



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
Willard Elementary School	19-64881-6021778	May 12, 2022	June 23, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Willard has a diverse community with a plethora of resources. We are setting goals for the 2022-2023 school year to serve all student groups in our vibrant community.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Willard is meeting ESSA requirements by using our dashboard indicators to monitor and set goals for student achievement and school quality. The California state indicators include student engagement and achievement, as well as, school climate.

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

In September 2021, staff reviewed iReady diagnostic data in ELA and Math to determine student progress and baseline. (No current SBAC data was available.) Also in September, School Site Council reviewed the SPSA and in October 2021, SSC reviewed data to ensure that selected goals and strategies were still appropriate for student needs. As a result of examining data, SSC amended Attendance Goal to be more responsive to COVID 19 Pandemic/Quarantine circumstances. Additionally, SSC voted to use additional funds to hire an intervention teacher to

support students based on baseline data. SSC council monitored iReady progress data in January and February.

In developing the SPSA for the 2022-2023 school year, the SSC council review data and drafted preliminary goals/strategies in the February, March and April meetings. ELAC gave input to SSC in March. School staff gave input on student progress in April and identified priorities and strategies for student achievement. These priorities and strategies were shared with School Site Council. On April 28, 2022, SSC met to review the draft of the plan. They met subsequently on May 12, 2022, to approve the plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

NA

School Vision and Mission

Willard's mission is to provide a rigorous education through inquiry and investigation. Our aim is to develop global citizens who are well-balanced, life-long learners, as well as critical and compassionate thinkers.

School Profile

Willard Elementary School - An International Baccalaureate World School is located in the scenic San Gabriel Valley on the southeastern border of Pasadena, California. For the 2021-2022 school year, 474 students are enrolled in grades transitional kindergarten through five. In Transitional Kindergarten through third grade the staffing ratio is 24:1. In fourth and fifth grades, the classes are staffed at 32.75:1. Willard School has 31 classroom and resource teachers, all of whom are highly qualified.

Willard has a diverse population. 63% socioeconomically disadvantaged families. Our student population consists of approximately: 65% Hispanic, 8% black, 17% Caucasian, and 3% Asian. We also have students from Iran, Egypt, and the Philippines, and some of Native American descent. The languages we speak include: English, Spanish, Mandarin, Tagalog, Farsi, Japanese, Telugu Canada in Hindi with the most prominent languages being English and Spanish. Our teaching staff consists of predominantly Americans of mixed European descent, teachers of Mexican and Latino descent, some of Japanese descent, and one Cambodian-American. We have teachers who are fluent in Spanish, Khmer, French, and English.

The results of the Home Language Survey at Willard indicates that a language other than English is spoken in the homes of 105 English learners and fluent English speakers, who are enrolled at Willard School. Willard's Language Census Report reveals that the following languages are spoken in the homes of Willard's students: Spanish, Mandarin, Korean, Armenian, Tagalog, Portuguese, Vietnamese Tamil, Telugu, Italian, Japanese, French, Cantonese, and Chaozhou.

Willard is an authorized International Baccalaureate Primary Years Programme school. Willard School's most recent IB recertification was granted by the International Baccalaureate Organization in July 2013. Being an IB school has required the staff to collaborate on writing and integrating the IB curriculum with the core curriculum, aligning IB standards with state standards, and designing assessments and reflections for each of the six interdisciplinary units of inquiry. The IB philosophy is an integral part of the culture at Willard. The IB learner profile and attitudes are infused into the curricular areas as well as the behavioral expectations of the school. All staff members and parents are familiar with the IB profile and attitudes and contribute to the international spirit of the program. Students from Willard School have the option of continuing in the IB programme by enrolling at Blair Middle School, a Middle Years IB Programme.

The collaborative efforts deepened with the data driven expectations set by the district several years ago. Throughout the year, staff members review assessment data, determining areas of success and challenge and set the school-wide and individual achievement goals for the coming school year. This process includes grade level meetings to analyze student data, assess student work, and discuss and plan lessons. Also, teachers are active participants in Student Success Team and Individualized Educational Plan meetings, and parent/teacher conferences. The principal and resource teachers meet with individual teachers to determine students who are at risk, then discuss strategies in place or plan intervention strategies to support at-risk students. Staff development is planned based on the professional development needs of the teachers. This year our focus is on I.B. curriculum and practices, implementation the Common Core State Standards, and project-based learning.

Willard is located within an affluent-suburban neighborhood, which is known as Chapman Woods. Each year 50% of our students come to Willard through open enrollment. The other 50% are from our diverse neighborhood. We are zoned to a neighborhood with low socioeconomic status, whose residents live in apartment complexes a mile south of the school. This neighborhood has a bus to our location. Conversely, there are middle- class homes to the east and west of the school. To the north Willard has some temporary housing for families in transition located at small motels.

Willard's diverse demographics are valued because historically (in the 60s) many of the middle and upper-class families exited the public schools, and went into the private schools. In recent years many of the middle class families have returned to the public schools.

