

Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Prepared by: California Department of Education, February 2016

Part II: The Single Plan for Student Achievement Template

School: Williams Upper Elementary

District: Williams Unified

County-District School (CDS) Code: 06616220118729

Principal: Denise Conrado

Date of this revision: 11/15/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person:	Denise Conrado
Position:	Principal
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The District Governing Board approved this revision of the SPSA on December 14, 2017.



Form A: Planned Improvements in Student Performance

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

LEA GOAL: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.		
SCHOOL GOAL: All students will be proficient in ELA as measured by grades in ELA courses, scores on SRI, DIBELS, CAASPP and writing assessments.		
What data did you use to form this goal? The CAASPP scores in ELA, passing rates in ELA coursework, SRI and DIBELS data, and local writing assessment benchmarks.	What were the findings from the analysis of this data? Students are achieving moderately in ELA. Students should be no less than the state average.	How will the school evaluate the progress of this goal? Six week grading cycles, Trimester SRI and DIBELS data, Writing assessment scores, 17-18 CAASPP Interim and Summative assessment scores. Where can a budget plan of the proposed expenditures for this goal be found? Principal's Office

STRATEGIES: Improve teaching and learning in ELA and writing by curricular alignment, articulation, and embedded assessments to be used as formative assessments for learning.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Throughout the 2017-18 school year, Data Teams training for school-wide approach to assessment data analysis to improve teaching and learning. This work will require 8 substitutes during 2017/18.	Denise Conrado	Ten days of professional development and coaching will be provided by Steve Ventura, consultant, focusing on collaboration around student performance data in ELA, math and writing. Materials, supplies, logistics, conferences, and operating costs to carry out Achievement Data Teams work.	\$20,000.00 - LCFF Supplemental (0000) \$10,000.00 - LCFF Concentration (0000)

STRATEGIES: Continue implementation and monitoring of targeted, school-wide reading intervention program to address the reading comprehension needs of struggling readers, English learners, and grade-level and above readers, as measured by District benchmark assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 30, 2017: identify struggling readers and select a research-based reading intervention program that targets the individual literacy needs of struggling readers and English learners. Include ongoing assessment of student reading growth.	Denise Conrado	<p>Collect and analyze local assessments; summative tests, SRI/Lexile, and formative ELA and English learner data; identify students from each grade level for reading interventions to meet their specific literacy needs.</p> <p>Evaluate current criteria for identifying, selecting, implementing, monitoring, and evaluating existing reading intervention program that is designed to meet individual literacy needs of struggling readers and English learners.</p>	
Plan implementation and evaluation of the reading intervention program.	Denise Conrado	<p>Continue reading support with research-based curriculum.</p> <p>Grade level teams conduct bi-weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes.</p>	
Student recognition for reading practice and improvement.	Denise Conrado	Reading Counts awards assemblies, trimester reading goals award assemblies, classroom awards, parent night.	\$1,500.00 - Title I Basic (3010)

Write Tools PD	Denise Conrado	New teacher PD Review strategies implemented thus far, evaluate student samples, adjust teaching and assessment pacing, and identify ongoing needs of students.	\$13,000.00 - LCFF Supplemental (0000) \$1,820.00 - LCFF Concentration (0000)
Blended Learning Reading Support	Denise Conrado	Pilot Imagine Learning Computer Based Reading Program	\$10,000.00 - LCFF Supplemental (0000)

LEA GOAL: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.

SCHOOL GOAL: All students will be proficient in mathematics and problem solving as measured by grades in mathematics courses, CAASPP, and local formative assessments.

