



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Willow Grove Elementary School	37682960116764	10/25/19	11/14/19

School Vision and Mission

We, the Willow Grove Elementary School community, are committed to meeting the academic, physical, social, and emotional needs of the whole child. Our mission is to inspire and ensure learning so that each student develops the knowledge, skills, and confidence to define and achieve success in the evolving and diverse world of the 21st Century.

Vision Statement:

Willow Grove Elementary School is comprised of a team of dedicated students, staff, parents, and community members who share a collective responsibility for student success. Our students take an active role in their learning and understand there are no limits to their educational opportunities. Collaboration and professional development enable our teachers to be premier providers of rigorous, personalized, relevant, and innovative instruction. Parents and community members support and enhance the quality of our students' school experience. Together, we set goals, monitor progress,

and make connections to this ever-changing world. We take pride in recognizing and respecting differences while building positive relationships in a safe and caring environment. Willow Grove celebrates life and learning!

Our Collective Commitment

We, the staff, pledge to support and implement the five Roots of Willow Grove :

- Professional Learning Community
 - Actively collaborate with grade and cross-grade level teams
 - Prioritize and commit to designated collaboration times
 - Be a positive team player and support colleagues
 - Promote student learning and be a voice for each child
 - Create a safe environment that encourages all voices to participate and be heard
- Cultural Proficiency
 - Be flexible; accept and embrace changes as they occur
 - Recognize and respect differences among our community
 - Embrace the six traits of Character Counts!
 - Know and represent your own identity and be open to learn about the cultures of others
- State of the Art Technology
 - Engage all students through the use of effective practices for 21st Century learning
 - Continually seek out innovative technology to implement in the classroom and personalize student learning
 - Through ongoing training, learn to utilize our gifts of technology
- College Readiness
 - Model and encourage lifelong learning
 - Provide a strong foundation in literacy – reading, writing, and math – as well as a strong knowledge base.
- Personalize education to develop student interest and skills for future success
 - Introduce students to a full range of post-secondary options
- Rigor, Relevance, and Relationships
 - Set and strive for high academic and behavioral expectations for students and self
 - Embed habits for future success through the explicit development of skills such as critical thinking, self-monitoring, persistence, and responsibility
 - Be accountable for the success of each child
 - Connect classroom learning to real world experiences
 - Build positive relationships among staff, students, parents and community
 - Model a positive, caring, and inspirational attitude
 - Believe and celebrate in the success of each child!
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School Profile

Willow Grove Elementary School first opened its doors to students on August 19, 2008. Our motto, Inspiring and Ensuring Learning for Each Student, is a reflection of our school's Mission and Vision. We presently serve 835 preschool through fifth grade students. Willow Grove is an inviting school, both inside and out. Tile murals of Character Counts! traits and students "Paw Prints" can be found on walls throughout the school's buildings. State of the art technology is available in each of the thirty-six classrooms with interactive white boards, document cameras, wireless sound systems, LCD projectors, and Apple TVs. The five classroom buildings, which include two Critical Skills classrooms, surround an outdoor amphitheater with space for the entire student body and parents to

assemble for our monthly all-school Friday Flag meetings and special events. The sixth building, the administrative building, two resource support classrooms, two speech classrooms, a library, the main school offices, a multipurpose room with a stage that doubles as a classroom for band and orchestra, one of our preschool classrooms as well as our Extended School Services (ESS) program. An artificial turf field sits in the northwest corner and is used for games and physical fitness instruction. Four portables serve as classrooms for two third grade classrooms, Science Enrichment, and Counseling/Student Services Assistance/Music.

The facility is only surpassed in beauty by the heart of its students, staff, and families. Our mascot, decided upon by student vote, is the Grizzly Bear. Grizzly Pride is evident on campus every day. Students and staff show their pride by following the Three Grizzly Ground Rules: Respect yourself, Respect others, and Respect the environment. The student body at Willow Grove is comprised of 46% Caucasian, 25% Asian, 13% Hispanic, 2% Filipino, 1% African American, 13% Two or More Races. Twelve percent of our students participate in the free and reduced lunch program. Sixteen percent of our students are classified as English Learners, with more than twenty-two languages spoken in our families' homes. Willow Grove is very proud to serve the varying cultures represented in our community.