The Pasadena area is known for its numerous museums and cultural opportunities. Most of these facilities and museums provide opportunities for Pasadena Unified School students. 1. Our third grade students swim at the Rose Bowl Aquatic Center through a Rose Bowl Aquatic Center grant. 2. Our 4th and 5th grade students are partnered with Armory for the Arts via the Norton Simon Museum. 3. Vroman's Bookstore, hosts our 3rd grade students Arts and Poetry Night, connected to their "how we express ourselves" IB planner" in their facility. 4. The city has co-funded a grant to teach the farm to table initiative, which includes a garden and green curriculum education. (Many of these programs have been suspended due to the pandemic.)

Willard was recognized as a 2017-2018 California Honor Roll School, which recognizes school closing the achievement gap. In the 2017-2018 school year Willard completed a self-study and hosted a recertification team. Willard is due for a re-evaluation visit in 2022-2023. The team continues to work on the various areas indicated by the IB visiting committee.

In 2019 Willard was the proud recipient of the Civic Learning Award of Distinction, which specifically showcased our our Student Council, Green Team, and IB Exhibition.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.51%	0.7%	0.42%	3	4	2
African American	7.43%	8.7%	7.79%	44	50	37
Asian	3.89%	4.2%	3.37%	23	24	16
Filipino	1.52%	1.6%	1.26%	9	9	6
Hispanic/Latino	67.06%	65.0%	65.26%	397	375	310
Pacific Islander	0%	%	%	0		
White	14.7%	14.7%	16.63%	87	85	79
Multiple/No Response	4.22%	4.7%	4.84%	25	27	23
Total Enrollment				592	577	475

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	89	97	76
Grade 1	97	66	77
Grade 2	95	100	69
Grade3	94	99	79
Grade 4	122	95	88
Grade 5	95	120	86
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	592	577	475

Conclusions based on this data:

1. Willard's enrollment dropped significantly over the pandemic.

2. Willard's enrollment had been on a slow, but steady decline before the pandemic.
3. Our Hispanic/Latino student group continues to be the largest subgroup in the school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	136	103	105	23.0%	17.9%	22.1%
Fluent English Proficient (FEP)	118	99	41	19.9%	17.2%	8.6%
Reclassified Fluent English Proficient (RFEP)	26	17	41	16.1%	12.5%	8.6%

Conclusions based on this data:

1. Reclassification rate dropped over the pandemic.
2. Over time our percentage of ELs population has fluctuated to overall percentage of 22.1%.
3. The reclassification rate was 12.5%, and we did not complete the Spring reclassifications due to COVID-19.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	124	96		121	0		121	0		97.6	0.0	
Grade 4	99	93		97	0		97	0		98	0.0	
Grade 5	102	115		102	0		102	0		100	0.0	
Grade 11												
All Grades	325	304		320	0		320	0		98.5	0.0	

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2417.			21.49			23.97			26.45			28.10		
Grade 4	2467.			25.77			21.65			24.74			27.84		
Grade 5	2530.			30.39			29.41			23.53			16.67		
Grade 11															
All Grades	N/A	N/A	N/A	25.63			25.00			25.00			24.38		

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	25.62			41.32			33.06		
Grade 4	17.53			54.64			27.84		
Grade 5	30.39			46.08			23.53		
Grade 11									
All Grades	24.69			46.88			28.44		

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.70			52.07			32.23		
Grade 4	17.71			56.25			26.04		
Grade 5	39.22			48.04			12.75		
Grade 11									
All Grades	23.82			52.04			24.14		

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.36			66.12			16.53		
Grade 4	19.59			68.04			12.37		
Grade 5	21.57			66.67			11.76		
Grade 11									
All Grades	19.38			66.88			13.75		

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.14			48.76			28.10		
Grade 4	26.04			56.25			17.71		
Grade 5	40.20			47.06			12.75		
Grade 11									
All Grades	29.47			50.47			20.06		

2019-20 Data:

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Conclusions based on this data:

1. The area of research/inquiry is a strength of the IB programme.
2. We have no current CAASPP data.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	124	96		122	0		122	0		98.4	0.0	
Grade 4	99	93		98	0		98	0		99	0.0	
Grade 5	102	115		102	0		102	0		100	0.0	
Grade 11												
All Grades	325	304		322	0		322	0		99.1	0.0	

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2412.			14.75			19.67			30.33			35.25		
Grade 4	2481.			16.33			33.67			35.71			14.29		
Grade 5	2486.			18.63			14.71			25.49			41.18		
Grade 11															
All Grades	N/A	N/A	N/A	16.46			22.36			30.43			30.75		

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.31			31.15			47.54		
Grade 4	32.65			38.78			28.57		
Grade 5	18.63			27.45			53.92		
Grade 11									
All Grades	23.91			32.30			43.79		

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.49			40.16			39.34		
Grade 4	21.43			51.02			27.55		
Grade 5	20.59			43.14			36.27		
Grade 11									
All Grades	20.81			44.41			34.78		

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.77			45.08			31.15		
Grade 4	20.41			59.18			20.41		
Grade 5	15.69			50.98			33.33		
Grade 11									
All Grades	20.19			51.24			28.57		

2019-20 Data:

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Conclusions based on this data:

