

School Year: **2023-24**



# 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 11, 2023	June 29, 2023

## 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  
Additional Targeted Support and Improvement  
Groups to be targeted: African-American, Homeless and Special Education

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.

## Educational Partner 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

The following educational partners were involved in the development of the 2023-2024 plan: English Learner Advisory Committee, Willard staff, Instructional Leadership Team, parents, and School Site Council.

On January 12, 2023, iReady diagnostic data was reviewed with ELAC in preparation of providing recommendations to School Site Council. On March 9th, ELAC met to develop recommendations

for SSC for the Single Plan. Recommendations were provided to SSC on March 9th. On March 24th, Willard teachers analyzed iReady Diagnostic Growth data to determine causes and to develop a preliminary action plan. On April 11th, the school's Instructional Leadership Team (which includes grade level chairs, instructional coaches, and administrators) examined action plans and refined recommendations for the Single Plan. On April 13th, draft goals and strategies were presented, discussed and refined by School Site Council. On May 11, 2023, School Site Council approved the Single Plan for Student Achievement.

## 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

Vision:

Willard develops compassionate, global citizens prepared for the challenges of a complex changing world.

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 2022-2023 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.42%	0.21%	4	2	1
African American	8.7%	7.79%	7.14%	50	37	34
Asian	4.2%	3.37%	3.57%	24	16	17
Filipino	1.6%	1.26%	2.1%	9	6	10
Hispanic/Latino	65.0%	65.26%	65.55%	375	310	312
Pacific Islander	%	%	0%			0
White	14.7%	16.63%	14.08%	85	79	67
Multiple/No Response	4.7%	4.84%	5.88%	27	23	28
<b>Total Enrollment</b>				<b>577</b>	<b>475</b>	<b>476</b>

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	97	76	88
Grade 1	66	77	67
Grade 2	100	69	79
Grade 3	99	79	69
Grade 4	95	88	79
Grade 5	120	86	94
<b>Total Enrollment</b>	<b>577</b>	<b>475</b>	<b>476</b>

### 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	103	106	88	17.90%	22.3%	18.5%
Fluent English Proficient (FEP)	99	73	81	17.20%	15.4%	17.0%
Reclassified Fluent English Proficient (RFEP)	17			16.5%		

### Conclusions based on this data:

1. Reclassification rate has increased slightly.
2. Over time our percentage of ELs population has fluctuated to overall percentage of 19.6%.
3. The reclassification rate was 16.5%.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	96	72		0	70		0	70		0.0	97.2	
Grade 4	93	79		0	78		0	78		0.0	98.7	
Grade 5	115	78		0	78		0	78		0.0	100.0	
All Grades	304	229		0	226		0	226		0.0	98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2414.			22.86			24.29			24.29			28.57	
Grade 4		2457.			29.49			16.67			19.23			34.62	
Grade 5		2467.			11.54			26.92			19.23			42.31	
All Grades	N/A	N/A	N/A		21.24			22.57			20.80			35.40	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		20.00			57.14			22.86				
Grade 4		25.64			44.87			29.49				
Grade 5		10.26			66.67			23.08				
All Grades		18.58			56.19			25.22				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.86			52.86			34.29	
Grade 4		15.38			58.97			25.64	
Grade 5		14.10			51.28			34.62	
All Grades		14.16			54.42			31.42	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.43			74.29			14.29	
Grade 4		17.95			67.95			14.10	
Grade 5		12.82			69.23			17.95	
All Grades		14.16			70.35			15.49	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.00			65.71			24.29	
Grade 4		19.23			64.10			16.67	
Grade 5		7.69			58.97			33.33	
All Grades		12.39			62.83			24.78	

**Conclusions based on this data:**

1. The majority of students are at or near standard in all areas of ELA.
2. Listening was the relative strong area of performance.
3. Writing is the relative weakest area of performance.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	96	72		0	70		0	70		0.0	97.2	
Grade 4	93	79		0	78		0	77		0.0	98.7	
Grade 5	115	78		0	78		0	78		0.0	100.0	
All Grades	304	229		0	226		0	225		0.0	98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2400.			8.57			25.71			24.29			41.43	
Grade 4		2454.			20.78			14.29			31.17			33.77	
Grade 5		2446.			3.85			12.82			28.21			55.13	
All Grades	N/A	N/A	N/A		11.11			17.33			28.00			43.56	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.00			48.57			41.43	
Grade 4		27.27			36.36			36.36	
Grade 5		3.85			46.15			50.00	
All Grades		13.78			43.56			42.67	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.86			42.86			44.29	
Grade 4		19.48			42.86			37.66	
Grade 5		2.56			50.00			47.44	
All Grades		11.56			45.33			43.11	



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.86			61.43			25.71	
Grade 4		22.08			48.05			29.87	
Grade 5		8.97			46.15			44.87	
All Grades		14.67			51.56			33.78	

**Conclusions based on this data:**

1. Only about half or Willard students are performing at or near standard in math.
2. Communicating reasoning is a relative area of strength for students.
3. Problem solving and modeling math is a relative weakest area of performance.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1408.2	1403.9		1419.9	1414.8		1380.6	1377.8		17	15	
<b>1</b>	*	*		*	*		*	*		9	9	
<b>2</b>	1404.4	1447.6		1416.9	1464.9		1391.7	1429.8		18	12	
<b>3</b>	1435.1	1477.5		1447.2	1489.8		1422.7	1464.3		27	13	
<b>4</b>	1448.2	1490.5		1461.5	1495.2		1434.4	1485.4		30	19	
<b>5</b>	1418.5	1492.5		1425.1	1496.0		1411.3	1488.6		19	27	
<b>All Grades</b>										120	95	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	29.41	6.67		35.29	26.67		11.76	40.00		23.53	26.67		17	15	
<b>1</b>	*	*		*	*		*	*		*	*		*	*	
<b>2</b>	11.11	33.33		38.89	16.67		22.22	0.00		27.78	50.00		18	12	
<b>3</b>	11.54	0.00		30.77	46.15		30.77	38.46		26.92	15.38		26	13	
<b>4</b>	3.33	10.53		33.33	36.84		36.67	21.05		26.67	31.58		30	19	
<b>5</b>	10.53	7.41		31.58	33.33		15.79	44.44		42.11	14.81		19	27	
<b>All Grades</b>	10.92	10.53		33.61	31.58		26.89	31.58		28.57	26.32		119	95	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	35.29	6.67		29.41	33.33		11.76	33.33		23.53	26.67		17	15	
<b>1</b>	*	*		*	*		*	*		*	*		*	*	
<b>2</b>	22.22	33.33		44.44	16.67		11.11	16.67		22.22	33.33		18	12	
<b>3</b>	57.69	23.08		11.54	46.15		3.85	23.08		26.92	7.69		26	13	
<b>4</b>	30.00	42.11		43.33	21.05		13.33	15.79		13.33	21.05		30	19	
<b>5</b>	42.11	29.63		10.53	48.15		21.05	14.81		26.32	7.41		19	27	
<b>All Grades</b>	36.13	27.37		29.41	34.74		12.61	21.05		21.85	16.84		119	95	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.76	6.67		23.53	13.33		41.18	40.00		23.53	40.00		17	15	
<b>1</b>	*	*		*	*		*	*		*	*		*	*	
<b>2</b>	0.00	8.33		22.22	41.67		38.89	0.00		38.89	50.00		18	12	
<b>3</b>	3.85	0.00		7.69	7.69		46.15	38.46		42.31	53.85		26	13	
<b>4</b>	0.00	0.00		6.67	26.32		36.67	31.58		56.67	42.11		30	19	
<b>5</b>	0.00	0.00		15.79	11.11		26.32	44.44		57.89	44.44		19	27	
<b>All Grades</b>	2.52	3.16		15.13	18.95		37.82	31.58		44.54	46.32		119	95	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	17.65	13.33		64.71	73.33		17.65	13.33		17	15	
<b>1</b>	*	*		*	*		*	*		*	*	
<b>2</b>	5.56	33.33		66.67	33.33		27.78	33.33		18	12	
<b>3</b>	3.85	30.77		69.23	53.85		26.92	15.38		26	13	
<b>4</b>	26.67	47.37		56.67	36.84		16.67	15.79		30	19	
<b>5</b>	5.56	11.11		44.44	77.78		50.00	11.11		18	27	
<b>All Grades</b>	13.56	26.32		59.32	57.89		27.12	15.79		118	95	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	35.29	6.67		35.29	53.33		29.41	40.00		17	15	
<b>1</b>	*	*		*	*		*	*		*	*	
<b>2</b>	44.44	33.33		33.33	33.33		22.22	33.33		18	12	
<b>3</b>	69.23	53.85		3.85	38.46		26.92	7.69		26	13	
<b>4</b>	46.67	52.63		40.00	21.05		13.33	26.32		30	19	
<b>5</b>	63.16	55.56		10.53	33.33		26.32	11.11		19	27	
<b>All Grades</b>	50.42	40.00		27.73	38.95		21.85	21.05		119	95	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.88	6.67		70.59	73.33		23.53	20.00		17	15	
<b>1</b>	*	*		*	*		*	*		*	*	
<b>2</b>	5.56	16.67		55.56	41.67		38.89	41.67		18	12	
<b>3</b>	3.85	0.00		38.46	46.15		57.69	53.85		26	13	
<b>4</b>	3.33	0.00		33.33	57.89		63.33	42.11		30	19	
<b>5</b>	5.26	7.41		31.58	37.04		63.16	55.56		19	27	
<b>All Grades</b>	4.20	8.42		44.54	46.32		51.26	45.26		119	95	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	23.53	20.00		52.94	26.67		23.53	53.33		17	15	
<b>1</b>	*	*		*	*		*	*		*	*	
<b>2</b>	16.67	16.67		33.33	33.33		50.00	50.00		18	12	
<b>3</b>	3.85	0.00		53.85	76.92		42.31	23.08		26	13	
<b>4</b>	0.00	5.26		53.33	57.89		46.67	36.84		30	19	
<b>5</b>	10.53	0.00		42.11	70.37		47.37	29.63		19	27	
<b>All Grades</b>	8.40	7.37		49.58	54.74		42.02	37.89		119	95	

**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.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
475	65.7	22.3	1.9
Total Number of Students enrolled in Willard Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	22.3
Foster Youth	9	1.9
Homeless	23	4.8
Socioeconomically Disadvantaged	312	65.7
Students with Disabilities	99	20.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	7.8
American Indian	2	0.4
Asian	16	3.4
Filipino	6	1.3
Hispanic	310	65.3
Two or More Races	23	4.8
Pacific Islander		
White	79	16.6

**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 16.6%.
3. Willard's third largest student group is the African American student group at 7.8%.