Willow Grove was founded on five principles, which we call our five roots. They are:

- Professional Learning Community- Committed to working and learning together to ensure the success of all students,
- Rigor, Relevance, and Relationships- Committed to all students learning through rigorous instruction, individual ownership of learning, making connections between classroom learning and the global community, and establishing caring relationships among students, staff, families, and local businesses,
- State of the Art Technology- Committed to integrating technology into lesson implementation and for the purpose of personalizing learning, thereby enhancing instruction, student motivation, and, ultimately, student learning,
- Cultural Proficiency- Committed to interacting with one another, our students and their parents, and our community in a culturally proficient way through knowing our own values, traditions, and backgrounds, and recognizing and respecting the cultures of others, and
- College Readiness- Committed to our district's strategic vision to "Create Culture and Conditions to Empower World-Class Learners."

Willow Grove is proud of our accomplishments and the recognition we have received over the years. Of our thirty-three teachers, three are Nationally Board Certified and twenty-eight have master's degrees. A majority of our teachers are engaged in District sponsored Teaching and Learning Cooperatives (TLC), participating in intensive professional development throughout the year that requires new learning, application of content, and reflection on effectiveness of student learning. Our teachers are sought out by District directors to be teacher leaders. Many facilitate TLCs or other District professional development. As a Professional Learning Community school, we received the honor of participating in Learning Forward's Learning School Alliance during 2009 – 2010. In 2012 and 2018, we were selected as a California Distinguished School and, in 2016, we were selected as a California Gold Ribbon School. Our school has been the recipient of six district and one national Character Counts! video awards. From 2010-2013, a second grade class won ExploraVision science competition and represented our state at the national competition in Washington, D.C. Three of our teachers have been top ten San Diego County Teachers of the Year.

One of the greatest strengths of our school is our unwavering belief that each and every student can learn. Teachers hold themselves accountable for the success of each child and are committed to closing the achievement gap for all student groups. They set high academic and behavioral expectations for all students and empower them to meet these expectations. Grade levels are deeply involved in establishing goals focused on every student's growth. Student achievement data is regularly analyzed during professional time, X-Ploration time, and grade level instructional planning meetings to identify achievement gaps for all student groups and individual students. To meet the needs of these students, grade level and cross-grade level teams collaborate to set goals and develop highly-detailed Instructional Plans grounded in our Response to Instruction and Intervention (RtI²) model. Habits for future success are embedded in teachers' instruction through the explicit development of problem solving, critical thinking, self-monitoring, persistence, and responsibility. Critical Skills students are mainstreamed to access grade level curriculum. School-wide, students are taught how to set personal academic goals and monitor their own progress.

Another great strength of our school is the strong working relationship between its staff and parent community. Willow Grove's PTA and Educational Foundation serve to expand and enrich our students' educational experiences. Our Educational Foundation supports us with many programs such as music, P.E., math enrichment, science enrichment as well as academic interventions. Our PTA supports our Character Counts! program, Running Club, YMCA Playground Partners, field trips, family nights, Internet Safety training by San Diego Police Foundation for students and parents, a school garden, and much more. Parents volunteered with over 18,000 hours in classrooms and for special school events last year alone. We value parents as our partners.

Each day Willow Grove's students, staff, and parents work together to ensure a safe and positive learning environment where each and every student can learn and reach their highest potential. The synergy that exists between staff and the parent community is excellent. Our staff reflects daily on its work and how it influences student learning. Willow Grove Elementary School is an outstanding place for all to learn.

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

Willow Grove understands the importance of including all stakeholders in the process of developing and monitoring our Site plan and budget.

Parents are encouraged to be a part of our site planning in the following ways:

- participating in the ThoughtExchange process
- participating in the California Healthy Kids survey (CHKS)
- attending *Back to School Night* in August
- as a member of our School Site Council
- joining our Site Safety Committee
- attending Parent Education events (e.g. meetings focusing on areas such as technology and social media safety)
- attending Parent Meet & Greets held after Friday Flags (4 times per year)
- parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings

Parents are made aware of these opportunities through weekly Connect Ed. Messages (email & phone), site website, and classroom newsletters.

Fifth graders also completed the California Healthy Kids Survey (CHKS).