1. All grade levels increased the number of students' percentage above standard in problem solving and modeling/data analysis over three years.
2. We have no current CAASPP data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1407.4	1408.2		1425.4	1419.9		1365.1	1380.6		28	17	
1	1435.7	*		1452.2	*		1418.8	*		30	9	
2	1446.2	1404.4		1468.6	1416.9		1423.3	1391.7		31	18	
3	1450.1	1435.1		1451.6	1447.2		1448.0	1422.7		19	27	
4	1495.5	1448.2		1497.6	1461.5		1493.0	1434.4		24	30	
5	1419.3	1418.5		1413.1	1425.1		1425.3	1411.3		12	19	
All Grades										144	120	

2019-20 Data:

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

Overall 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	25.00	29.41		35.71	35.29		21.43	11.76		17.86	23.53		28	17	
1	6.67	*		36.67	*		46.67	*		10.00	*		30	*	
2	9.68	11.11		54.84	38.89		19.35	22.22		16.13	27.78		31	18	
3	5.26	11.54		31.58	30.77		52.63	30.77		10.53	26.92		19	26	
4	12.50	3.33		50.00	33.33		25.00	36.67		12.50	26.67		24	30	
5	8.33	10.53		25.00	31.58		41.67	15.79		25.00	42.11		12	19	
All Grades	11.81	10.92		40.97	33.61		32.64	26.89		14.58	28.57		144	119	

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	32.14	35.29		35.71	29.41		21.43	11.76		10.71	23.53		28	17	
1	33.33	*		40.00	*		13.33	*		13.33	*		30	*	
2	48.39	22.22		32.26	44.44		6.45	11.11		12.90	22.22		31	18	
3	10.53	57.69		73.68	11.54		5.26	3.85		10.53	26.92		19	26	
4	41.67	30.00		41.67	43.33		8.33	13.33		8.33	13.33		24	30	
5	8.33	42.11		50.00	10.53		16.67	21.05		25.00	26.32		12	19	
All Grades	32.64	36.13		43.06	29.41		11.81	12.61		12.50	21.85		144	119	

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.71	11.76		28.57	23.53		42.86	41.18		17.86	23.53		28	17	
1	3.33	*		26.67	*		33.33	*		36.67	*		30	*	
2	0.00	0.00		19.35	22.22		41.94	38.89		38.71	38.89		31	18	
3	0.00	3.85		21.05	7.69		42.11	46.15		36.84	42.31		19	26	
4	4.17	0.00		25.00	6.67		50.00	36.67		20.83	56.67		24	30	
5	0.00	0.00		8.33	15.79		58.33	26.32		33.33	57.89		12	19	
All Grades	3.47	2.52		22.92	15.13		43.06	37.82		30.56	44.54		144	119	

2019-20 Data:

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	39.29	17.65		46.43	64.71		14.29	17.65		28	17	
1	53.33	*		40.00	*		6.67	*		30	*	
2	35.48	5.56		48.39	66.67		16.13	27.78		31	18	
3	5.26	3.85		57.89	69.23		36.84	26.92		19	26	
4	25.00	26.67		58.33	56.67		16.67	16.67		24	30	
5	8.33	5.56		50.00	44.44		41.67	50.00		12	18	
All Grades	31.94	13.56		49.31	59.32		18.75	27.12		144	118	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	32.14	35.29		50.00	35.29		17.86	29.41		28	17	
1	13.33	*		73.33	*		13.33	*		30	*	
2	70.97	44.44		16.13	33.33		12.90	22.22		31	18	
3	73.68	69.23		15.79	3.85		10.53	26.92		19	26	
4	66.67	46.67		25.00	40.00		8.33	13.33		24	30	
5	75.00	63.16		0.00	10.53		25.00	26.32		12	19	
All Grades	51.39	50.42		34.72	27.73		13.89	21.85		144	119	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	5.88		82.14	70.59		17.86	23.53		28	17	
1	20.00	*		30.00	*		50.00	*		30	*	
2	0.00	5.56		61.29	55.56		38.71	38.89		31	18	
3	0.00	3.85		31.58	38.46		68.42	57.69		19	26	
4	4.17	3.33		54.17	33.33		41.67	63.33		24	30	
5	8.33	5.26		41.67	31.58		50.00	63.16		12	19	
All Grades	5.56	4.20		52.08	44.54		42.36	51.26		144	119	

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	32.14	23.53		39.29	52.94		28.57	23.53		28	17	
1	3.33	*		76.67	*		20.00	*		30	*	
2	3.23	16.67		64.52	33.33		32.26	50.00		31	18	
3	10.53	3.85		78.95	53.85		10.53	42.31		19	26	
4	4.17	0.00		83.33	53.33		12.50	46.67		24	30	
5	0.00	10.53		75.00	42.11		25.00	47.37		12	19	
All Grades	9.72	8.40		68.06	49.58		22.22	42.02		144	119	

2019-20 Data:

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

Conclusions based on this data:

1. The reading domain the the area where the most growth is needed.
2. The speaking domain is Willard's strongest area.
3. There has been a drop in students achieving at the highest levels over the pandemic.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
577	66.0	17.9	1.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	103	17.9
Foster Youth	6	1.0
Homeless	33	5.7
Socioeconomically Disadvantaged	381	66.0
Students with Disabilities	105	18.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	50	8.7
American Indian or Alaska Native	4	0.7
Asian	24	4.2
Filipino	9	1.6
Hispanic	375	65.0
Two or More Races	27	4.7
Native Hawaiian or Pacific Islander		
White	85	14.7

Conclusions based on this data:

1. Willard's largest student group is the Hispanic/Latino student group at 65%

2. Willard's White student group is the second largest group at 14.7%.
3. Willard's third largest student group is the African American student group at 8.7%.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate	Suspension Rate  Blue
Mathematics  Yellow	Chronic Absenteeism  Orange	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. Math is an area of need school-wide.
2. Chronic Absenteeism needs to be addressed.