# School and Student Performance Data

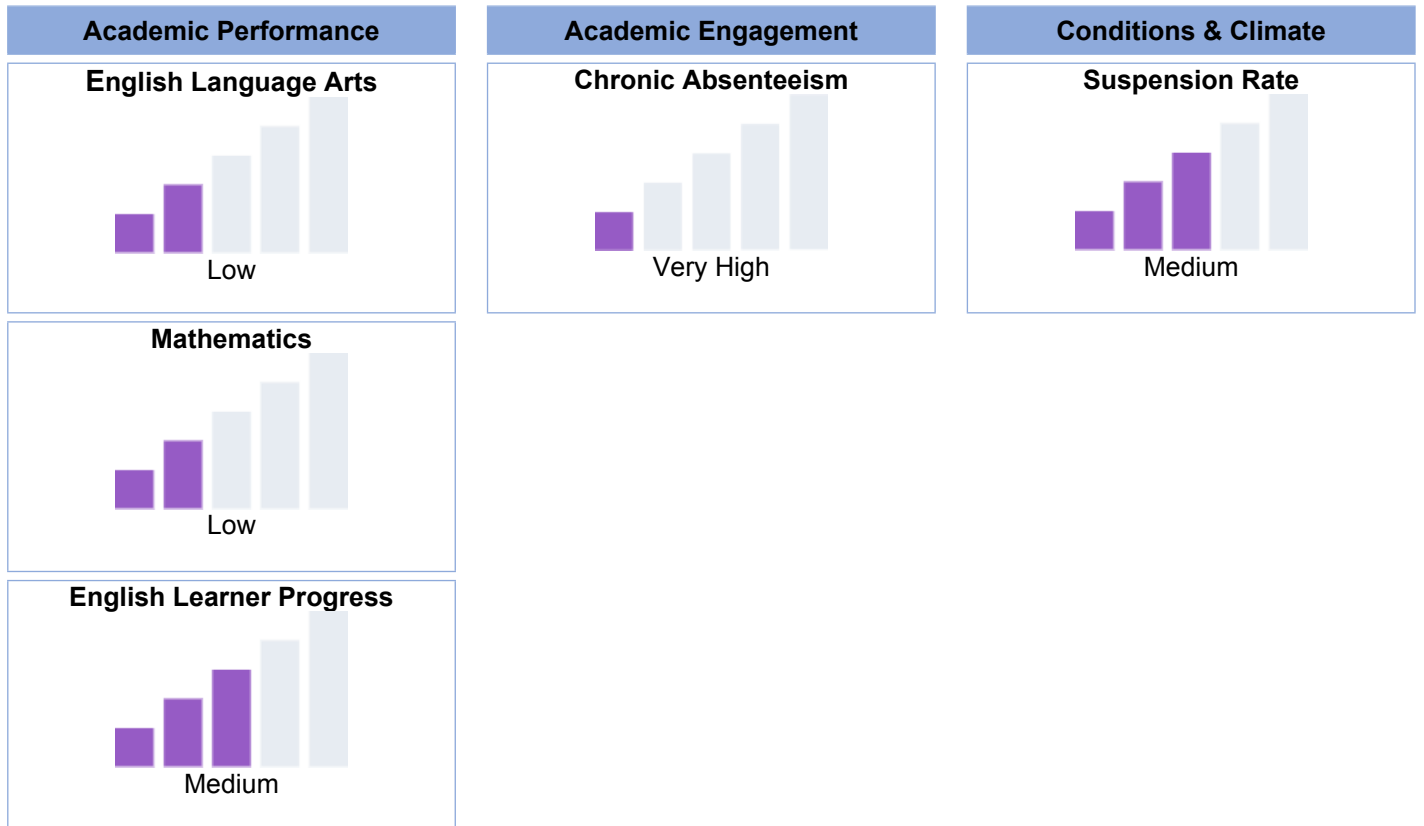
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

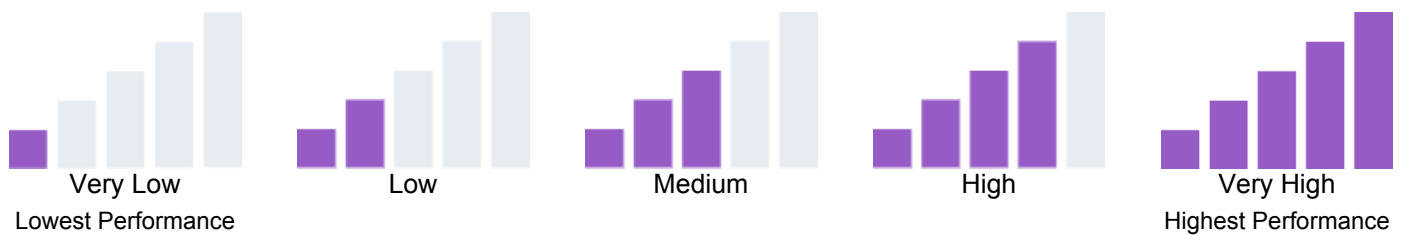
1. Math is an area of need school-wide.
2. Chronic Absenteeism needs to be addressed.

# School and Student Performance Data

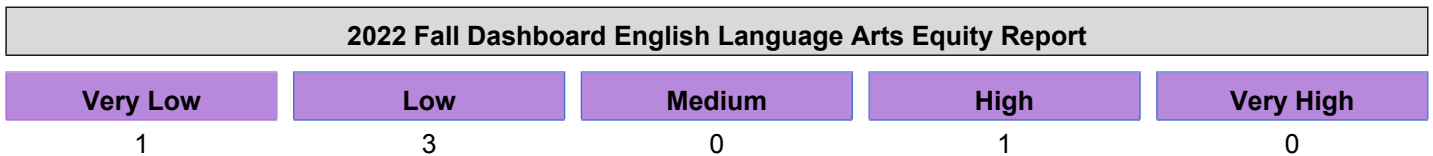
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

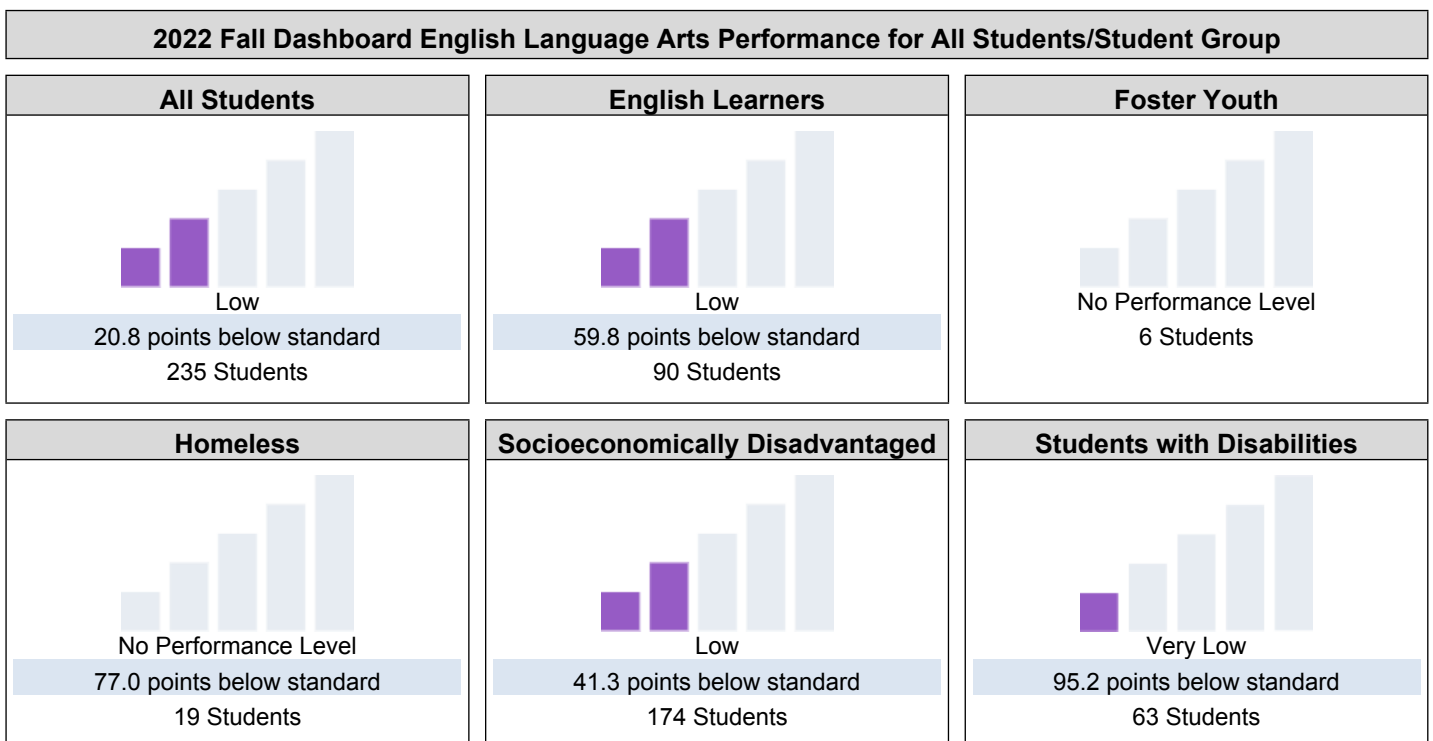
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

