	31.58	16.67	*	42.11	50.00	*	15.79	33.33	*	10.53	0.00	17	19	12
2	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*
3	*	*	60.00	*	*	26.67	*	*	6.67	*	*	6.67	*	*	15
4	*	38.46	*	*	53.85	*		0.00	*	*	7.69	*	16	13	*
5	*	61.54	*	*	0.00	*	*	30.77	*	*	7.69	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.16	44.05	53.57	19.77	27.38	23.21	12.79	20.24	16.07	16.28	8.33	7.14	86	84	56

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	61.11	46.67	66.67	*	13.33	0.00	*	26.67	16.67	*	13.33	16.67	18	15	12
1	*	36.84	33.33	*	31.58	25.00	*	21.05	41.67	*	10.53	0.00	17	19	12
2	*	*	*	*	*	*		*	*	*	*	*	12	*	*
3	*	*	66.67	*	*	26.67	*	*	0.00	*	*	6.67	*	*	15
4	*	69.23	*	*	23.08	*	*	0.00	*	*	7.69	*	16	13	*
5	*	61.54	*	*	23.08	*		7.69	*	*	7.69	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.14	53.57	64.29	15.12	22.62	16.07	13.95	11.90	12.50	12.79	11.90	7.14	86	84	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	26.67	50.00	*	60.00	8.33	*	13.33	41.67	*	0.00	0.00	18	15	12
1	70.59	15.79	8.33	*	47.37	41.67	*	26.32	41.67		10.53	8.33	17	19	12
2	*	*	*	*	*	*		*	*	*	*	*	12	*	*
3		*	40.00	*	*	40.00	*	*	13.33	*	*	6.67	*	*	15
4	*	15.38	*	*	53.85	*	*	30.77	*	*	0.00	*	16	13	*
5	*	23.08	*	*	30.77	*	*	46.15	*	*	0.00	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.37	23.81	41.07	24.42	41.67	26.79	15.12	26.19	25.00	22.09	8.33	7.14	86	84	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	83.33	46.67	58.33	*	53.33	25.00	*	0.00	16.67	18	15	12
1	82.35	63.16	50.00	*	36.84	50.00	*	0.00	0.00	17	19	12
2	*	*	*	*	*	*	*	*	*	12	*	*
3	*	*	86.67	*	*	6.67	*	*	6.67	*	*	15
4	*	69.23	*	*	23.08	*	*	7.69	*	16	13	*
5	*	46.15	*	*	46.15	*	*	7.69	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	63.95	50.00	69.64	22.09	42.86	21.43	13.95	7.14	8.93	86	84	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	46.67	50.00	*	40.00	33.33	*	13.33	16.67	18	15	12
1	*	26.32	25.00	*	47.37	66.67	*	26.32	8.33	17	19	12
2	*	*	*	*	*	*	*	*	*	12	*	*
3	*	*	66.67	*	*	26.67	*	*	6.67	*	*	15
4	*	61.54	*	*	30.77	*	*	7.69	*	16	13	*
5	*	69.23	*	*	30.77	*	*	0.00	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.98	52.38	58.93	25.58	35.71	32.14	17.44	11.90	8.93	86	84	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	33.33	*	100.00	58.33	*	0.00	8.33	18	15	12
1	76.47	42.11	33.33	*	52.63	50.00		5.26	16.67	17	19	12
2	*	*	*	*	*	*	*	*	*	12	*	*
3	*	*	40.00	*	*	46.67	*	*	13.33	*	*	15
4	*	38.46	*	*	61.54	*	*	0.00	*	16	13	*
5	*	46.15	*	*	46.15	*	*	7.69	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.51	32.14	39.29	30.23	58.33	46.43	23.26	9.52	14.29	86	84	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	86.67	58.33	*	13.33	41.67	*	0.00	0.00	18	15	12
1	*	15.79	8.33	*	68.42	83.33		15.79	8.33	17	19	12
2	*	*	*	*	*	*	*	*	*	12	*	*
3	*	*	33.33	*	*	60.00		*	6.67	*	*	15
4	*	0.00	*	*	92.31	*	*	7.69	*	16	13	*
5	*	15.38	*	*	84.62	*	*	0.00	*	*	13	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.23	26.19	35.71	60.47	67.86	58.93	*	5.95	5.36	86	84	56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The 2021-2022 EL Program had 67 students at the start of the school year. We reclassified 26 of those students, so 39% of our ELs were reclassified this year. All 26 of those students earned a 4 out of 4 on the ELPAC last spring (spring of 2021), were performing at grade-level, and were recommended for reclassification by their teachers.
2. Of the 26 students we reclassified this year, 10 speak Mandarin, 2 speak Turkish, 2 speak Spanish, 2 speak Burmese, and 1 each speaks: French, Nepali, Thai, Korean, Arabic, Sinhala, Malayalam, Hebrew, German, and Cantonese.
3. We anticipate being able to reclassify the 7 students who are currently mainstreamed for their English Language Arts next fall.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
490	14.1	12.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	61	12.4
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	69	14.1
Students with Disabilities	53	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.6
American Indian or Alaska Native		
Asian	141	28.8
Filipino		
Hispanic	57	11.6
Two or More Races	53	10.8
Native Hawaiian or Pacific Islander	2	0.4
White	222	45.3