Our SPSA and accompanying budgets are shared with School Site Council and our English Learner Advisory Committee while being developed in order to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.3%	0.26%	0.13%	2	2	1
African American	0.4%	0.66%	0.63%	3	5	5
Asian	23.5%	25.49%	25.44%	178	194	201
Filipino	1.9%	1.45%	1.65%	14	11	13
Hispanic/Latino	10.9%	11.70%	12.66%	82	89	100
Pacific Islander	0.4%	0.53%	0.38%	3	4	3
White	53.4%	48.75%	46.2%	404	371	365
Multiple/No Response	1.6%	2.10%	3.67%	12	16	29
Total Enrollment				756	761	790

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	129	130	157
Grade 1	119	109	107
Grade 2	126	132	122
Grade3	121	134	132
Grade 4	130	124	138
Grade 5	131	132	134
Total Enrollment	756	761	790

Conclusions based on this data:

1. New families with young children are moving into surrounding neighborhoods resulting in a significant increase of students from 2016-17 to 2018-19. This enrollment increase has resulted in WG adding a first grade class for this year, 2019-20.
2. Since 2016-2017, there has been a steady increase in enrollment of Asian and Hispanic/Latino students and a steady decrease in enrollment of white students.
3. Based on student group enrollment trends over the last three years, WG is becoming more multi-cultural.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	119	134	125	15.7%	17.6%	15.8%
Fluent English Proficient (FEP)	96	89	112	12.7%	11.7%	14.2%
Reclassified Fluent English Proficient (RFEP)	25	6	21	18.9%	5.0%	15.7%

Conclusions based on this data:

1. The percentage of English learners has remained fairly consistent over the last three years.
2. The percentage of Fluent English Proficient has remained fairly consistent over the last three years.
3. There was a significant drop (13.9%) of Reclassified Fluent English Proficient students from 2016-2017 to 2017-2018 and a significant increase (10.7%) of reclassified students from 2017-2018 to 2018-2019. This may be due to an increase of identified English Learners in 2017-2018 who were not ready to be reclassified at the end of the year. Based on the increase (10.7%) of Reclassified Fluent English Proficient in 2018-2019, it appears that a good number of these students were ready to be reclassified.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	120	129	131	116	128	129	116	128	129	96.7	99.2	98.5
Grade 4	126	128	131	124	126	129	124	126	129	98.4	98.4	98.5
Grade 5	129	128	132	125	127	127	125	127	127	96.9	99.2	96.2
All	375	385	394	365	381	385	365	381	385	97.3	99	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2487.	2488.	2498.	54.31	53.91	56.59	22.41	23.44	29.46	17.24	11.72	10.08	6.03	10.94	3.88
Grade 4	2538.	2532.	2523.	55.65	53.97	51.94	26.61	22.22	22.48	12.10	14.29	13.18	5.65	9.52	12.40
Grade 5	2599.	2611.	2606.	62.40	67.72	63.78	26.40	25.20	26.77	8.80	3.94	8.66	2.40	3.15	0.79
All Grades	N/A	N/A	N/A	57.53	58.53	57.40	25.21	23.62	26.23	12.60	9.97	10.65	4.66	7.87	5.71

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	55.17	53.13	54.26	33.62	37.50	40.31	11.21	9.38	5.43	
Grade 4	48.39	48.41	42.64	45.16	40.48	42.64	6.45	11.11	14.73	
Grade 5	57.60	65.35	63.78	34.40	32.28	35.43	8.00	2.36	0.79	
All Grades	53.70	55.64	53.51	37.81	36.75	39.48	8.49	7.61	7.01	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56.90	48.44	46.51	36.21	40.63	45.74	6.90	10.94	7.75
Grade 4	57.26	49.21	41.86	33.87	40.48	46.51	8.87	10.32	11.63
Grade 5	74.40	71.65	69.29	21.60	21.26	26.77	4.00	7.09	3.94
All Grades	63.01	56.43	52.47	30.41	34.12	39.74	6.58	9.45	7.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.66	34.38	44.96	56.90	60.94	53.49	3.45	4.69	1.55
Grade 4	39.52	39.68	40.31	56.45	53.97	53.49	4.03	6.35	6.20
Grade 5	43.20	45.67	46.46	53.60	51.97	51.18	3.20	2.36	2.36
All Grades	40.82	39.90	43.90	55.62	55.64	52.73	3.56	4.46	3.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.69	52.34	49.61	44.83	36.72	45.74	9.48	10.94	4.65
Grade 4	54.84	48.41	41.86	41.94	42.06	50.39	3.23	9.52	7.75
Grade 5	68.80	79.53	67.72	26.40	18.11	28.35	4.80	2.36	3.94
All Grades	56.71	60.10	52.99	37.53	32.28	41.56	5.75	7.61	5.45