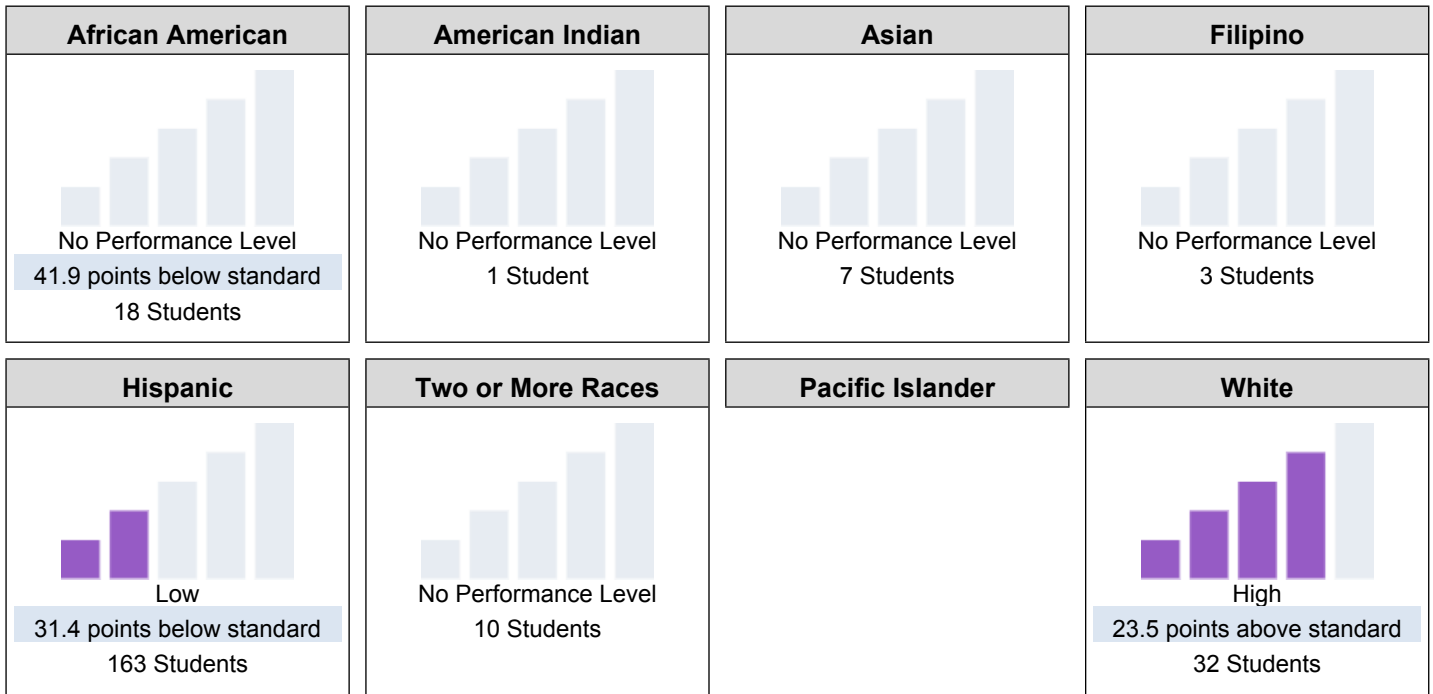


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
81.0 points below standard 61 Students	23.9 points below standard 30 Students	0.3 points above standard 128 Students

**Conclusions based on this data:**

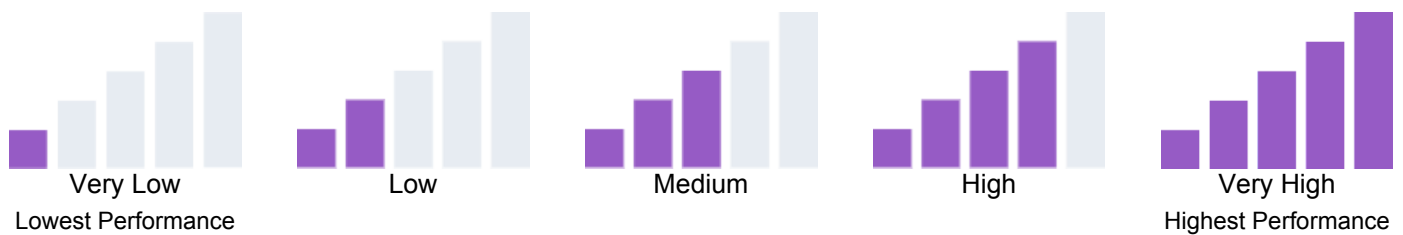
1. Students with disabilities are the lowest performing group in ELA.
2. English Learners are the second lowest performing subgroup in ELA.
3. White students are performing above standard.

# School and Student Performance Data

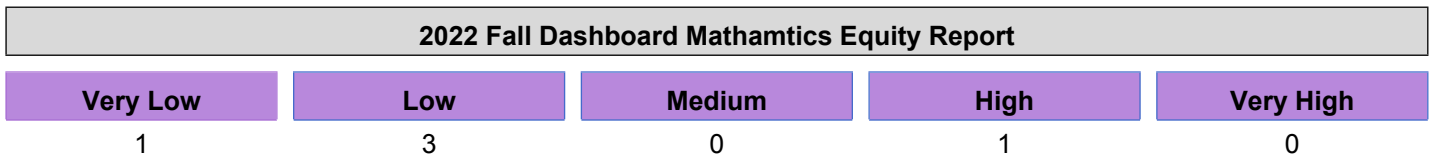
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

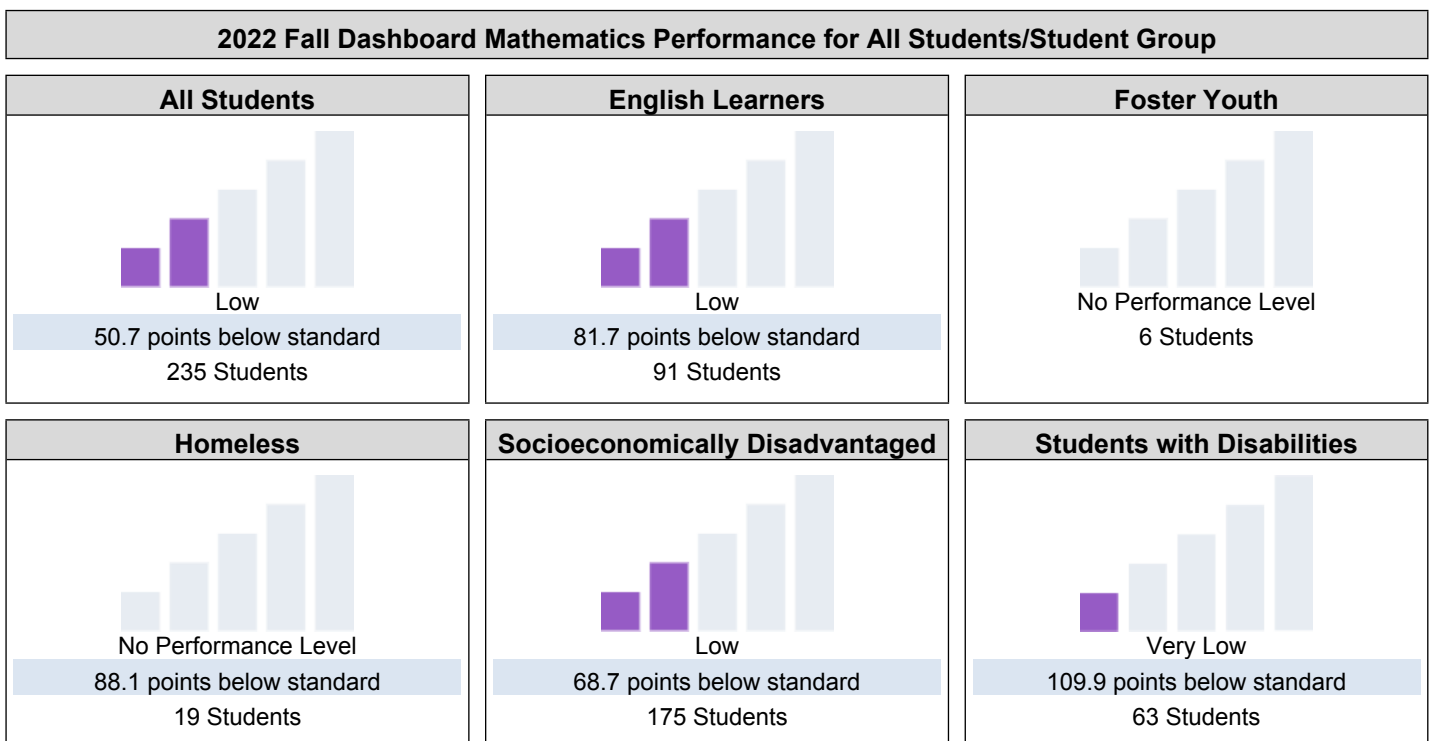
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