Conclusions based on this data:

1. The English Learner numbers are decreasing across the district with Willett having the second highest number of EL students.

2. White students make up the majority of the population with Asian coming in at 31.6%,
3. Title 1 designation was given to Willett for the 2021-22 school based on an increase of percentage related to low socio/EL, etc.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Blue		

Conclusions based on this data:

1. Chronic absenteeism has not been a contributing factor this year.
2. Support with ELA and math has been supplemented using Title 1 monies with favorable support from the classroom teachers who have had the support in their classrooms.
3. Our staff has the philosophy of not suspending.

School and Student Performance Data

Academic Performance English Language Arts

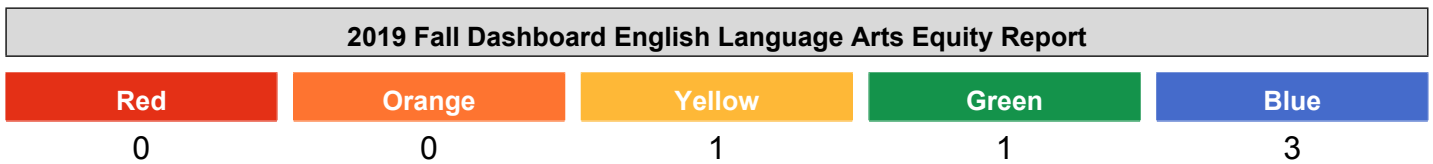
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Blue 113.7 points above standard Maintained -2.2 points 88	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 29.7 points above standard Increased Significantly ++21.1 points 28	 No Performance Color 82.3 points above standard Increased ++5.6 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 82.1 points above standard Increased ++6.9 points 172

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
12.3 points below standard Increased Significantly ++21.1 points 27	105.1 points above standard Increased Significantly ++15.1 points 24	86.2 points above standard Increased ++3.9 points 249

Conclusions based on this data:

- Using i-Ready diagnostic 2 results, 59% are mid or above grade level, 15% are early grade level, and 26% are one or more grade levels below.
- Asian students identify with the highest overall scores of 83% at or above grade level.
- Special Education students have 27% above grade level, 15% at grade level, and 24% at least one grade level below standard.

School and Student Performance Data

Academic Performance Mathematics

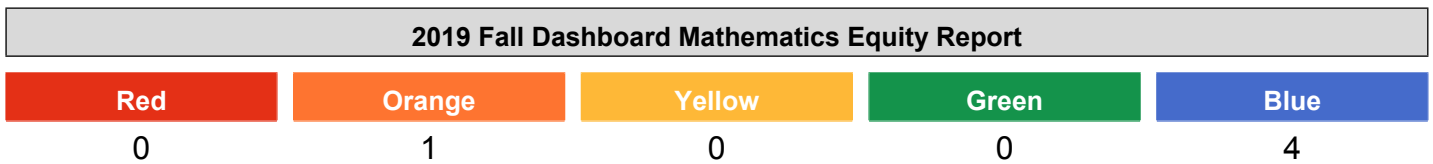
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Blue 108.9 points above standard Increased ++4.1 points 88	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 4.7 points above standard Increased Significantly ++21.5 points 28	 No Performance Color 62.6 points above standard Declined -8.4 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 55 points above standard Maintained ++2.2 points 171