School and Student Performance Data

Academic Performance English Language Arts

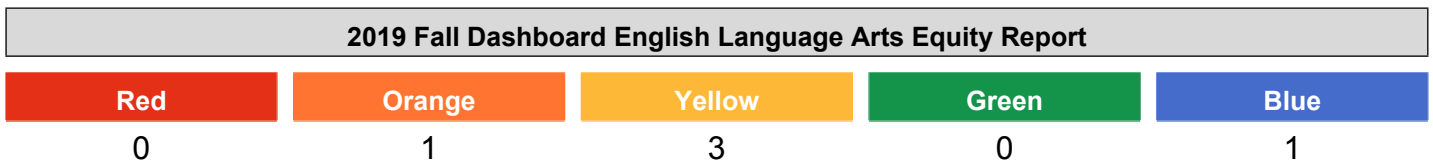
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 2.4 points above standard Increased ++6 points 314	<p>English Learners</p> Orange 40.7 points below standard Declined -12 points 115	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 42.4 points below standard Declined Significantly -35.7 points 14	<p>Socioeconomically Disadvantaged</p> Yellow 6.1 points below standard Increased ++11.1 points 235	<p>Students with Disabilities</p> Yellow 39.9 points below standard Increased ++8.4 points 57

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 20.6 points above standard Increased ++11.7 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 20.3 points above standard 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.9 points below standard Increased ++8.6 points 231	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 Blue 46.9 points above standard Maintained -0.4 points 33

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.2 points below standard Maintained ++1.6 points 46	2.3 points below standard Declined -11 points 69	18.9 points above standard Increased ++11.8 points 172

Conclusions based on this data:

1. This data is not current due to the pandemic.

School and Student Performance Data

Academic Performance Mathematics

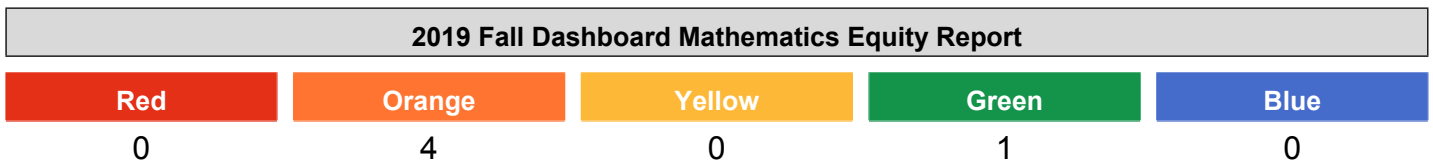
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 24.3 points below standard Maintained -1 points 313	<p>English Learners</p> Orange 50.9 points below standard Declined -7.3 points 115	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color 57.6 points below standard Declined Significantly -21.3 points 14	<p>Socioeconomically Disadvantaged</p> Orange 34.1 points below standard Maintained -1.7 points 235	<p>Students with Disabilities</p> Orange 69.9 points below standard Declined -12.9 points 56

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 8.2 points below standard Increased ++12.1 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 10.6 points above standard 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.2 points below standard Maintained 0 points 230	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	(Empty)	 Green 10.3 points above standard Declined -6.8 points 33

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.6 points below standard Increased ++8.1 points 46	31.1 points below standard Declined -11.2 points 69	13.5 points below standard Maintained ++1.1 points 171

Conclusions based on this data:

1. Overall all students maintained in Math.
2. Socioeconomically disadvantaged students declined by -1.7 points.
3. Students with Disabilities declined by -12.9 points.

School and Student Performance Data

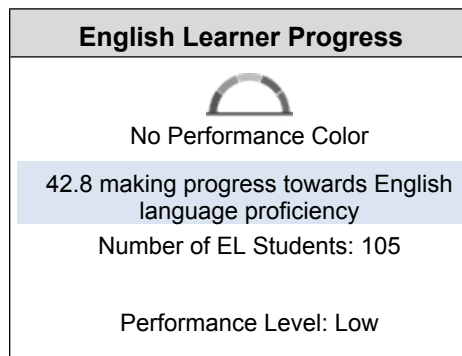
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.9	34.2	0.9	42.8

Conclusions based on this data:

1. 1 EL maintained their ELPI level 4.
2. 42.8 English Learners progressed one ELPI.
3. 21.9 ELs decreased one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