Conclusions based on this data:

1. The percentage of students who have met or exceeded proficiency overall in ELA has increased over the last three years, including a 1.93% increase from 2017-18 to 2018-19.
2. The percentage of students at each grade level achieving Above Standards in the Claim area of Listening has increased over the last three years.
3. The percentage of third grade students who were at Standard Not Met decreased from 2017-18 to 2018-19 in their Overall ELA score as well as in all ELA claim areas (Reading, Writing, Listening, Research/Inquiry).

The percentage of fourth grade students who were at Standard Not Met decreased from 2017-18 to 2018-19 in the ELA claim area of Listening.

The percentage of fifth grade students who were at Standard Not Met decreased from 2017-18 to 2018-19 in their Overall ELA score as well as in the ELA claim areas of Reading and Writing. The Claim area percentage of students who were at Standard Not Met for Listening stayed the same from 2017-18 to 2018-19.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	120	129	131	116	128	128	116	128	128	96.7	99.2	97.7
Grade 4	126	128	131	126	127	129	126	127	129	100	99.2	98.5
Grade 5	129	128	132	125	127	128	125	127	128	96.9	99.2	97
All	375	385	394	367	382	385	367	382	385	97.9	99.2	97.7

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2489.	2494.	2491.	44.83	46.09	41.41	33.62	36.72	42.97	11.21	10.16	13.28	10.34	7.03	2.34
Grade 4	2546.	2536.	2526.	53.97	48.82	42.64	31.75	28.35	31.78	12.70	17.32	17.83	1.59	5.51	7.75
Grade 5	2605.	2610.	2611.	62.40	74.80	71.09	23.20	14.96	15.63	12.80	7.09	8.59	1.60	3.15	4.69
All Grades	N/A	N/A	N/A	53.95	56.54	51.69	29.43	26.70	30.13	12.26	11.52	13.25	4.36	5.24	4.94

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	54.31	65.63	55.47	31.90	24.22	37.50	13.79	10.16	7.03	
Grade 4	72.22	64.57	58.14	23.81	18.90	27.13	3.97	16.54	14.73	
Grade 5	70.40	81.10	78.13	25.60	14.17	15.63	4.00	4.72	6.25	
All Grades	65.94	70.42	63.90	26.98	19.11	26.75	7.08	10.47	9.35	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56.03	60.94	53.13	37.93	32.03	42.97	6.03	7.03	3.91
Grade 4	56.35	52.76	54.26	40.48	37.01	35.66	3.17	10.24	10.08
Grade 5	61.60	63.78	65.63	31.20	32.28	30.47	7.20	3.94	3.91
All Grades	58.04	59.16	57.66	36.51	33.77	36.36	5.45	7.07	5.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57.76	56.25	54.69	31.90	37.50	40.63	10.34	6.25	4.69
Grade 4	57.14	54.33	49.61	38.89	31.50	35.66	3.97	14.17	14.73
Grade 5	62.40	65.35	67.97	32.00	30.71	28.13	5.60	3.94	3.91
All Grades	59.13	58.64	57.40	34.33	33.25	34.81	6.54	8.12	7.79

Conclusions based on this data:

1. The percentage of students who have met or exceeded proficiency overall in Math has decreased over the last three years, with a 1.29% drop from 2018 to 2019. This is an indication to staff that we need to focus some of our professional development around math this year as well as next year.
2. The percentage of students at the 5th grade level achieving Above Standards in the Mathematical Claim areas of Problem Solving & Modeling/Data Analysis and Communicating Reasoning has increased since 2016-2017 (Problem Solving & Modeling/Data Analysis by 4.03% and Communicating Reasoning by 8.84%).
3. The percentage of students at the 3rd grade level achieving Below Standards in all Mathematical Claim areas decreased from 2016-2017 to 2018-2019: Concepts & Procedures by 6.76%, Problem Solving & Modeling/Data Analysis by 2.12%, and Communicating Reasoning by 5.65%.