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6.3 points above standard Increased Significantly ++28.0 points 27	85.4 points above standard Increased ++13 points 24	59.3 points above standard Maintained -1.1 points 248

Conclusions based on this data:

1. English Learners who are new to the country have to assess in math, which is very language embedded.
2. Our reclassified students perform very well on assessments.
3. There was a high percentage of non identified race students who scored at or above grade level.

School and Student Performance Data

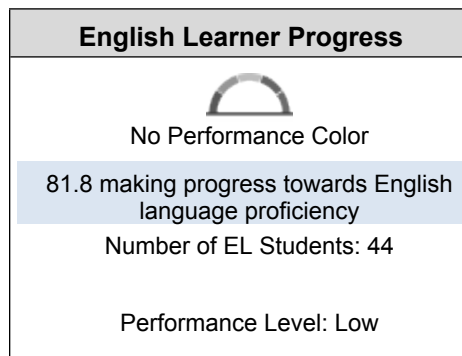
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.6	4.5	31.8	

Conclusions based on this data:

1. Grades 3 and 6 had highest scores for EL learners.
2. Need to look into why 6 students did not improve.
3. But, we have a high number who scored well.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

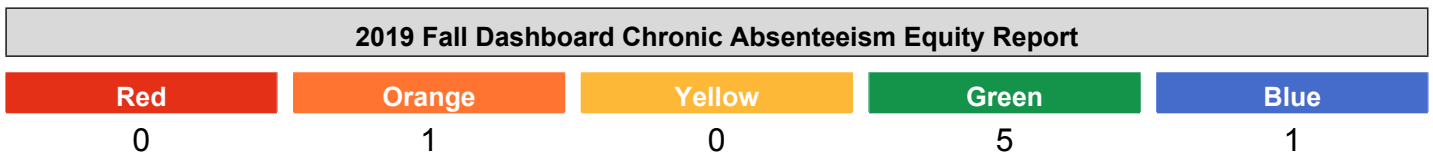
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. Due to COVID, there was an increase in students who were absent due to positivity or exposure at school and outside of school.
2. Independent study was offered to students who were absent which offset the absenteeism in regard to state funding.
3. The district's attendance program was on hold for a portion of the year due to the pandemic.

School and Student Performance Data

Conditions & Climate Suspension Rate

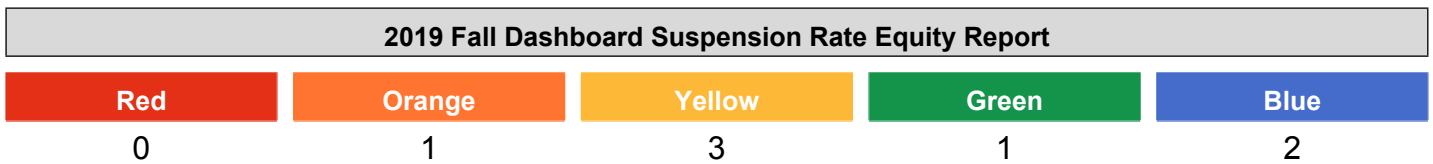
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center; margin: 5px 0;">0</div> 11	 No Performance Color Less than 11 Students - Data 4	 Yellow <div style="background-color: #e6f2ff; padding: 5px; text-align: center; margin: 5px 0;">0.6</div> Increased +0.6 165	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center; margin: 5px 0;">0</div> Maintained 0 57	 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center; margin: 5px 0;">0</div> Maintained 0 52	 No Performance Color Less than 11 Students - Data 3	 Green <div style="background-color: #e6f2ff; padding: 5px; text-align: center; margin: 5px 0;">0.4</div> Increased +0.4 271

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.4

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Close the Opportunity Gap

Goal Statement

80% of students will increase their ELPAC score by one level by Spring 2023. 80% of students will perform at or above grade level on district ELA benchmark assessments. 80% of all students will perform at or above grade level on math benchmarks.