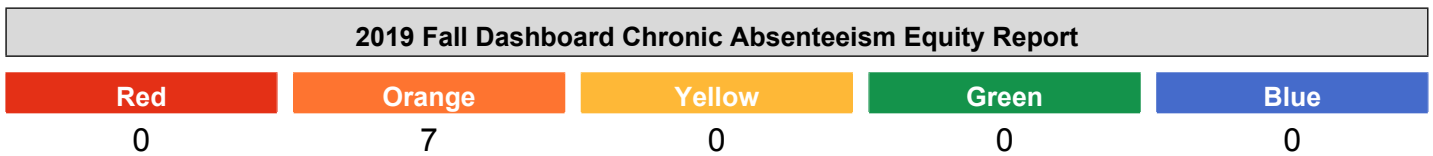
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 11.4 Increased +1.8 668	<p>English Learners</p>  Orange 9.1 Increased +0.8 175	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>  No Performance Color 17.1 Declined -8.8 35	<p>Socioeconomically Disadvantaged</p>  Orange 13 Increased +2.6 468	<p>Students with Disabilities</p>  Orange 16.9 Maintained +0.3 118

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange	 No Performance Color	 Orange	 No Performance Color
20.5	Less than 11 Students - Data Not Displayed for Privacy	8.1	16.7
Declined -2	2	Increased +1.9	Increased +9.5
44		37	12
Hispanic	Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 No Performance Color	 Orange
10.1	17.9	Less than 11 Students - Data Not Displayed for Privacy	12.1
Increased +1.8	Declined -3.9	0	Increased +4
446	28		99

Conclusions based on this data:

- Socioeconomically disadvantaged students increased attendance by 2.6 points.
- Students with disabilities maintained attendance at a rate of .3 points.
- All students increased attendance by 1.8 points.

School and Student Performance Data

Conditions & Climate Suspension Rate

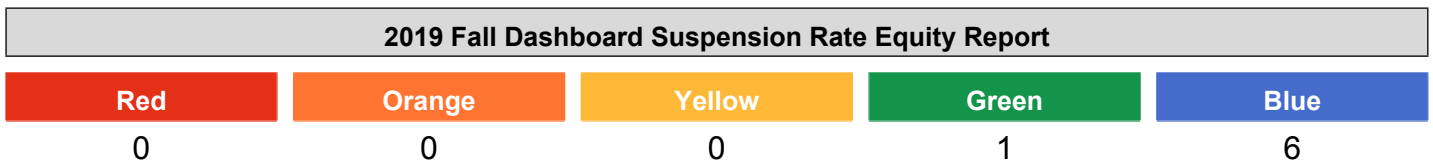
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Blue 0.1 Declined -0.3 675	<p>English Learners</p> Blue 0 Maintained 0 176	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 7
<p>Homeless</p> No Performance Color 0 Maintained 0 38	<p>Socioeconomically Disadvantaged</p> Blue 0.2 Maintained 0 473	<p>Students with Disabilities</p> Green 0.8 Maintained 0 121

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 47	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 37	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.2 Maintained -0.2 449	 No Performance Color 0 Maintained 0 28	 No Performance Color 0 Maintained 0 100	 Blue 0 Declined -1.1 100

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
0.8	0.4	0.1

Conclusions based on this data:

1. Overall suspensions of students decreased by .3 percent.
2. Suspensions of students with disabilities have maintained their suspension rate at .8 percent.
3. Suspensions of socio-economically disadvantaged students have maintained by .2 percent.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Goal #1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

Overall- SBAC Math average DFS for all students will decrease from the baseline -24.3 (Yellow) in 2019 by a total of 3 (to reach Green) with a stretch goal of 24.3 or more (to reach Blue) by the end of the 2022-2023 school year to end at -21.3 average distance from standard/met or higher as measured by Math SBAC Assessments.

SWD- SBAC Math average DFS for all students will decrease from the baseline -69.9 (Orange) in 2019 by a total of 3 (to reach Yellow) with a stretch goal of 44.9 or more (to reach Green) by the end of the 2022-2023 school year to end at -63.9 average distance from standard/met or higher as measured by Math SBAC Assessments.

H/L-SBAC Math average DFS for H/L students will decrease from the baseline -34.2 (Orange) in 2019 by a total of 3 (to reach Yellow) with a stretch goal of 9.2 or more (to reach Green) by the end of the 2022-2023 school year to end at -31.2 average distance from standard/met or higher as measured by Math SBAC Assessments.

ELs- SBAC Math average DFS for EL students will decrease from the baseline -50.9 (Orange) in 2019 by a total of 3 (to reach Yellow) with a stretch goal of -25.9 or more (to reach Green) by the end of the 2022-2023 school year to end at -47.9 average distance from standard/met or higher as measured by Math SBAC Assessments.

SED- SBAC Math average DFS for all students will decrease from the baseline -34.1 (Orange) in 2019 by a total of 3 (to reach Yellow) with a stretch goal of 6.1 or more (to reach Blue) by the end of the 2022-2023 school year to end at -31.1 average distance from standard/met or higher as measured by Math SBAC Assessments.

White- SBAC Math average DFS for all students will increase from the baseline 10.3 (Green) in 2019 by a total of 15 or more points (to reach Blue) by the end of the 2022-2023 school year to end at 25.3 average distance from standard/met or higher as measured by Math SBAC Assessments.

Identified Need

We need to narrow the achievement gap by a total of 3 points to decrease the distance from standard in mathematics and improve outcomes and performance for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math SBAC	SBAC Math average DFS for all students will decrease from	by a total of 3 (to reach Green).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	the baseline -24.3 (Yellow) in 2019	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Instructional Coach to develop and implement intervention plan by organizing and training staff and volunteers in Math Fact Fluency, Number Sense, & Math Word Problem Comprehension. (These are identified priority areas of need.)
- Instructional Coach to monitor iReady progress data to determine flexible groups of students in need of support.
- Class size reduction teacher in order to provide daily targeted instruction by classroom teacher.