The percentage of students at the 5th grade level achieving Below Standards decreased in the following Mathematical Claim areas from 2016-2017 to 2018-2019: Problem Solving & Modeling/Data Analysis by 0.09%, and Communicating Reasoning by 3.29%.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1463.2		1461.4		1467.5		42	
Grade 1	1500.7		1499.0		1502.0		22	
Grade 2	1533.3		1541.9		1524.3		18	
Grade 3	1479.1		1488.9		1468.7		14	
Grade 4	*		*		*		*	
Grade 5	1586.8		1604.2		1569.2		13	
All Grades							117	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.90	*	33.33	42.86		*	*		42	28
1	68.18	53.33	*	36.67	*	*	*	*	22	30
2	83.33	*	*	*	*	*	*	*	18	19
3	*	*	*	*	*	*	*	*	14	13
4	*	*	*	*	*	*	*	*	*	13
5	84.62	*	*	*	*	*			13	*
All Grades	60.68		26.50		*		*		117	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.67	39.29	*	39.29	*	*	*		42	28
1	68.18	63.33	*	*	*	*	*	*	22	30
2	94.44	63.16		*	*	*	*		18	19
3	*	*	*	*	*	*	*	*	14	13
4	*	*	*	*	*	*	*	*	*	13
5	100.00	*		*	*	*			13	*
All Grades	71.79		20.51		*		*		117	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.29	*	*	39.29	*	*	*		42	28
1	59.09	*	*	46.67	*	*	*	*	22	30
2	61.11	*	*	57.89	*	*	*	*	18	19
3		*	*	*	*	*	*	*	14	13
4	*	*	*	*	*	*	*	*	*	13
5	*		*	*	*	*		*	13	*
All Grades	50.43		24.79		13.68		11.11		117	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	80.95	50	*	50	*		42	28
1	86.36	83.33	*	*	*	*	22	30
2	83.33	*	*	*	*		18	19
3	*	*	*	*	*	*	14	13
4	*	*	*	*	*	*	*	13
5	*	*	*	*		*	13	*
All Grades	71.79		22.22		*		117	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	*	40.48	64.29	*	*	42	28
1	54.55	46.67	*	46.67	*	*	22	30
2	88.89	73.68	*	*	*	*	18	19
3	85.71	84.62	*	*	*	*	14	13
4	*	*	*	*	*	*	*	13
5	100.00	*				*	13	*
All Grades	68.38		24.79		*		117	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.29	*	30.95	82.14	*		42	28
1	59.09	63.33	*	*	*	*	22	30
2	72.22	*	*	78.95	*	*	18	19
3	*	*	*	*	*	*	14	13
4		*	*	*	*	*	*	13
All Grades	52.14		35.90		11.97		117	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.29	57.14	28.57	39.29	*	*	42	28
1	*	*	*	60	*	*	22	30
2	66.67	*	*	68.42	*	*	18	19
3	*	*	*	*	*	*	14	13
4	*	*	*	*	*	*	*	13
All Grades	52.99		35.90		11.11		117	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

1. Overall on the ELPAC as well as in each Domain, the majority of students scored in Levels 3 or 4 or the well-developed and somewhat/moderately developed ranges the past two years.
2. Based on 2018-2019 ELPAC Reading and Writing Domain results, reading and writing are our English Learners' greatest areas of need.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	*	*	*	1	1	*	*	*	*
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	184	203	199	3	5	13	1.6	2.5	6
Filipino	14	11	*	0	0	*	0.0	0.0	*
Hispanic or Latino	85	94	100	4	7	13	4.7	7.5	13
Did not Report	13	17	31	0	0	2	0.0	0.0	10
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	65	69	76	3	1	2	4.6	1.4	3
White	408	384	367	18	20	33	4.4	5.3	9
Male	392	402		17	13		4.3	3.3	
Female	385	387		11	20		2.9	5.2	
English Learners	121	140	125	7	10	15	5.8	7.2	13
Students with Disabilities	116	120		4	13	20	3.4	11.2	15
Socioeconomically	83	103	85	8	3	12	9.6	3.0	12
Migrant									
Foster									
Homeless	*	*		1	1		*	*	
Kindergarten	135	134		9	7		6.7	5.3	
Grades 1-3	376	385		13	16		3.5	4.2	
Grades 4-6	266	270		6	10		2.3	3.8	
Grades 7-8									
Grades K-8	777	789		28	33		3.6	4.2	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	777	789	793	28	33	65	3.6	4.2	8