LCAP Goal

Close the Opportunity and Achievement Gap

Basis for this Goal

i-Ready assessment data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
We will look at ELPAC, i-Ready, MDTP, and report cards to show growth of students. Since we do not receive ELPAC data until the following year, this measure may not be applicable.	Currently (April 2022), we have 14 students at Level 1, 9 level 2, 19 students at Level 3, and 3 at Level 4, for a current total of 54 students. Spring benchmark data and i-Ready scores. EL students struggle with accessing current academic curriculum (particularly in first 6 months). Long term learners struggle with academic reading and writing, therefore that is where the focus lies.	We anticipate that each student will show growth in not only their academic progress, but also in their English Language Development with the use of scheduled reading support and intervention. Vocabulary development and conceptual instruction with increase student's math comprehension and competency. Math paraeducator support is utilized in the upper grades (4-6) which will increase scores due to targeted instruction. Core subject paraeducator support is utilized across grades (K-6) which will increase math and reading scores due to targeted support/instruction.

Planned Strategies/Activities

Strategy/Activity 1

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

Measures: We will see growth of at least one proficiency level from spring 2022 to spring 2023 with the students attending the small group instruction. The EL Specialist works in conjunction with the Reading Specialist, Speech Therapist, Special Education teachers, math paraeducator, core subject paraeducators, and classroom teachers to provide specific instruction based on each child's individual needs.

Students to be Served by this Strategy/Activity

English Learner Students

Timeline

Start Date : 8/31/22 Completion Date : 6/8/23

Person(s) Responsible

EL Specialist (Hours based on rate of pay)

Proposed Expenditures for this Strategy/Activity

Amount

13,700

Source

LCFF - Supplemental

Description

EL Paraeducator

Strategy/Activity 2

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

Measures: ADEPT, ELPAC, and formative assessments.

Students to be Served by this Strategy/Activity

English Learner students

Timeline

Start Date : 8/31/22 Completion Date : 6/8/23

Person(s) Responsible

District EL Coordinator, Site Principal

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Description

EL Specialist .40 FTE

Strategy/Activity 3

Paraeducators, along with the reading specialist, will lead and support small group instruction kindergarten through 6th grade, including reading support for EL students. Groups will target specific needs and also provide frontloading for

intermediate students. Measures: we will evaluate growth of first graders by their progression through the district assessments and classroom assessments. We will evaluate 2nd through 6th graders by their classroom assessments and reading room assessments in the spring of 2023. i-Ready diagnostic results will be utilized for grades K-6.

Students to be Served by this Strategy/Activity

All students

Timeline

8/31/22 Completion Date : 6/8/23

Person(s) Responsible

Reading Specialists and reading paraeducators (Hours based on rate of pay)

Proposed Expenditures for this Strategy/Activity

Amount	15,810
Source	LCFF - Base
Description	Paraeducator Salaries

Strategy/Activity 4

Primary Grades Reading Paraeducator

Students to be Served by this Strategy/Activity

Primary grade students receiving intervention from our reading paraeducators

Timeline

8/31/22 Completion Date : 6/8/23

Person(s) Responsible

Classroom teachers, reading specialist and paraeducators

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Primary Grades Reading Paraeducator

Strategy/Activity 5

Core subject paraeducators, along with the reading specialist, EL specialist, and reading/math paraeducators will lead and support small group targeted interventions. These interventions will be targeted for students not meeting standards such as English learners in kindergarten through 6th grade, including reading, math, and core subject support. Groups will target specific needs and also provide frontloading for intermediate students. Funds will be set aside for purchase of math, reading, and language supplemental materials for grades K-6 or for professional development. Measures: we will evaluate growth (K-6) using i-Ready diagnostic, Summative ELPAC data as well as benchmark and classroom assessment data.

Students to be Served by this Strategy/Activity

Students identified through data who can benefit from supplemental core academic support with emphasis on math, reading, and additional English supports..

Timeline

8/31/22 Completion Date: 6/8/23

Person(s) Responsible

Classroom teachers, reading specialist, Core subject paraeducators (hours based on rate of pay)

Proposed Expenditures for this Strategy/Activity

Amount	42,227
Source	Title I Part A: Allocation
Description	Core subject paraeducators (General Education and EL)
Amount	10,906
Source	Title I Part A: Allocation
Description	Professional Development/purchase of supplemental materials.