NOTE: Estimated cost for personnel is \$91,084. The remainder for additional materials and services.

All of these strategies will be utilizing an Instructional Coach and Class Size Reduction teacher funded from Title I and Supplemental and Concentrated Funds. Other strategies that are supported by the Instructional Coach will be called out throughout the rest of the document.

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)
75907	Title I
15067	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

While there is no current data to indicate effectiveness of previous goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Instructional Coach will work with teachers and students to provide intervention. This strategy remains largely the same.

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

The most significant difference in this goal is that data on flexible groups and individual student outcomes will be tracked, as opposed to global SBAC data.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Goal #1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

Overall- SBAC ELA average DFS for all students will increase from the baseline 2.4 (Green) in 2019 by a total of 15 or more (to reach Blue) by the end of the 2022-2023 school year to end at 17.4 distance from standard/met or higher as measured by ELA SBAC Assessments.

SWD- SBAC ELA average DFS for SWD will decrease from the baseline -39.9 (Yellow) in 2019 by a total of 34.9 (to reach Green) with a stretch goal of 49.9 or more (to reach Blue) by the end of the 2022-2023 school year to end at -5 average distance from standard/met or higher as measured by ELA SBAC Assessments.

H/L- SBAC ELA average DFS for H/L will decrease from the baseline -7.9 (Yellow) in 2019 by a total of 2.9 (to reach Green) with a stretch goal of 22.9 or more (to reach Blue) by the end of the 2022-2023 school year to end at 15 distance from standard/met or higher as measured by ELA SBAC Assessments.

ELs- SBAC ELA average DFS for will decrease from the baseline -40.7 (orange) in 2019 by a total of -25 (to reach Green) with a stretch goal of -24 or more (to reach Blue) by the end of the 2022-2023 school year to end at -16 distance from standard/met or higher as measured by ELA SBAC Assessments.

Identified Need

We need to narrow the achievement gap in English Language Arts and improve outcomes for all students to increase from the baseline by 2.4 points.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	average DFS for all students will increase from the baseline 2.4 (Green)	by a total of 15 or more (to reach Blue) by the end of the 2022-2023 school year to end at 17.4 distance from standard/met or higher as measured by ELA SBAC Assessments.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The strategies listed below are for all students. They have been identified to include in all first effective teaching. The strategies for individual student groups were identified to be used with the all student strategies. The needs of each student groups are different based on data analysis.

Class size reduction to provide daily targeted support to students by classroom teacher.
Intervention Teacher to work with targeted small groups of students (push-in model.)
EL Instructional Coach to work with targeted small groups of ELs (push-in model.)

AREAS TO TARGET

Reading:

- Sight/SNAP Words
- Foundational Reading/ Phonemic Awareness
- Spelling
- Reading Comprehension
- Vocabulary Instruction

Writing Development:

Writing 1-2 Sentences Independently
Responding in Writing
Research Writing Skills

Instructional Coach to monitor student data regularly for flexible grouping for interventions, as needed.

Decodable Books readily available.

Resources: Lexia, Starfall, BrainPop, BrainPop Jr, iReady - Language Arts, Epic, Encyclopedia Britannica for Schools (These resources are funded by other funds.)

NOTE: The Instructional Coach and Class Size Reduction Teacher (funded in Goal 1, Strategy 1) will support this by monitoring student data, created flexible intervention groups, and individual goal-setting.

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

0

Source(s)

Title I

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

There is no current data to assess the effectiveness of previous strategies. Formative Assessments indicate that there was significant learning loss during remote instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intervention teacher will work with flexible groups to meet individual intervention goals. Instructional coach will track individual student data to determine intervention needs.

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

The most significant different is that flexible intervention groups will have precise, individual goals as measured by IRI.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Goal #1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

Increase the % of EL students progressing at least one level or achieving proficiency by 20 percent across three years.

Identified Need

ELs need to close the achievement gap in ELA and Math. Additionally, our students need to acquire English and redesignate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL proficiency data (reclassification)	16.15% of ELs reclassify	We expect those students to increase reclassification by 10%.
ELPAC Data	42.8% of ELs making progress toward English proficiency	47.8% making progress (an increase of 5%.)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ELLs

Strategy/Activity

Class size reduction to provide daily targeted support to students by classroom teacher.
 Intervention Teacher to work with targeted small groups of students in class.
 EL Instructional Coach to work with targeted small groups of ELs in class.

Professional Development in Research-based Instructional Practices to support English Learners.

AREAS TO TARGET

Reading:

- Sight/SNAP Words
- Foundational Reading/ Phonemic Awareness
- Spelling

- Reading Comprehension
- Vocabulary Instruction

Writing Development:
 Writing 1-2 Sentences Independently
 Responding in Writing
 Research Writing Skills

Teachers will be supported in differentiated instructional groupings through modeling and coaching.

EL Coach will create ILPs for each students who have not made growth in two consecutive years to attain strengths and weaknesses in order to improve outcomes./Data Chats.