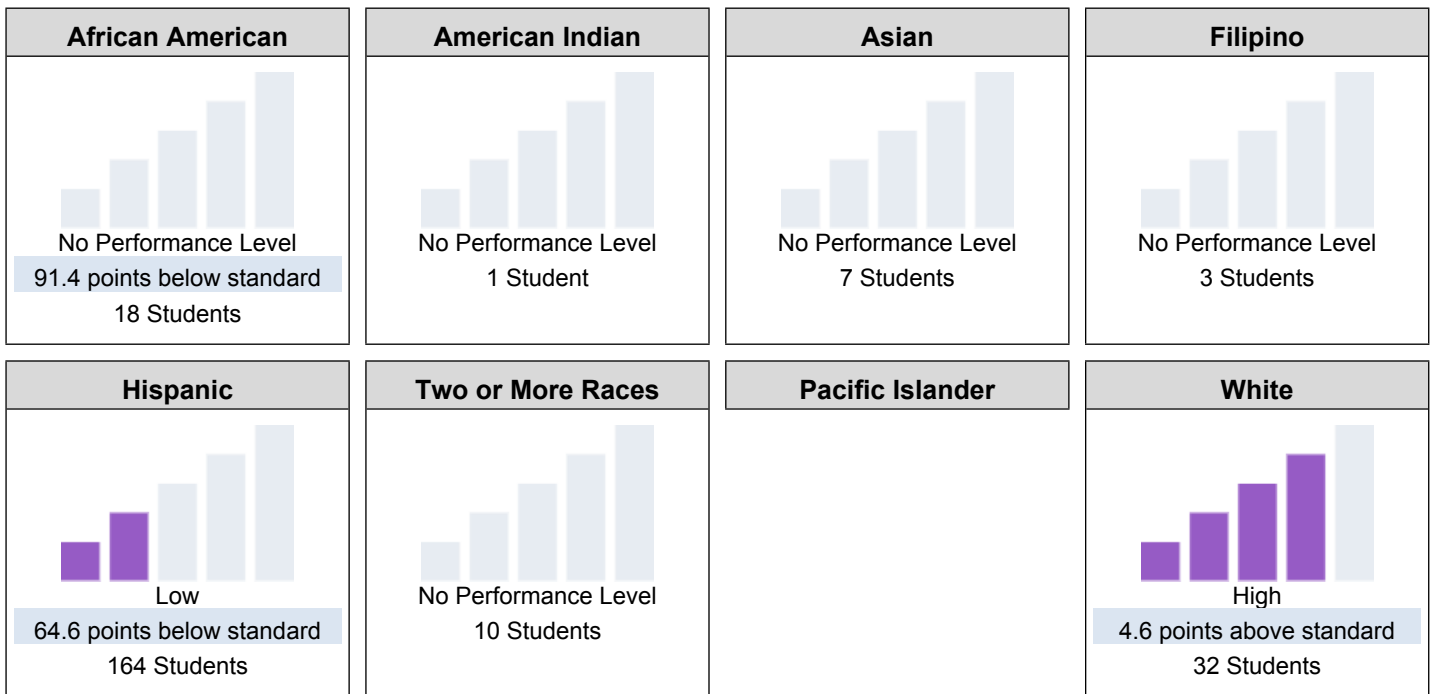
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">93.6 points below standard</p> <p>62 Students</p>	<p style="background-color: #e6f2ff;">62.6 points below standard</p> <p>30 Students</p>	<p style="background-color: #e6f2ff;">34.6 points below standard</p> <p>127 Students</p>

**Conclusions based on this data:**

1. Students with disabilities are the lowest performing subgroup with 109.9 below standard.
2. English Learners are the second lowest performing subgroup with 81.7 below standard.
3. Reclassified English Learners are 62.6 below standard which indicate they continue to struggle.

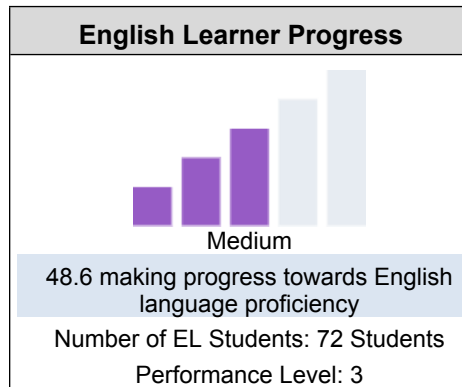
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
25.0%	26.4%	0.0%	48.6%

#### Conclusions based on this data:

- 26.4% of English Learners maintained.
- 48.6% English Learners progressed one ELPI.
- 25% ELs decreased one ELPI level, an increase from previous year.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

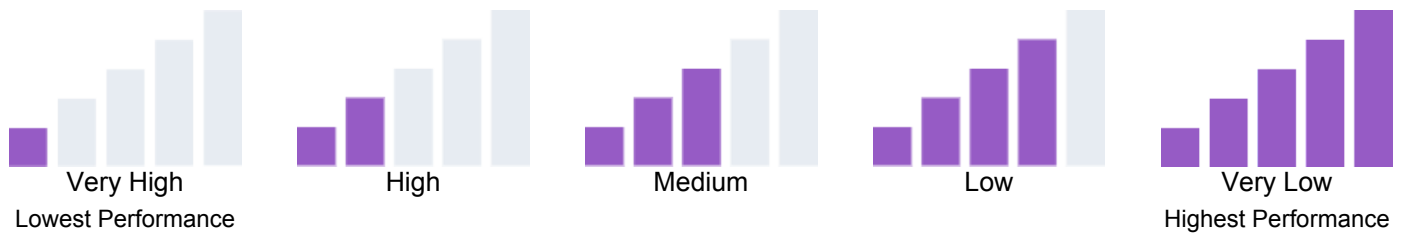
- 1.

# School and Student Performance Data

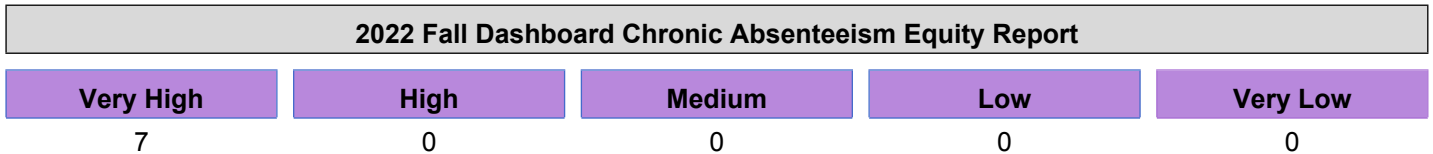
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

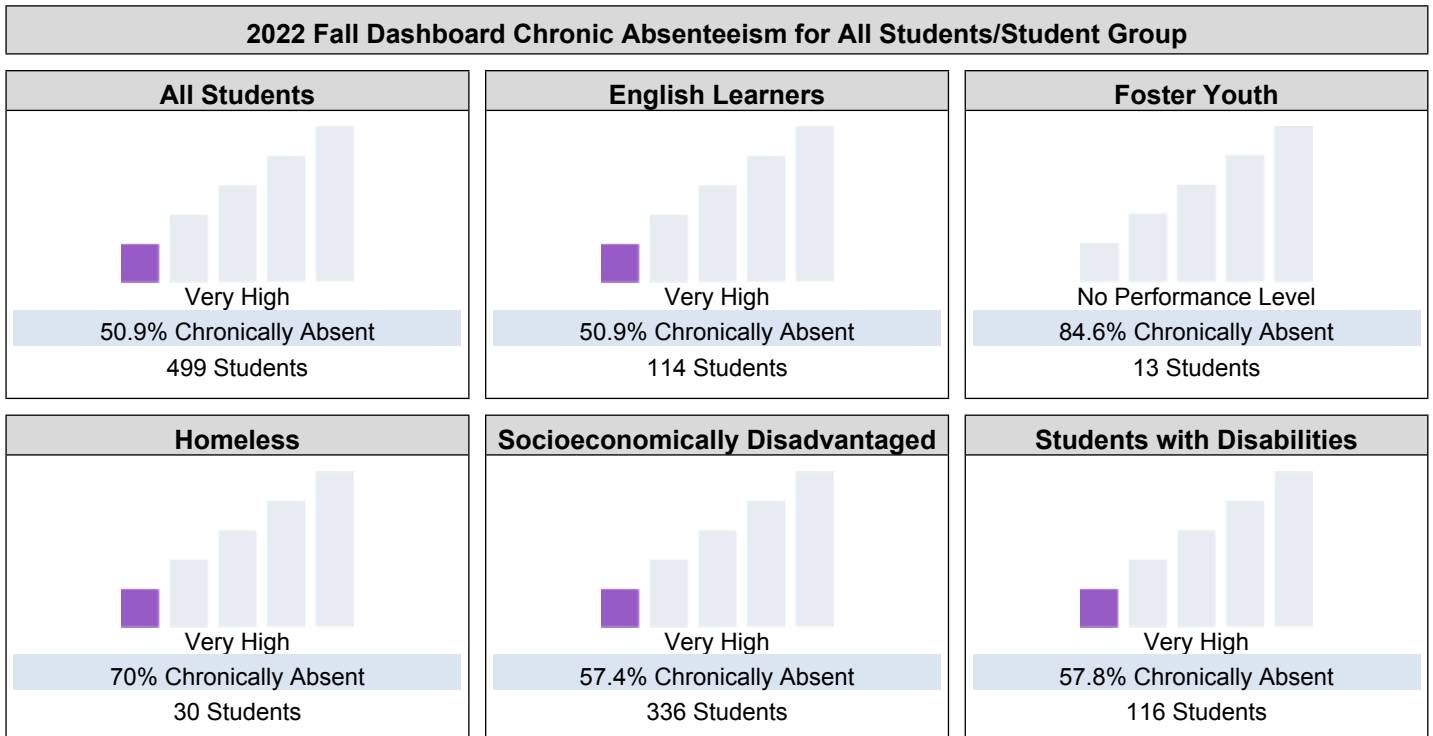
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