What data did you use to form this goal? 1. Percent of students passing mathematics coursework 2. Percent of students proficient or advanced on the CAASPP in Math	What were the findings from the analysis of this data? 1. The percent of students meeting or exceeding standards has increased, but is below where we expect 2. Students meeting or exceeding standards on the CAASPP mathematics assessments needs to continue to increase	How will the school evaluate the progress of this goal? 1. Class grades 2. Math short cycle assessment data analysis Where can a budget plan of the proposed expenditures for this goal be found? Principal's Office
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STRATEGIES: Improve teaching and learning in Mathematics and problem solving by curricular alignment, integrated instruction, and embedded assessments to be used as formative assessments for learning.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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Data Teams training for school-wide approach to formative assessments	Denise Conrado	Ten days of professional development and coaching will be provided by consultant Steve Ventura on data analysis through Data Team collaboration. Focus on collaboration around student performance data on formative assessments.	
Math Coaching for all grade levels	Denise Conrado	UCDavis Math Coach works with grade level teams on best practices for developing math concepts using Common Core State Math Standards. This coaching requires 27 substitutes over the 17/18 school year.	\$16,146.00 - LCFF Supplemental (0000) \$3,780.00 - LCFF Concentration (0000)
After school math intervention at each grade level	Denise Conrado	After school math intervention will be based on grade level curriculum assessment data results Continue work with consultant Dean Tannewitz and Curriculum Coach on grade level work to integrate ELA, Social Studies, Science, Writing and Math into units of study; review each unit and assessments, evaluate and modify, if necessary	\$7,500.00 - Title I Basic (3010)

<p>Integrated Thematic Instruction Planning</p>	<p>Denise Conrado</p>	<p>Continue work with consultant Dean Tannewitz and Curriculum Coach on grade level work to integrate ELA, Social Studies, Science, Writing and Math into units of study; review each unit and assessments, evaluate and modify, if necessary.</p> <p>This work will require 104 substitutes: 52 subs (4 subs per grade level/4 days) for planning with Dean Tannewitz, and 52 subs (4 subs per grade level/4 days) for unit planning and assessment writing.</p>	<p>\$15,600.00 - LCFF Supplemental (0000)</p> <p>\$14,560.00 - LCFF Concentration (0000)</p>
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LEA GOAL: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.

SCHOOL GOAL: All EL students will be proficient in mathematics and problem solving, and ELA as measured by grades in mathematics and ELA courses, CAASPP, and local assessments.

<p>What data did you use to form this goal?</p> <ol style="list-style-type: none"> 1. Percent of EL students proficient on the CAASPP in ELA and Mathematics. 2. Percent of EL students passing scoring proficient or advanced on writing assessments 3. Percent of EL students passing coursework 	<p>What were the findings from the analysis of this data?</p> <ol style="list-style-type: none"> 1. EL students are passing the math section of the CAASPP at the state average. 2. EL students are scoring below the state average for ELA on the CAASPP 3. EL students are scoring below their non-EL classmates on CAASPP 4. EL students must receive focused strategies across all curricular areas in order to show academic growth 	<p>How will the school evaluate the progress of this goal?</p> <ol style="list-style-type: none"> 1. Class grades 2. Grade Level Benchmark Writing Assessment 3. CELDT/ELPAC scores 4. ELA grades at progress reporting <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Principal's office</p>
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STRATEGIES: Align curriculum, provide student support, and use formative assessments for improving student learning in ELA and Math for EL students.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
October 2017: Implement Pearson's iLit ELL school-wide	Denise Conrado	PD for use of Pearson's iLit ELL program, for teachers that didn't pilot in 2016-17 Teachers use iLit ELL placement assessment to level students in iLit ELL Grade levels determine grouping and schedule	\$21,460.38 - Lottery Instructional Materials (6300)
ELD instruction for all students	Denise Conrado	ELD strategies will be embedded in all content areas throughout the instructional day to increase language acquisition, fluency, comprehension and writing skills. Students' progress will be monitored through content area assessments.	
Student recognition for growth in English language skills and CELDT/ELPAC scores	Denise Conrado	Monthly Good Citizen's awards assemblies, trimester awards assemblies, classroom awards, parent night	\$1,000.00 - Title III LEP (4203)

LEA GOAL: Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders.