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

All students

Timeline

8/31/22 Completion Date : 6/8/23

Person(s) Responsible

Paraeducator (Hours based on rate of pay)

Proposed Expenditures for this Strategy/Activity

Amount	11,070
Source	LCFF - Supplemental
Description	Math Paraeducator
Amount	1,440
Source	LCFF - Base
Description	Math Paraeducator

Strategy/Activity 7

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

21st Century Teaching and Learning

Goal Statement

Students will apply critical thinking through the use of one to one Chromebooks and online programs, and increased classroom engagement through guided supports and enriched lesson plans.

LCAP Goal

21st Century Teaching and Learning

Basis for this Goal

21st Century Learning is improving through the use of technology and through improved instructional strategies that will be supported by the implementation of PBIS. All students will be supported by a consistent behavior support system which will improve both the amount of time gained by on-task behavior and also by the improvement in student support services increased because of classroom behavior improvement. Access to digital resources will improve student access and mastery of 21st Century Skills

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Positive improvements on the LCAP, Youth Truth feedback.	Our Youth Truth data shows that the school's 21st century learning is consistently at or above the district average. Due to Distance Learning, there was a small dip in student engagement and challenge which was improved upon when students returned to campus. The introduction of PBIS to the site will improve student learning.	Improvements in student engagement by use of online digital resources, and increased student engagement through more guided supports within the class via PBIS.

Planned Strategies/Activities

Strategy/Activity 8

Instructional Computer Technician

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : 8/31/22 Completion Date : 6/8/23

Person(s) Responsible

ICT staff

Proposed Expenditures for this Strategy/Activity

Source District Funded

Description Instructional Computer Technician, .50 FTE

Strategy/Activity 9

Academic Conferencing

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : 8/31/22 Completion Date : 6/8/23

Person(s) Responsible

All teaching staff and principal

Proposed Expenditures for this Strategy/Activity

Source District Funded

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

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe and Inclusive Environment

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : 8/31/22 Completion Date : 6/8/23

Person(s) Responsible

All teachers, support staff, counselor, and administration

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Counselor 1.0 fte supporting k-6 with student instruction in classes and in small groups for social emotional learning.

Strategy/Activity 2

PBIS Conferencing

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date : 8/31/22 Completion Date : 6/8/23

Person(s) Responsible

PBIS team, Principal

Proposed Expenditures for this Strategy/Activity

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

80% of students will increase their ELPAC score by one level by Spring 2022. 80% of students will perform at or above grade level on district ELA benchmark assessments. 80% of all students will perform at or above grade level on math benchmarks.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
We will look at ELPAC, i-Ready, MDTP, and report cards to show growth of students. Since we do not receive ELPAC data until the following year, this measure may not be applicable.	We anticipate that each student will show growth in not only their academic progress, but also in their English Language Development with the use of scheduled reading support and intervention. Vocabulary development and conceptual instruction will increase student's math comprehension and competency. Math paraeducator support is utilized in the upper grades (4-6) which will increase scores due to targeted instruction. Core subject paraeducator support is utilized across grades (K-6) which will increase math and reading scores due to targeted support/instruction.	52 students were reclassified as of 4/21/22 as English proficient. i-Ready diagnostic 2 results show that 75% of students are performing at or above grade level in ELA. 69% of students performed at or above grade level in Math on the i-Ready diagnostic 2 assessment.