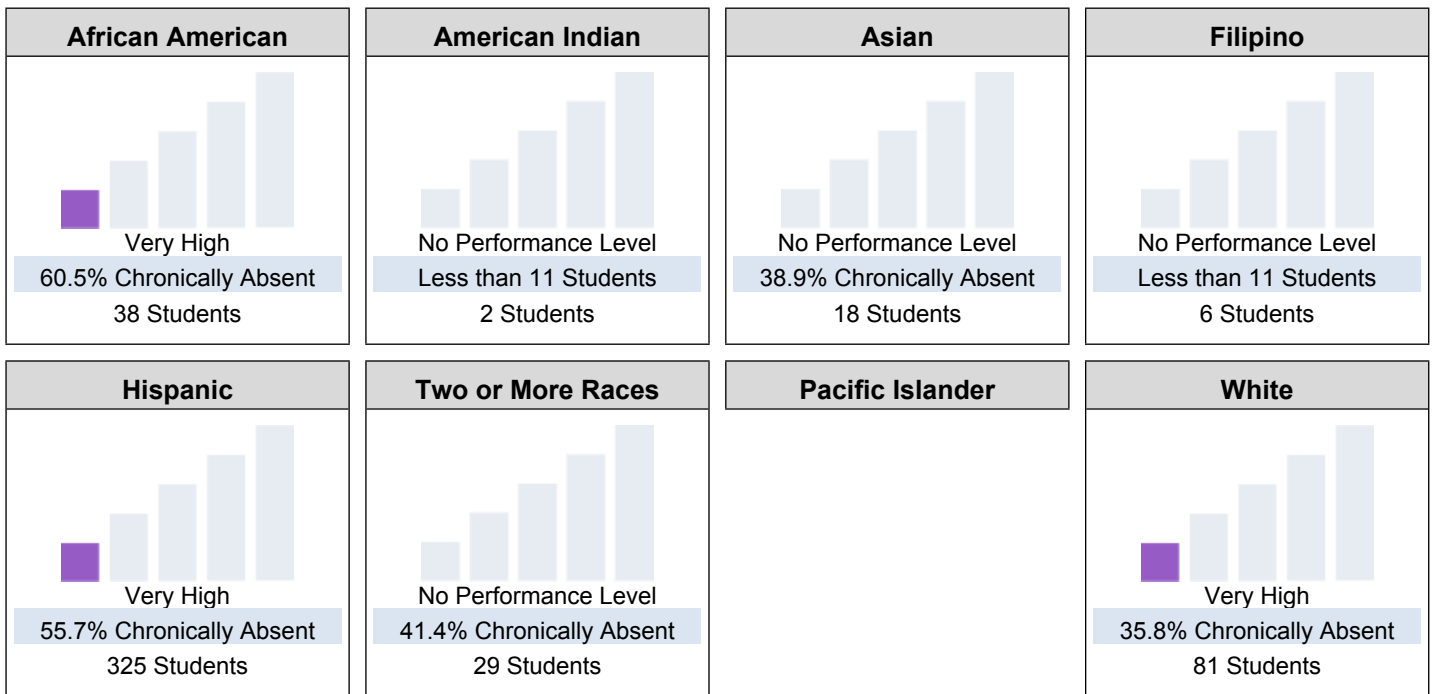
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. All students exhibited a high level of absenteeism with 50% chronically absent.
2. Homeless youth exhibited 70% chronic absenteeism.
3. Students with disabilities had a high chronic absenteeism rate at 57.8%.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low                      Low                      Medium                      High                      Very High  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

**Conclusions based on this data:**

- 1.

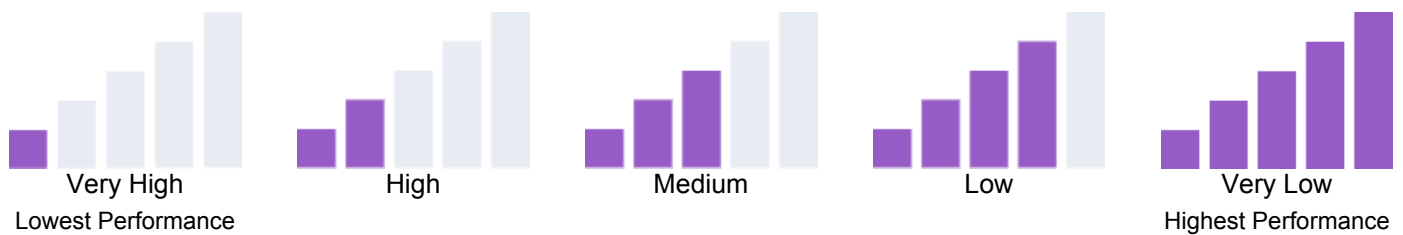


# School and Student Performance Data

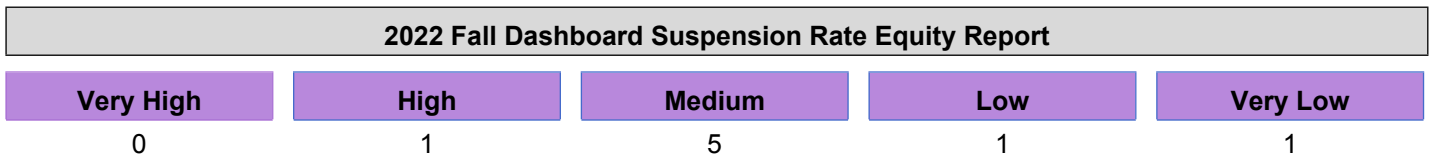
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