SCHOOL GOAL: Increase the level of parent volunteerism, involvement, and engagement in our school and school community

<p>What data did you use to form this goal?</p> <p>Parent Surveys, Meeting notes from School Site Council (SSC) and English Language Advisory Council.(ELAC), PTO membership, attendance at Back to School Night, Open House, Family Science Night, and student performances.</p>	<p>What were the findings from the analysis of this data?</p> <p>Parent involvement needs to be increased for student success. Education is needed to make parents feel their involvement is desired by the school, and that they can be involved at a level comfortable to them.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>The number of participants at SSC and ELAC The number of volunteers at school events Parent surveys from family and community meetings and Open House Membership of WUES PTO</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Principal's office</p>
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STRATEGIES: Through SSC and ELAC meetings, parent workshops and community nights, a parent education program will involve parents in the school on three different levels, volunteering, involvement, or engagement.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Create parent education workshops to involve parents on a variety of topics parents identify as needed on parent surveys	Denise Conrado	Parent engagement nights, refreshments for parent nights, daycare, outreach to parents, communications through mail, phone calls, and notes home with students,	<p>\$3,000.00 - Title I Basic (3010)</p> <p>\$3,000.00 - LCFF Supplemental (0000)</p>

LEA GOAL: Williams Unified will provide an educational experience that addresses the academic and socio-emotional needs of every student.

SCHOOL GOAL: Student support systems will be created and implemented to ensure student success and social emotional development as measured by discipline rates, attendance, and course grades.

<p>What data did you use to form this goal?</p> <p>Attendance rates, discipline rates</p>	<p>What were the findings from the analysis of this data?</p> <p>Attendance and discipline rates are good We want them to continue to be positive</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Attendance rates Discipline rates</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <p>Principal's Office</p>
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STRATEGIES: A comprehensive intervention and support system will be created to address academic, social, and emotional needs of students to ensure success.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Continue school-wide use of Lifelong Guidelines and Lifeskills, in the classroom, on the bus, on the playground and in the cafeteria.	Denise Conrado	Provide training for all staff Provide book, 'Tools for Citizenship & Life' to all staff members Recognize staff and students for using Lifelong Guidelines and Lifeshills Provide 'Lifeskills Bucks' (snack bar bucks) incentives for student/family Lifeskills challenges.	\$1,000.00 - Lottery (1100)
Provide after school tutoring	Denise Conrado	Each grade level will develop and after school tutoring plan.	\$2,000.00 - Title I Basic (3010) \$3,000.00 - LCFF Supplemental (0000)
Hire a Learning Support Specialist to manage a caseload of at risk students	Denise Conrado	District will hire this position ASAP	\$48,773.00 - LCFF Supplemental (0000)
Bullying Awareness Education	Denise Conrado	Resources, materials, and speaker from Stand for the Silent Professional speaker Kirk Smalley	\$2,000.00 - LCFF Supplemental (0000)
Provide an after school program that provides homework support and a safe environment for students.	Denise Conrado	After School Education and Safety Program Grant (ASES)	\$152,344.00 - ASES

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools		<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$131,519.00	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$30,160.00	<input checked="" type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school		<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program		<input type="checkbox"/>

<input type="checkbox"/>	Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners		<input type="checkbox"/>
<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring		<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas		<input type="checkbox"/>
<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school		<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement		<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs		<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety		<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students		<input type="checkbox"/>
<input checked="" type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) Lottery Funds	\$22460.38	<input checked="" type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$22773.38	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$24,560.00	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$3,000.00	<input checked="" type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)			<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals			<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$1,000.00		<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs			<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement			<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)			<input checked="" type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe) ite			<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)			<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$28		
Total amount of state and federal categorical funds allocated to this school		\$22801.38		

Form D: 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Denise Conrado	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Candice Bersola-Vallejos	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janett Torres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hugo Torres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lorena Padilla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maryah Stoots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Madison Weigel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estella Cano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Manvendra Gill	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Toni Rivera	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	0

Form E: 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:

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

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee Alexander Ramon _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

Other committees include:

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 11/30/2017.

Attested:
Denise Conrado

Typed name of School Principal

Madison Weigel

Typed name of SSC Chairperson

Denise Conrado 11/30/17

Signature of School Principal Date

Madison Weigel 11/30/17

Signature of SSC Chairperson Date