Conclusions based on this data:

1. Students with Disabilities had a significant increase in absences (3.4% to 11.2%) between the years of 2016-17 to 2017-18. This may be due to the length of several students' hospital stays.
2. The percentage of Socioeconomically Disadvantaged Students identified as Chronically Absent decreased from 9.6% to 3.0% from 2016-17 to 2017-18.
3. Overall, there has been a 4.4% increase in the percentage of Chronic Absentees from 2016-2017 to 2018-2019.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.3	0.3

Conclusions based on this data:

1. Suspensions continue to be low. Restorative practices, Multi-tiered Systems of Support (All School Positive Behavior Support Plan, RtI²/SS2), and proactive teaching of social/emotional regulation strategies positively impact student behavior/discipline.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Willow Grove Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

Based on the Spring of 2020 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" and "Standard Exceed" in the overall areas of Math will increase by 3%, and the percentage of students identified as being in the following specific groups will increase by 5%: English Learner, Economically Disadvantaged Youth, and Students with Disabilities.

Identified Need

This need was identified by the analysis of Willow Grove's data from the Math portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for All Students and for the following specific groups: English Learner, Economically Disadvantaged Youth, and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP Math test shows 82% of all students at "Standard Met" or "Standard Exceed."	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 3 percentage points, from 82% in 2019 to 85% in 2020.
English Learner Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the Spring 2019 CAASPP Math test shows 50% of English Learners at "Standard Met" or "Standard Exceeded."	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 5 percentage points, from 50% in 2019 to 55% in 2020.
EDY/Title I Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as Economically Disadvantaged Youth.	Data from the Spring 2019 CAASPP Math test shows 57% of Economically Disadvantaged Youth at "Standard Met" or "Standard Exceeded."	The percentage of Economically Disadvantaged Youth with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 5 percentage points, from 57% in 2019 to 62% in 2020.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for those identified as Students with Disabilities.	Data from the Spring 2019 CAASPP Math test shows 64% of Students with Disabilities at "Standard Met" or "Standard Exceeded."	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 5 percentage points, from 64% in 2019 to 69% in 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are below proficient in the areas of Math (grades 1-5). Data analysis has shown weaknesses in specific math skills.

Strategy/Activity

Trained, credentialed Impact Teachers will work with targeted students on specific math skills 4 days a week (October - April). Groups will be flexible and data monitored on an on-going basis. Research-based programs will be used for intervention instruction (e.g. Math Expressions Interventions, Math Central).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Educationally Disadvantaged Youth
	English Learners
23,000	Foundation 1000-1999: Certificated Personnel Salaries Impact Teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Educationally Disadvantaged students who are below proficient in the areas of Math (grades 1-5). Data analysis has shown weaknesses in specific math skills.

Strategy/Activity

During half-day meetings in fall and winter, grade level teams will collaboratively analyze data, set yearly academic goals, develop an instructional plan to support achieving their goals and determine mid-year progress in order to ensure educationally disadvantaged students achieve grade level standards by the end of the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,760	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Teacher Collaboration
290	General Fund 1000-1999: Certificated Personnel Salaries Teacher Collaboration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers are committed to providing students with more rich mathematical tasks that align with Depth of Knowledge, Level 3, educational activities with a focus on communicating reasoning orally and in writing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	No additional budgeted expenditures.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 2: English Language Arts

Based on the Spring of 2020 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students at "Standard Met" and "Standard Exceed" in the overall areas of English Language Arts will increase by 3%, and the percentage of students identified as being in the following specific groups will increase by 5%: English Learner, Economically Disadvantaged Youth, and Students with Disabilities.