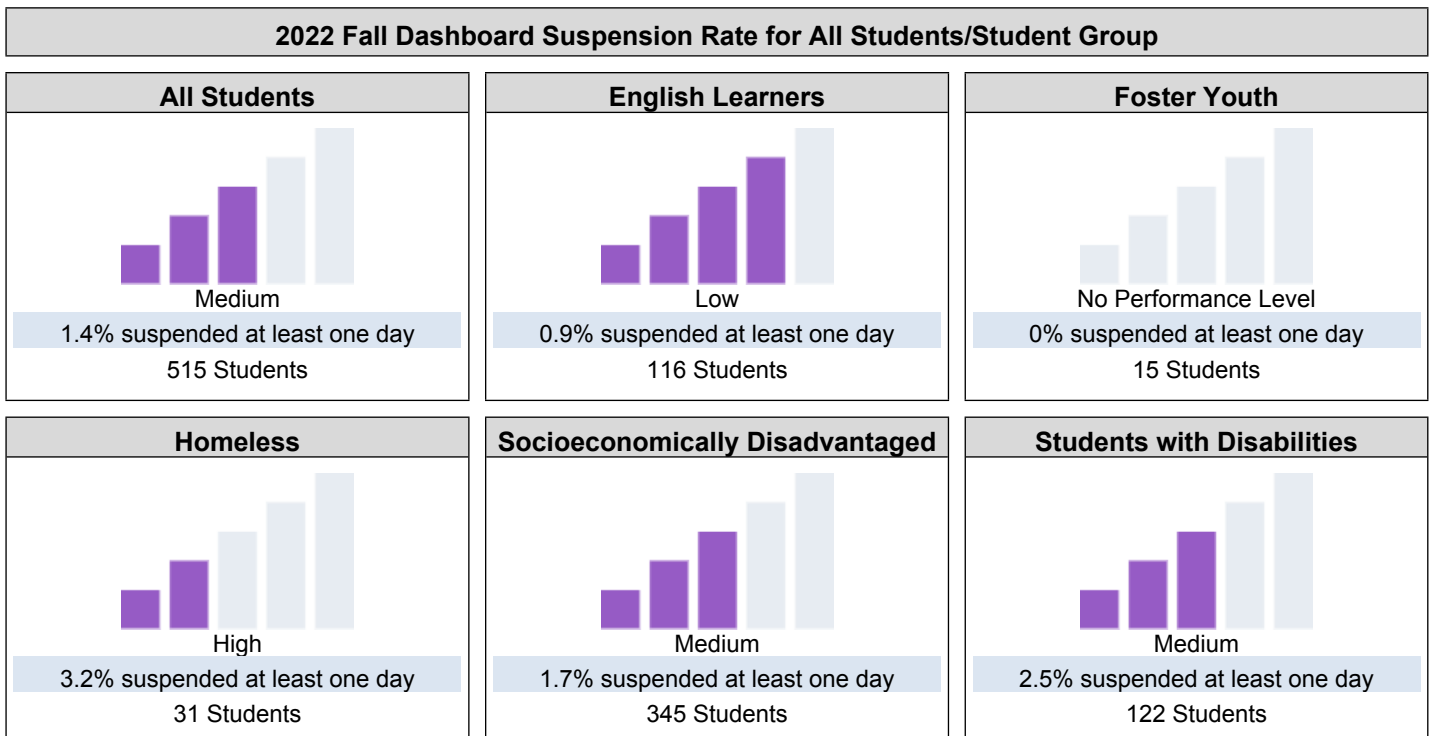
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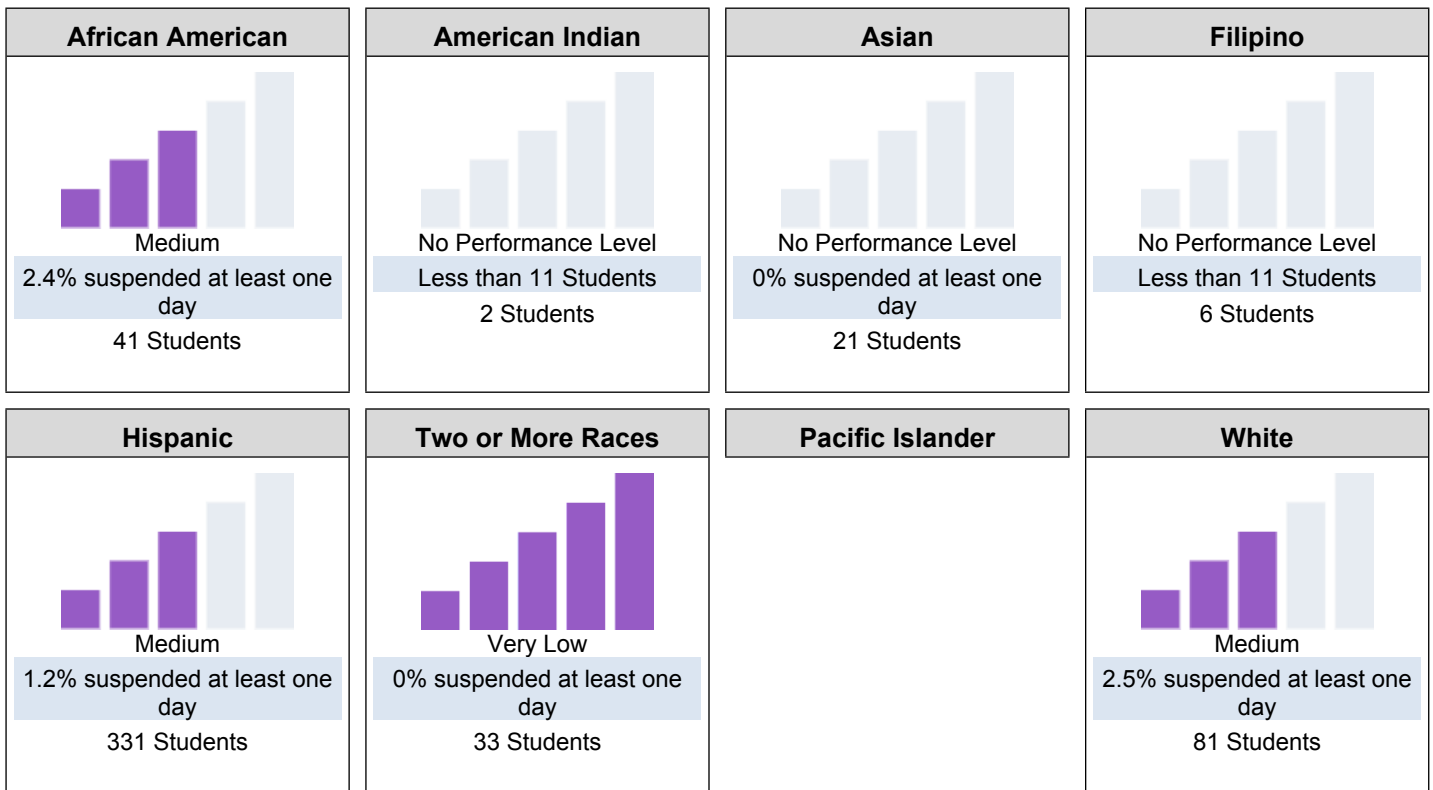
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Homeless youth had the highest suspension rate.
2. African Americans and Students with Disabilities had the second highest rate.

# 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

By the end of 2023-2024 school year, SBAC data will increase as follows:

1. Overall student performance will increase in meets or exceeds standards by 6% from 2022 baseline of 28.44%.
2. All students will decrease distance from standard from -50.7 (2022) by 3 points to -47.7 points.
3. Students with disabilities will decrease distance from standard from -109.9 (2022) by 3 points to -106.9 points.
4. English Learners will decrease distance from standard from -81.7 (2022) by 3 points to -78.7 points.
5. Homeless youth will decrease distance from standard from -88.1 (2022) by 3 points to -85.1 points.

### Identified Need

We need to narrow the achievement gap to decrease the distance from standard in mathematics and improve outcomes and performance for all students.

- SBAC Student Performance Meet or Exceed Standard is 28.44%.
- 10.16% of English Learners Met or Exceeded Standards
- 2.44% of Students with Disabilities Met or Exceeded Standards
- 22.23% of Students experiencing Homelessness Met or Exceeded Standards

To increase student performance:

- Provide professional development for teachers
- Common Planning Time to develop formative assessments, analyze data, and identify interventions
- Provide intervention and support to students in identified groups

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math SBAC	SBAC Math average DFS for all students will decrease from the baseline -50.7 in 2022	by a total of 3 in 2023.
iReady Math Diagnostic	iReady Diagnostic on or above grade level results for all students will increase from D1 to D2	by 10%.

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

Identify and provide more frequent and targeted interventions early to students based on data analysis.

To implement this strategy, the following is needed:

- Collaborative Planning:
- Data Analysis
- Review Scope and Sequence
- Identify Essential Standards
- Develop frequent formative assessments
- Data Analysis Protocols to determine interventions and effective strategies to replicate

Planning and Data Analysis (i.e. supplemental hours, subs, etc.) = \$10,606 (same fund will be utilized for strategies in other goal areas)

#### 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)

10606

Source(s)

LCFF - Supplemental and Concentration (S/C)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Additional personnel to provide support for students identified by formative/summative assessments (i.e. Tutors, Project Aide, etc.)

Personnel = \$35,800

#### 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)

10000	Title I
25800	LCFF - Supplemental and Concentration (S/C)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

To implement research-based instructional strategies in the classroom, teachers will participate in Professional Development for teachers targeting math (i.e. conferences, trainers, etc.)

**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)
6000	Title I

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide students access to instructional materials to make mathematical concepts accessible to students.  
 Supplemental Instructional Resources/Materials - (manipulatives, math fluency practice, online resource, etc.)

**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)
9531	Title I

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide parent workshops and at home resources to support their students - materials and supplies.

### 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)

1400

Source(s)

LCFF - Supplemental and Concentration (S/C)

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Class size reduction was implemented at the 3rd grade level. iReady Diagnostic growth data indicates that students in 3rd grade grew in grade level achievement from 16% to 21%. Overall growth in the school went from 14% to 30%. iReady data was used by classroom teachers to monitor student 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.

The major differences between intended implementation and actual implementation is that the analysis of formative data for instruction was done by classroom teacher, not instructional coach. There was no fiscal impact on this change.

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 strategies utilized reflect a greater focus on this area for the 23-24 school year. This includes teacher planning time, direct support in the classroom, and the acquisition of supplemental instructional materials to support intervention.

# 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

By the end of 2023-2024 school year, SBAC data will increase as follows:

1. Overall student performance will increase in meets or exceeds standards by 6% from 2022 baseline of 43.81%.
2. All students will decrease distance from standard from -20.8 (2022) by 3 points to -17.8 points.
3. Students with disabilities will decrease distance from standard from -95.2 (2022) by 3 points to -92.2 points.
4. English Learners will decrease distance from standard from -59.8 (2022) by 3 points to -56.8 points.
5. Homeless youth will decrease distance from standard from -77 (2022) by 3 points to -74 points.

## Identified Need

We need to narrow the achievement gap to decrease the distance from standard in mathematics and improve outcomes and performance for all students.

- SBAC Student Performance Meet or Exceed Standard is 43.81%.
- 10.16% of English Learners Met or Exceeded Standards
- 9.76% of Students with Disabilities Met or Exceeded Standards
- 33.33% of Students experiencing Homelessness Met or Exceeded Standards

To increase student performance:

- Provide professional development for teachers on research-based strategies
- Intervention to students in need of support

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	average DFS for all students will increase from the baseline -20.8	by a total of 3 or more by the end of the 2024 school year.
iReady Diagnostic	results will increase from D1 to D2 for all students	by 10%.

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**

Students will be provided access to research based, high quality instructional materials and practices.

Professional Development provided by Instructional Coach:

- Research-based Common Instructional Strategies
- Literacy Development/Heggerty Phonics Curriculum

**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

**Strategy/Activity**

Students will be provided additional support from instructional staff in smaller groupings, settings.

Personnel (Supplemental student support and Class Size Reduction 3rd Grade)

Tutoring provided by personnel identified in Goal 1, Strategy 2.

Project Aide = \$25,800

CSR = \$107,000

**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)

25800

LCFF - Supplemental and Concentration (S/C)

107000

LCFF - Supplemental and Concentration (S/C)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students



Strategy/Activity

Teacher collaboration/resource sharing to monitor student progress and identify intervention needs.  
Planning and data analysis budgeted in Goal 1, Strategy 1.

**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 4**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Students provided access to Supplemental Intervention Resources (Brainpop, Starfall, Lexia, etc.)  
Instructional Materials = \$3700

**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)

3700 LCFF - Supplemental and Concentration (S/C)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support families through Parent Literacy Workshops to support students at home:  
Materials and resources identified in Goal 1, Strategy 5.

**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)

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

Data is currently unavailable to determine effectiveness of these strategies; however, iReady Diagnostic data indicate that students are making gains in this area. Intervention teacher and coach have been working with students consistently; although, attendance and competing requirements lessened time working directly with students.

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 worked with flexible groups to meet individual intervention goals. EL Instructional coach tracked 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.