NOTE: The Instructional Coach and Class Size Reduction Teacher (funded in Goal 1, Strategy 1) will support this by monitoring student data, created flexible intervention groups, and individual goal-setting.

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	LCFF - Supplemental and Concentration (S/C)
0	Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our English Learners have stagnated in acquisition of English Proficiency as a result of Learning Loss during the pandemic. This created a barrier to helping English Learners progress.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

n/a

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

EL Coach will provide targeted support for English Learners with a push-in model, instead of pull out. This will create greater support for the teacher in terms of professional development and give English Learners greater access to their grade-levels peers.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Goal #3: Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

Goal 4

By the end of the 2021-2022 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by .2%

Identified Need

Chronic absenteeism rate needs to decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate (CA Dashboard)	Willard's baseline chronic absenteeism is 9.6%.	Chronic absenteeism will decrease to 9.4%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Provide targeted support to students identified at-risk for being chronically truant.

Strategy/Activity

- Community Assistant will contact families at-risk of Chronic Absenteeism (not under Quarantine) to determine if family resources are necessary.
 - Staff will share with families the importance of consistent school attendance through workshops.
 - Begin SART/SARB conferences, as needed.
- NOTE: This goal will be supported by Community Assistant.

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)
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2305

LCFF - Supplemental and Concentration (S/C)

1360

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The ongoing pandemic made it difficult to achieve this goal. Many students were subject to quarantines and asked to remain home with any possible symptoms of COVID. Staff was able to properly identify which students were absent for reasons beyond COVID.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Reinstatement of SARB and SART conferences. Community Assistant to help with connecting families with resources to support attendance.

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

We need another year of data to for this goal.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Goal #3: Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

Goal 5

By the end of the 2021-2022 school year, we will decrease suspensions for all students, as measured by the CA Dashboard Suspensions Rate by .1%, from .4% to .3%.

Identified Need

Student suspensions have decreased at Willard, and for the 2021-2022 school year we expect to continue the decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data (CA Dashboard)	Willard had .4 percent suspensions in 2017-2018.	Willard expects to reach .3 percent suspensions in 2021-2022.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Clearly articulated MTSS/Response to Intervention program. (Includes identification of students with greater needs.)
- Social-Emotional Learning Lessons (IB ATL/Second Step)
- Social skills group by School Psychologist
- Training for Noon Aides on campus supervision and conflict resolution.
- Support from Guidance Counselor will ensure the MTSS model has a tiered approach.

NOTE: This goal will be support by Behavior Aide (.75 FTE)

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)

37928

Source(s)

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This strategy has been modified to strengthen MTSS/Response to Intervention strategies. It also includes an alignment of IB to Social-Emotional Learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

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

This goal is attainable because we have a system-wide approach through our MTSS model.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Goal #4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 6

By the end of 2022-2023, parents will have greater access to information to support their children's academic achievement via workshops, newsletter readership, and Parent Portal access.

Identified Need

Families need communication in a variety of ways (i.e. text, emails, and calls).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Willard Weekly	Readership averages 800	Readership to increase to 900
Parent Portal Accounts	41% Active Portal Accounts	50% Active Portal Accounts

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will benefit from ongoing communication and outreach.

Strategy/Activity

- Parent workshops on supporting academic achievement conducted by coaches and field experts.
 - Improve access to Weekly by families whose home language is not English
- NOTE: Community Assistant (funded in Goal 4, Strategy 1) will support this by reaching out to parents and training them on accessing communication tools.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students' families

Strategy/Activity

- Community Assistant and staff to support parents in opening portal accounts.

NOTE: Community Assistant (funded in Goal 4, Strategy 1) will support this by reaching out to parents and training them on accessing communication tools.

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

LCFF - Supplemental and Concentration (S/C)

0

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Each year this goal changes to meet the needs of the community. Communication and partnering with parents is a continuous improvement process. Our on-line newsletter readership has increased by an average of over 300 readers from last year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Community Assistant will support this goal.

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

This goal is being supported by having staff call parents directly and providing Spanish language meetings and workshops to support parent access.

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	\$77267
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$77267
Other State/Local Funds provided to the school	\$57750

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 Funding Sources	Allocation (\$)
Title I	\$75907
Title I Part A: Parent Involvement	\$1360

Subtotal of additional federal funds included for this school: \$77,267

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$57750

Subtotal of state or local funds included for this school: \$57,750

Total of federal, state, and/or local funds available for this school: \$135,017

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	75907.00	0.00
Title I Part A: Parent Involvement	1360.00	0.00
LCFF - Supplemental and Concentration (S/C)	57750.00	2,450.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	55,300.00
Title I	75,907.00
Title I Part A: Parent Involvement	1,360.00

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
Maricela Brambila	Principal
Sonia Covarrubias	Classroom Teacher
Veronica Villagrana	Other School Staff
Allison Yee	Classroom Teacher
Helen Hinton	Parent or Community Member
Aimee Gerace	Parent or Community Member
William Sy	Parent or Community Member
Armando Mayer	Classroom Teacher
Carlos Maroto	Parent or Community Member
Veronica Brotons	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 May 12, 2022.