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>Paraeducator to provide small group ELD instruction to English Learner Students at Beginner through Intermediate levels. Students at Early Advanced and above levels will be assessed and provided support in this program as needed, or in the regular classroom.</p> <p>Measures: We will see growth of at least one proficiency level from spring 2021 to spring 2022 with the students</p>	Fully implemented	<p>EL Paraeducator LCFF - Supplemental 13,700</p> <p>Parent-Teacher Association (PTA/O) 3,100</p>	<p>EL Paraeducator LCFF - Supplemental 13,700</p> <p>Parent-Teacher Association (PTA/O) 3,100</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>attending the small group instruction. The EL Specialist works in conjunction with the Reading Specialist, Speech Therapist, Special Education teachers, math paraeducator, core subject paraeducators, and classroom teachers to provide specific instruction based on each child's individual needs.</p>			
<p>Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Willett EL Specialist will provide staff development, coaching, curriculum development, and direct instructional support.</p> <p>Measures: ADEPT, ELPAC, and formative assessments.</p>	Fully implemented	EL Specialist .60 FTE District Funded	EL Specialist .60 FTE District Funded
<p>Paraeducators, along with the reading specialist, will lead and support small group instruction kindergarten through 6th grade, including reading support for EL students. Groups will target specific needs and also provide frontloading for intermediate students. Second grade teachers also support a 2nd/3rd grade after school reading program two days per week. Measures: we will evaluate growth of first graders by their progression through the district assessments and</p>	Fully implemented	Paraeducator Salaries LCFF - Base 17300	Paraeducator Salaries LCFF - Base 17,300

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>classroom assessments. We will evaluate 2nd through 6th graders by their classroom assessments and reading room assessments in the spring of 2022.</p>			
<p>Primary Grades Reading Paraeducator</p>	<p>Partially implemented</p>	<p>Primary Grades Reading Paraeducator District Funded</p>	<p>Primary Grades Reading Paraeducator District Funded</p>
<p>Core subject paraeducators, along with the reading specialist, EL specialist, and reading/math paraeducators will lead and support small group targeted interventions. These interventions will be targeted for students not meeting standards such as English learners in kindergarten through 6th grade, including reading, math, and core subject support. Groups will target specific needs and also provide frontloading for intermediate students. Funds will be set aside for purchase of math, reading, and language supplemental materials for grades K-6. Measures: we will evaluate growth (K-6) using i-Ready diagnostic, Summative ELPAC data as well as benchmark and classroom assessment data.</p>	<p>Fully implemented</p>	<p>Core subject paraeducators (General Education and EL) Title I Part A: Allocation 45,133</p>	<p>Core subject paraeducators (General Education and EL) Title I Part A: Allocation 45,417</p>
		<p>Professional Development/purchase of supplemental materials. Title I Part A: Allocation 8,000</p>	<p>Professional Development/purchase of supplemental materials. Title I Part A: Allocation 7,983</p>
<p>Supports will be given to students who need help with math concepts. The math paraeducator will continue to provide support for 1st through 6th grade students needing support with basic concepts.</p>	<p>Fully implemented</p>	<p>Math Paraeducator LCFF - Supplemental 11,070</p>	<p>Math Paraeducator LCFF - Supplemental 11,070</p>
		<p>Math Paraeducator Parent-Teacher Association (PTA/O) 15,900</p>	<p>Math Paraeducator Parent-Teacher Association (PTA/O) 15,900</p>

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Measures: increase math proficiency as monitored on classroom assessments.			
		None Specified	

Analysis

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

Paraeducators were utilized to support students in EL, reading, and math in grades K-6. Students made valuable improvements in both pull-out and push-in supports.

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

Due to distance learning last year, we did not meet our 80% threshold for grade level student achievement per mid year i-Ready diagnostic results. Diagnostic 3 results will come in at end of year with a high probability that we will meet the 80% threshold.

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

The only difference was in title 1 paraeducator salaries with an increased cost due to adjusted rate of pay.

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

LCFF and PTA funding will decrease next year which will effect the hours that paraeducators will work. Additional funding sources will be explored to adjust for salary increases and for funding reductions from the state.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Students will apply critical thinking through the use of the Makerspace, application of one to one Chromebooks and online programs, and increased classroom engagement through guided supports and enriched lesson plans.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Positive improvements on the LCAP, Youth Truth feedback.	Improvements in student engagement by use of Makerspace, online digital resources, and increased student engagement through more guided supports within the class via PBIS.	Makerspace was not utilized due to COVID protocols. The space was instead used for specialist intervention. PBIS moved into year 2 with protocols and planning taking place via PBIS trainings throughout the year.