Annual outcomes will remain the same although we are adding iReady Diagnostic data as a metric to give us outcomes in a more timely manner. Strategies will change as we will no longer have an intervention teacher. Additional support will be provided by a project aide trained by Instructional Coach in a push-in model. Additionally, pending adoption of Science-based Reading Curriculum will support 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 # 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 5 percent from 48.6% to 53.6%.

### Identified Need

We need to increase the % of English Learner acquiring English Proficiency.

- 48.6% progressed one level
- 26.4 maintained
- 25% decreased one level

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL proficiency data (reclassification)	16.5% of ELs reclassify	We expect those students to increase reclassification by 10%.
ELPAC Data	48.6% of ELs making progress toward English proficiency	53.6% making progress (an increase of 5%.)
iReady Diagnostic	results for English Learners will grow from D1 to D2	by 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)

English Learners

#### Strategy/Activity

Increase individualized support to English Learners:

##### Personnel:

- Class size reduction to provide daily targeted support to students by classroom teacher.
- Instructional Aide

- After school tutoring

**NOTE:**

The Class Size Reduction Teacher funded in Goal 2, Strategy 2 will support this goal. Tutoring support personnel funded in Goal 1, Strategy 2 will support this goal.

**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)

English Learners

**Strategy/Activity**

Provide English Learners access to research-based instructional strategies:

Professional Development provided by Instructional Coach:

- Building Background Knowledge
- Academic Vocabulary
- Designated and Integrated ELD

**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 3**

**Students to be Served by this Strategy/Activity**

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

English Learners

**Strategy/Activity**

Provide English Learners access to high-quality support resources:

Supplemental Instructional Resources (i.e. Spanish Language Materials/ELD Supplemental Materials)

**NOTE:**

Supplemental instructional materials funds allocated in Goal 2, Strategy 4.

### **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 4**

#### **Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

Provide Parent Literacy and Language Workshops to support English Learners in the home.

NOTE:

Materials funded in Goal 1, Strategy 5 will support this goal.

### **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)

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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.

Class size reduction teacher was implemented at the 3rd grade level. EL Coach, Intervention Teacher, and EL Instructional Aide support students as stated in Strategy 1. English Learners appear to be making progress according to iReady Diagnostic data. Reclassification and ELPAC data still pending. EL Coach provided PD to teachers on strategies to support ELs. Science Lab teacher was hired and provided hands-on instruction to support ELs.

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

There were no major different between articulated strategies and implemented strategies. There was a lesser focus on EL PD during the school year than anticipated, but there was no impact on budget.

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.

IReady Diagnostic data will be added as a metric to allow more timely information on student performance toward meeting stated goal. Additionally, there will be a greater focus in Professional Development to support English Learners. Additionally, we will incorporate tutoring and parent workshops to support EL parents.

# 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 2023-2024 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by 10%

### Identified Need

Chronic absenteeism rate needs to decrease for all students, but specifically for Students with Disabilities and Students Experiencing Homelessness.

- Students with Disabilities - 57.8%
- Students experiencing homelessness - 70%

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate (CA Dashboard)	Willard's baseline chronic absenteeism is 50.9%.	Chronic absenteeism will decrease to 60.9%.

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 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)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Student with Special Education Services

Strategy/Activity

Through the IEP process, identify impediments (health or otherwise) to consistent school attendance. Case manager to work with Community Assistant to identify and help connect families with resources.

### 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 3

### Students to be Served by this Strategy/Activity

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

Homeless Students

Strategy/Activity

Community Assistant and Attendance Clerk to identify homeless students at-risk of being chronically absent. An SST will be held to identify support needed for the family. The team will work in conjunction with Families in Transition to ensure that student's/family's needs are met.

### 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)

# Annual Review

## SPSA Year Reviewed: 2022-23

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.

Student attendance improved significantly during the 22-23 school year as COVID quarantines came to an end. The decreased risk of serious disease also improved student attendance at school.

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

Attendance rates have not returned to pre-pandemic levels and the SART/SARB system was not implemented this year. This was largely due to observations that families struggled with transportation, child care and employment as we came out of the pandemic.

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; therefore, we will keep Strategy 1. However, we will add additional strategies to provide more intensive monitoring and support to our students who are Homeless or receiving Special Education services.

# 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 2023-2024 school year, we will decrease suspensions for all students, as measured by the CA Dashboard Suspensions Rate by .1%, from 1.4% to 1.3%.

- African American Students from 2.4% to 1.4%

## Identified Need

Student suspensions have increased at Willard due to students with unidentified high risk behaviors.

- Proactive plan to provide support personnel in classroom to de-escalate student behavior.
- Robust implementation of RTI strategies.

## 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
- Support from RTI Coach will ensure the MTSS model has a tiered approach.

NOTE: This goal will be support by Instructional 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)

42050

Source(s)

Title I

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

African-American Students

Strategy/Activity

Personnel to provide additional classroom behavior intervention support in Kindergarten to help transition students new to school and to quickly identify students who may need intensive levels of intervention.

Kindergarten Project Aide = \$25,800

#### **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)

25800

Source(s)

LCFF - Supplemental and Concentration (S/C)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Parent Workshops to support student learning and student behavior.

NOTE:

Materials and supplies for workshops funded in Goal 1, Strategy 5 will support this goal.

#### **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 4**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Training for Project Aides on campus supervision and conflict resolution by Assistant Principal and RTI Coach.

**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)

## Annual Review

**SPSA Year Reviewed: 2022-23**

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 indeed strengthened MTSS/Response to Intervention strategies. However, due to the severe behavioral support needs of unidentified Special Needs kindergarten students, this goal will not be met.

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

There were no differences in budgeting or implementation.

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.

In addition to strengthening our RTI/MTSS Model, we are adding a Behavior Project Aide to Kindergarten to help transition high risk students into an environment with greater adult support. This change can be seen in Strategy 2.

# 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 2023-2024, parents participation in meetings and workshops will increase by 50%.

## Identified Need

Parent attendance at school sponsored workshops/meetings is needed to strengthen home-school communication and to support parents in working with their children at home, as needed.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Meeting Attendance	sign-in sheets will indicate growth in attendance	by 50%.
Parent Portal Accounts	54.8% Active Portal Accounts	60% 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

### Strategy/Activity

Provide a welcoming and convenient environment for parent workshops on supporting academic achievement conducted by coaches and field experts. (Effective, reliable communication, invitations, phone calls, hospitality, convenient meeting time, child care, etc.)

### 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)
1327	Title I Part A: Parent Involvement
1000	Title I

## 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 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)

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

These strategies were implement and both goals were met. Willard currently has 54.8% of families with an open Parent Portal account. Weekly readership of the Willard Weekly exceeds 1,000 readers.

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

There were no differences between stated and implemented strategies.

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 year, we would like to focus our attention on in-person meeting attendance to return to pre-pandemic levels.

# 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	\$69908
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	\$69908
Other State/Local Funds provided to the school	\$200106

## 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	\$68581
Title I Part A: Parent Involvement	\$1327

Subtotal of additional federal funds included for this school: \$69,908

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)	\$200106

Subtotal of state or local funds included for this school: \$200,106

Total of federal, state, and/or local funds available for this school: \$270,014

# Summary: Budgeted Resources

## Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	68581	0.00
Title I Part A: Parent Involvement	1327	0.00
LCFF - Supplemental and Concentration (S/C)	200106	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	200,106.00
Title I	68,581.00
Title I Part A: Parent Involvement	1,327.00



# 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
Dianne Cahir	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 11, 2023.

Attested:



Principal, Maricela Brambila on May 11, 2023



SSC Chairperson, Maricela Brambila on May 11, 2023

# 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.**

[Educational Partner 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](mailto: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](mailto: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](mailto: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.

## **Educational Partner 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 Educational Partner 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](mailto: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 (Educational Partner 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 (Educational Partner 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

# GOAL 1

Budgeted

## 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

Baseline/Actual Outcome	Baseline/Actual Outcome	Expected Outcome
Math SBAC	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).
iReady Math Diagnostic	will increase for all students from D1 to D2	by 10%

## Strategy/Activity 1

Collaborative Planning:

- Data Analysis
- Review Scope and Sequence
- Identify Essential Standards
- Develop frequent formative assessments
- Data Analysis Protocols to determine interventions and effective strategies to replicate

Planning and Data Analysis (i.e. supplemental hours, subs, etc.) = \$10,606 (same fund will be utilized for strategies in other goal areas)

\$10,606

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
10606	LCFF - Supplemental and Concentration (S/C)

## Strategy/Activity 2

Additional personnel to provide support for students identified by formative/summative assessments (i.e. Tutors, Project Aide, etc.)  
Personnel = \$35,800

\$35,800

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
10000	Title I
25800	LCFF - Supplemental and Concentration (S/C)

## Strategy/Activity 3

Professional Development for teachers targeting math (i.e. conferences, trainers, etc.)

\$6,000

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
6000	Title I

## Strategy/Activity 4

Supplemental Instructional Resources/Materials - (manipulatives, math fluency practice, online resource, etc.)

\$4,000

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
4000	Title I

## Strategy/Activity 5

Parent workshops and at home resources to support their students - materials and supplies.

\$1,400

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1400	LCFF - Supplemental and Concentration (S/C)

# GOAL 2

**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
iReady Diagnostic	results will increase from D1 to D2 for all students	by 10%.