Identified Need

This need was identified by the analysis of Willow Grove's data from the English Language Arts portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report for All Students and for the following specific groups: English Learner, Economically Disadvantaged Youth, and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP English Language Arts test shows 84% of all students at "Standard Met" or "Standard Exceed."	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will grow by 3 percentage points, from 84% in 2019 to 87% in 2020.
English Learner Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the Spring 2019 CAASPP English Language Arts test shows 48% of English Learners at "Standard Met" or "Standard Exceeded."	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will grow by 5 percentage points, from 48% in 2019 to 53% in 2020.
EDY/Title I Data from the English Language Arts portion of the Spring 2020 California	Data from the Spring 2019 CAASPP English Language Arts test shows 57% of Economically Disadvantaged	The percentage of Economically Disadvantaged Youth with scores of "Standard Met" or "Standard Exceeded"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assessment of Student Performance and Progress (CAASPP) for students identified as Economically Disadvantaged Youth.	Youth at "Standard Met" or "Standard Exceeded."	on the English Language Arts portion will grow by 5 percentage points, from 57% in 2019 to 62% in 2020.
Student with Disabilities Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for those identified as Students with Disabilities.	Data from the Spring 2019 CAASPP English Language Arts test shows 60% of Students with Disabilities at "Standard Met" or "Standard Exceeded."	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will grow by 5 percentage points, from 60% in 2019 to 65% in 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners who are below proficient in the areas of English Language Arts (grades 1-5). Data analysis has shown weaknesses in specific reading skills.

Strategy/Activity

During a half-day meeting in the spring, grade level teams will collaboratively analyze end-of-year data and determine progress on academic goals that were set for the year to support English Learner students achieving grade level ELA standards by the end of the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,025

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are below proficient in the areas of English Language Arts (grades 1-5). Data analysis has shown weaknesses in specific reading skills.

Strategy/Activity

Trained, credentialed Impact Teachers will work with targeted students on specific reading skills 4 days a week (October - April). Groups will be flexible and data monitored on an on-going basis. Research-based programs will be used for intervention instruction (e.g. S.P.I.R.E., STARS).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

96,121

Source(s)

Foundation
1000-1999: Certificated Personnel Salaries
Impact Teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners who are below proficient in the areas of English Language Arts (grades 1-5). Data analysis has shown weaknesses in specific reading skills.

Strategy/Activity

During a one-day meeting in the spring, teachers on the Leadership Team will analyze data and determine academic, behavioral, and social/emotional needs of English Learner students. Based on English Learner students' needs, professional learning for staff will be aligned to help meet students' needs and goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,700

Source(s)

English Learners
1000-1999: Certificated Personnel Salaries
Teacher collaboration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide English Learner parents interpreter support as needed for parent conferences, meetings with the teacher, and school activities/events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

English Learners
5800: Professional/Consulting Services And
Operating Expenditures
Interpreter support

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner

Strategy/Activity

Provide English Learner Aide additional testing time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

English Learners
2000-2999: Classified Personnel Salaries
EL Aide testing support

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner

Strategy/Activity

Provide General Education teachers materials, intervention resources, and books needed to support English learners in accessing and making progress on California State Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

English Learners
4000-4999: Books And Supplies
Books and supplies to support English Learners

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Grizzly Club: Provide 10 weeks of before school reading intervention using Benchmark Advance resources and Core Clicks online reading program as well as providing opportunities for taking CAASPP practice tests as a whole group.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

English Learners
1000-1999: Certificated Personnel Salaries
Teacher reading and test taking skills support and intervention.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English Learner Coordinator and two teachers (GATE Coordinator and Teacher who facilitates Grizzly Club for English Learners) will attend CAFE conference in April 2020. Upon their return, they will share information learned to enhance English learners' academic and language progress with staff at a designated staff meetings and continue to work with teachers in building their knowledge and skills in supporting their English Learners progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,075

Source(s)

English Learners
5000-5999: Services And Other Operating Expenditures
Conference expenses

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers are committed to implementing Benchmark Advance with a focus on ensuring all students are competent in their foundational skills. Teachers will consistently focus on close reading and textual analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional budgeted expenditures.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

Social Emotional Goal

All students, TK-5th, will be able to state at least one strategy to resolve conflicts with peers peacefully.