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
We will continue to be creative in our instructional practices. Students and staff will utilize the Makerspace and PBIS to improve student engagement and productivity through creating interest in lessons and following behavioral protocols and strategies to keep students engaged and on track with their learning with reduced distraction. We will elicit ideas from staff on what we will purchase for the Makerspace room to enhance student learning. Items will be included in the room as the need arises.	Not implemented due to COVID restrictions	Donations to Makerspace Parent-Teacher Association (PTA/O) 1,000	Donations to Makerspace Parent-Teacher Association (PTA/O) 0
Instructional Computer Technician	Fully implemented	Instructional Computer Technician, .50 FTE District Funded	Instructional Computer Technician, .50 FTE District Funded

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Academic Conferencing	Partially implemented due to COVID restrictions	Substitute teachers for academic conferencing. During academic conferencing, teachers are meeting to discuss student data to determine data based tiered supports. District Funded	Substitute teachers for academic conferencing. During academic conferencing, teachers are meeting to discuss student data to determine data based tiered supports. District Funded

Analysis

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

Makerspace was not utilized this year and will be postponed for one year until PTA can support funding and until COVID protocols allow us to use this the way it was intended. Academic conferencing was used by some grade levels but not all due to a lack of substitute teachers to cover. The ICT was used as usual.

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

Makerspace was not utilized. ICT was used extensively. Academic conferencing was effective but will be reworked to provide a more structured planning experience.

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

Makerspace funding was not used.

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

The only changes that will be made are the decrease to makerspace funding and an increase in academic conferencing when/if substitute teacher availability allows.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SWIS data systems, Youth Truth data, attendance data, and suspension data.	90% of students receive less than two referrals per year. Improvement of student behavior in class and on campus. Decreased class disruption and suspension rates. Decreased absence rates by 2%.	Met expected outcomes with an increase, overall, of student behaviors. Absence rates varied due to COVID protocols.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Students in Kinder through 6th grades will be taught and supported using behavior strategies that are site wide and implemented in each class. Student conflicts, playground behaviors, and transitional issues will be addressed using restorative practices, and tiered supports that focus on behavioral support from all staff on campus.	Fully implemented	Counselor 1.0 fte supporting k-6 with student instruction in classes and in small groups for social emotional learning. District Funded	Counselor 1.0 fte supporting k-6 with student instruction in classes and in small groups for social emotional learning. District Funded
PBIS Conferencing	Fully implemented	Release time for team to meet for PBIS/MTSS conferences and/or for site planning and implementation District Funded	Release time for team to meet for PBIS/MTSS conferences and/or for site planning and implementation District Funded

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 The counselor was utilized in all classrooms for social emotional learning. The PBIS team met throughout the year for planning and PBIS classes provided by the county.

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

The counselor made great strides in supporting students with classrooms receiving counselor sessions weekly. PBIS planning also grew with significant planning involved for implementation for the next academic year.

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

All district funded, no changes.

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

No changes.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	95,153.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	17,240	-10.00
LCFF - Supplemental	24770	0.00
District Funded	0	0.00
Parent-Teacher Association (PTA/O)	0	0.00
Title I Part A: Allocation	53133	0.00
Site Based Gifts and Donations		

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	17,250.00
LCFF - Supplemental	24,770.00
Title I Part A: Allocation	53,133.00






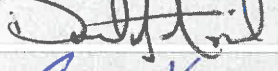



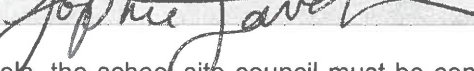
Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Base	1,440.00
	LCFF - Base	15,810.00
	LCFF - Supplemental	11,070.00
	LCFF - Supplemental	13,700.00
	Title I Part A: Allocation	53,133.00

School Site Council Membership

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

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

Name of Members	Role
John Campbell 	Principal
Daniel Arevalos 	Classroom Teacher
Christopher Fluetsch 	Classroom Teacher
Mark Simi 	Classroom Teacher
Rhonda Brooks 	Other School Staff
Daniel Aguilar 	Parent or Community Member
Ben Kingsbury 	Parent or Community Member
Rebecca Plack 	Parent or Community Member
Marianne Justus 	Parent or Community Member
Sophie Javers 	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

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

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/19/21.

Attested:



Principal, John Campbell on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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