Attested:

	Principal, Maricela Brambila on May 12, 2022
	SSC Chairperson, Maricela Brambila on May 12, 2022

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.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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/>

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,730,036.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2022-23 is as below:

School: Willard Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,730,036.00	7793	\$221.99	245	\$54,387.55



WILLARD ELEMENTARY SCHOOL
An IB World School
School Site Council Agenda
May 12, 2022
3:00 p.m. – 4:00 p.m.



WILLARD’S MISSION

Willard’s mission is to provide a rigorous education through inquiry and investigation. Our aim is to develop global citizens who are well-balanced, life long learners, as well as critical and compassionate thinkers.

Desired Outcomes: By the end of this meeting, we will have:

- Approved the Agenda & Minutes from SSC Meeting of April 28, 2022;
- SPSA Approval;
- Received an update from the Parent Advisory groups.

Time	Agenda Item	Presenter/ Facilitator
3:00pm	Welcome and Call to Order	Maricela Brambila Approval of Minutes for April 28, 2022
	Action Item: Approve Agenda	
3:05pm	Action Item: Approval of Minutes for April 28, 2022	
3:10pm	SPSA Approval SSC SPSA PPT	Maricela Brambila Veronica Villagrana
3:55pm	Open Forum	All
4:00pm	Adjourn	

SSC Upcoming Meeting Dates: TBD (next academic year)



WILLARD ELEMENTARY SCHOOL

An IB World School

School Site Council

Minutes

April 28, 2022

3:00 p.m. – 4:00 p.m.

IN ATTENDANCE:

Maricela Brambila, Aimee Gerace, Carlos Maroto, Veronica Villagrana, Bill Sy, Veronica Broton, Helen Hinton, Sonia Covarrubias, Armando Mayer

FACILITATOR:

Maricela Brambila, Chair

MINUTES:

Veronica Villagrana

Agenda Item	Notes
Welcome and Call to Order	Maricela Brambila called the meeting to order at 3:0 pm.
Action Item: Approve Agenda for 04.28.2022	Motion to approve the agenda given by Bill Sy, Mr. Maroto second, agenda approved.
Approval of minutes for 04.28.2022	Motion to approve minutes given by Mr. Maroto, second given by Mrs. Villagrana. Minutes Approved.
SPSA Approval	<p>Discussion on Ms. Kelly the science teacher for next year? Mrs. Brambila responded that we do have money budgeted for Mrs. Kelly next year, but as we all know Mrs. Kelly is looking for a teaching position and chances are she will get hired. If not, we can hire her as a long term substitute teacher position. Mrs. Brambila has reached out to CalTech to hopefully replace Mrs. Kelly with a well versed science professional.</p> <p>Mrs. Brambila summarized our last discussion. She went over the budget as proposed. The team discussed the idea of making next year's pull-out intervention data driven in order to ensure that we measure student academic growth.</p> <p>Mr. Maroto asked what happens if we approve the budget as is? Mrs. Brambilla replied that the money will stay in the annual fund, and stay with us.</p> <p>SSC team had an opportunity to discuss SPSA/budget. Mrs. Brambila went over the slides with goals again, and reviewed numbers in full detail.</p>

	<p>Team continued the discussion on effectiveness of Instructional Coaches and what data will be measured in order to determine whether Instructional Coaches make a difference in student growth.</p> <p>Mr. Maroto motioned to approve the SPSA/budget, Mrs. Broton's second. SPSA/budget approved.</p> <p>Mr. Sy and Mrs. Covarrubias abstained. Mr. Mayer, Mrs. Brotons, Mrs. Yee, Mrs. Gerace, Mrs. Hinton, Mrs. Villagrana all voted to approve the budget. SPSA/budget approved.</p>
Reports from Parent Organizations	NA
Open Forum	NA
Adjourn	Meeting adjourned at 4:20p.m.

SSC Upcoming Meeting Dates:



Pasadena Unified School District Student Wellness and Support Services

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Willard Elementary School	Principal: Maricela Brambila
School Number: 58	Counselor:
Date Completed: May 30, 2022	Principal Signature: <i>Maricela Brambila</i>

Goal: Increase the percentage of students attending at 96% or higher.

2021-22 Current ADA Percentage	2022-23 ADA Short Term Goal	2022-23 ADA Long Term Goal
88.45%	92%	96%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<i>-Community Assistant will contact families at-risk of Chronic Absenteeism (not under Quarantine) to determine if family resources are necessary.</i>	<ul style="list-style-type: none"> Parents will be contacted if they appear to be at-risk for being chronically truant. 	<ul style="list-style-type: none"> Bi-weekly 	<i>Families who are at-risk for being chronically truant will be connected to necessary resources thereby improving student attendance.</i>

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success



Pasadena Unified School District Student Wellness and Support Services

<i>-Staff will share with families the importance of consistent school attendance through workshops and communications.</i>	<ul style="list-style-type: none"> • All Willard families 	<ul style="list-style-type: none"> • Monthly 	<i>Parents will attend workshops, provide notes in a timely manner, and decrease non-excused school absences.</i>
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GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<i>-Begin SART/SARB conferences, as needed.</i>	<ul style="list-style-type: none"> • Students/families who are chronically truant and not responding to supports. 	<ul style="list-style-type: none"> • Bi-monthly 	<i>-Number of families who are chronically truant will be placed on SART contract. -Students on SART contract will decrease absences.</i>