Identified Need

The 2018-2019 California Healthy Kids Survey showed 81% of students felt that our school helped them learn strategies to resolve conflict with peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide California Healthy Kids Survey 2018-2019 81% of students reported that the school helped them resolve conflicts with one another on the survey.	81% of students reported school helped them resolve conflicts with one another.	85% of students will report on a Student Survey administered in Spring 2020 that the school helped them resolve conflicts with one another.
English Learner		
EDY/Title I		
Student with Disabilities		
A Student Perception Survey will be developed and given to TK-5th Grade students in Spring 2020.	Baseline will be determined in Spring 2020.	Survey administered: TK - 5th grade students will take the Student Perception Survey by Spring 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Anti-bullying Assembly: Keep Your Power: Be a Winner

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

General Fund

Anti-bullying assembly expense

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Playground support for conflict resolution from Noon Duty Supervisors, TOSA, Counselor, Student Services Assistant, and Principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional budgeted expenditures.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Three Positive Behavior Assemblies (beginning, mid year, spring) to address behavior expectations in different areas of the school- what it looks like and what it sounds like and ways to resolve conflict.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional budgeted expenditures.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselor and Student Services Assistant deliver Second Step Lessons, which includes lessons on how to resolve conflicts, to Kindergarten through 5th grade students throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

No additional budgeted expenditures.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teaching and Learning TOSA meets one time per week for 15 minutes with Noon Duty Supervisors to provide ongoing training in conflict resolution.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional budgeted expenditures.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Daily Mindful Moment practice- The purpose of this practice to provide an opportunity for students to quiet their minds, calm themselves, and have a peaceful moment to prepare for learning. Teachers do not tell students what to think about or reflect upon during this time. It is 60 seconds of quiet time before instruction begins.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

No additional budgeted expenditures.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement PBIS strategies to support students interacting positively with each other (e.g. Restorative Circles, Students receive Character Counts cards for an act of remarkable kindness and behavior towards others- name is announced during Morning Announcements and student receives a Character Counts pencil, PAWS-ITIVE Behavior Medallion for one student per class per month who has shown ongoing remarkable kindness and behavior during the month- students are recognized at Friday Flag).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

450

Source(s)

General Fund
4000-4999: Books And Supplies
Materials and supplies expenses (Character Counts cards, Character Counts pencils, PAWS-TIVE Behavior Medallions)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$134,021.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$3,760.00
English Learners	\$10,000.00
Foundation	\$119,121.00
General Fund	\$1,140.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$134,021.00

Total of federal, state, and/or local funds for this school: \$134,021.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	3,760.00
English Learners	10,000.00
Foundation	119,121.00
General Fund	1,140.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	128,396.00
2000-2999: Classified Personnel Salaries	200.00
4000-4999: Books And Supplies	650.00
5000-5999: Services And Other Operating Expenditures	4,075.00
5800: Professional/Consulting Services And Operating Expenditures	300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	3,760.00
1000-1999: Certificated Personnel Salaries	English Learners	5,225.00
2000-2999: Classified Personnel Salaries	English Learners	200.00
4000-4999: Books And Supplies	English Learners	200.00
5000-5999: Services And Other Operating Expenditures	English Learners	4,075.00

5800: Professional/Consulting Services And Operating Expenditures	English Learners	300.00
1000-1999: Certificated Personnel Salaries	Foundation	119,121.00
	General Fund	400.00
1000-1999: Certificated Personnel Salaries	General Fund	290.00
4000-4999: Books And Supplies	General Fund	450.00
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,050.00
Goal 2	106,121.00
Goal 3	850.00

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	Date	Signature
Amy Huff	Principal		
Tiffany Pearson-Tucker	Classroom Teacher		
Lauren O'Rielly	Classroom Teacher		
Vicky Ingle	Classroom Teacher		
Julie Charles	Other School Staff		
Jo Ann Sweidel	Parent or Community		
Corinna Kitchen	Parent or Community		
Courtney Georggin	Parent or Community		
Christine Millay	Parent or Community		
Denise Bickel	Parent or Community		

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

Date

Committee or Advisory Group Name

English Learner Advisory Committee

Special Education 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 10/25/19.

Attested:

Principal, Amy Huff on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. 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).

- F. 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
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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