**Strategy/Activity 1**

Professional Development provided by Instructional Coach:

- Research-based Common Instructional Strategies
- Literacy Development/Heggerty Phonics Curriculum

**\$0****Strategy/Activity 2**

Personnel (Supplemental student support and Class Size Reduction 3rd Grade)  
 Tutoring provided by personnel identified in Goal 1, Strategy 2. Project Aide = \$25,800  
 CSR = \$107,000

**\$132,800****Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
25800	LCFF - Supplemental and Concentration (S/C)
107000	

**Strategy/Activity 3**

Teacher collaboration/resource sharing.  
 Planning and data analysis budgeted in Goal 1, Strategy 1.

**\$0****Strategy/Activity 4**

Supplemental Intervention Resources (Brainpop, Starfall, Lexia, etc.)  
 Instructional Materials = \$3700

**\$3,700****Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
3700	LCFF - Supplemental and Concentration (S/C)

**Strategy/Activity 5**

Parent Literacy Workshops  
 Materials and resources identified in Goal 1, Strategy 5.

**\$0****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%.)
iReady Diagnostic	results for English Learners will grow from D1 to D2	by 5%.

**Strategy/Activity 1 Group**

**English Learners**

**Strategy/Activity 1 Group**

Personnel:  
 Class size reduction to provide daily targeted support to students by classroom teacher.  
 Instructional Aide  
 After school tutoring  
**NOTE:**  
 The Class Size Reduction Teacher funded in Goal 2, Strategy 2 will support this goal. Tutoring support personnel funded in Goal 1, Strategy 2 will support this goal.

\$0

**Strategy/Activity 2 Group**

**English Learners**

**Strategy/Activity 2**

Professional Development provided by Instructional Coach:  
 Building Background Knowledge  
 Academic Vocabulary  
 Designated and Integrated ELD  
 Integrated ELD

\$0

**Strategy/Activity 3 Group**

**English Learners**

**Strategy/Activity 3**

Supplemental Instructional Resources (i.e. Spanish Language Materials/ELD Supplemental Materials)  
**NOTE:**  
 Supplemental instructional materials funds allocated in Goal 2, Strategy 4.

\$0

**Strategy/Activity 4 Group**

**English Learners**

**Strategy/Activity 4**

Parent Literacy and Language Workshops  
**NOTE:**  
 Materials funded in Goal 1, Strategy 5 will support this goal.

\$0

**Goal 4**

By the end of the 2023-2024 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by 10%

**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 50.9%.

Chronic absenteeism will decrease to 60.9%.

**Strategy/Activity 1 Group**

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

**Strategy/Activity 1**

Community Assistant will contact families at-risk of Chronic Absenteeism 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.

\$0

**Strategy/Activity 2 Group**

**Students with Special Education Services**

**Strategy/Activity 2**

Through the IEP process, identify impediments (health or otherwise) to consistent school attendance. Case manager to work with Community Assistant to identify and help connect families with resources.

\$0

**Strategy/Activity 3 Group**

**Homeless Students**

**Strategy/Activity 3**

Community Assistant and Attendance Clerk to identify homeless students at-risk of being chronically absent. An SST will be held to identify support needed for the family. The team will work in conjunction with Families in Transition to ensure that student's/family's needs are met.

\$0

**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.

**Strategy/Activity 1**

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
- Support from RTI Coach will ensure the MTSS model has a tiered approach.

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

\$42,050

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
42050	Title I

**Strategy/Activity 2 Group**

**African-American Students**

**Strategy/Activity 2**

Personnel to provide additional classroom behavior intervention support in Kindergarten to help transition students new to school and to quickly identify students who may need intensive levels of intervention.  
Kindergarten Behavior/Project Aide = \$25,800

\$25,800

**Proposed Expenditures for this Strategy/Activity**

Amount(s) Source(s)

25800

LCFF - Supplemental and Concentration (S/C)

\$25,800

**Strategy/Activity 3**

Parent Workshops to support student learning and student behavior.

NOTE:

Materials and supplies for workshops funded in Goal 1, Strategy 5 will support this goal.

\$0

**Strategy/Activity 4**

Training for Project Aides on campus supervision and conflict resolution by Assistant Principal and RTI Coach.

\$0

**Goal 6**

By the end of 2023-2024, parents participation in meetings and workshops will increase by 50%.

**Identified Need**

Parent attendance at school sponsored workshops/meetings is needed to strengthen home-school communication and to support parents in working with their children at home, as needed.

**Annual Measurable Outcomes**

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Meeting Attendance

sign-in sheets will indicate growth in attendance

by 50%.

Parent Portal Accounts

54.8% Active Portal Accounts

60% Active Portal Accounts

**Strategy/Activity 1**

Provide a welcoming and convenient environment for parent workshops on supporting academic achievement conducted by coaches and field experts. (Effective, reliable communication, invitations, phone calls, hospitality, convenient meeting time, child care, etc.)

\$2,327

**Proposed Expenditures for this Strategy/Activity**

Amount(s) Source(s)

1327

Title I Part A: Parent Involvement

1000

Title I

**Strategy/Activity 2**

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

NOTE: Community Assistant will support this by reaching out to parents and training them on accessing communication tools.

\$0

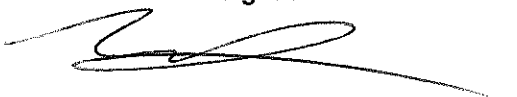
# Recommendations and Assurances

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:

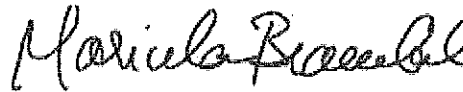
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 11, 2023.

Attested:



Principal, Maricela Brambila on May 11, 2023



SSC Chairperson, Maricela Brambila on May 11, 2023

		Cost	Balance
<b>LCAP (07091.0-0582000)</b>			<b>3,500.00</b>
Registration/LCFF Help???	Community Assistant	-	3,500.00
<b>LCFF (07091.0-0580000)</b>			<b>200,106.00</b>
FTE Class Size Reduction (07091.1)	Staff	107,000	93,106.00
Project Aide /Noon Aide/Campus Supervision x6 hours daily 3 hours Noon Aide/3 hours Project Aide	Vacant	25781	67,325.00
Project Aide /Noon Aide/Campus Supervision x6 hours daily 3 hours Noon Aide/3 hours Project Aide	Vacant	25781	41,544.00
Project Aide /Noon Aide/Campus Supervision x6 hours daily 3 hours Noon Aide/3 hours Project Aide	Vacant	25781	15,763.00
Supplemental Instructional Resource	Brainpop	3500	12,263.00
Supplemental Instructional Resource	Starfall	200	12,063.00
Supplemental School Supplies - Instructional Resource	Staples	1400	10,663.00
Substitutes x20 days	School Business	4000	6,663.00
Planning and Data Analysis	Staff Supplemental Pay	6606	57.00
<b>Title I (30100.0)</b>			<b>68,581.00</b>
(0.75 FTE) Instructional Aide	Staff	42,050	26,531.00
Supplemental Literacy/Math Intervention Resources	Materials	4,000	22,531.00
Tutoring Supplemental (Cert Hourly)	Staff TBD	10,000	12,531.00
Professional Development (Conferences, etc.)	Staff TBD	6,000	6,531.00
Child Care for Parent Meetings (CSA II - 01.0-30100.0-11100-24950-2930-0580000)	Staff TBD	1,000	5,531.00
<b>Title I Parent Engagement (30100.0)</b>			<b>1,327.00</b>
Parent Communication	Smore	150	1,177.00
Smart and Final	Smart and Final	1,177	0.00
<b>WAF</b>			<b>72,892.00</b>
Science Lab Teacher	Vacant	70,000	2,892.00



**WILLARD ELEMENTARY SCHOOL**  
**An IB World School**  
**School Site Council Agenda**  
**May 11, 2023**  
**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.

<b>Time</b>	<b>Agenda Item</b>	<b>Presenter/ Facilitator</b>
3:00pm	Welcome and Call to Order	Mrs. Brambila
	Action Item: Approve Agenda for 5.11.23	
3:05pm	Action Item: Approval of <a href="#">Minutes</a> of SSC Meeting April 2023	Mrs. Villagrana
3:10pm	Action Item: <ul style="list-style-type: none"><li>● <a href="#">SPSA Goals and Strategies Approval</a></li><li>● <a href="#">Budget</a></li></ul>	Mrs. Brambila
3:55pm	Reports from Committees/Organizations: <ul style="list-style-type: none"><li>● Report from English Learner Advisory Council</li><li>● Safety Committee</li></ul>	Mrs. Brotons Mrs. Villagrana
4:00pm	Adjourn	All

**Have a wonderful summer!**



**Willard Elementary School  
SSC Meeting Minutes**

May 11, 2023

**Member Present:**

√	Quorum was met
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√	Name	Position	√	Name	Position
√	Maricela Brambila	Principal		Veronica Brotons	Parent/ELAC Rep (2)
√	Dianne Cahir	Classroom Teacher (1)	√	William Sy	Parent (1)
√	Sonia Covarrubias	Classroom Teacher (1)	√	Carlos Maroto	Parent (1)
	Armando Mayer	Classroom Teacher (2)	√	Aimee Gerace	Parent (2)
√	Veronica Villagrana	Other: school personnel (1)	√	Helen Hinton	Parent (2)

ITEM	ACTION REQUIRED OF SSC MEMBERS
<b>Welcome and Call to Order</b>	Meeting was called to order at 3:04 p.m.
<b>Action Item: Approve Agenda</b> <a href="#">SSC Agenda 05.11.23</a>	Agenda was reviewed. Approval of the Agenda was moved by Mrs. Covarrubias and seconded by Ms. Villagrana. Motion passed.
<b>Action Item: Approval of Minutes</b> <a href="#">SSC Minutes 4.13.2023.docx</a>	Minutes from the previous meeting were reviewed. Approval of the minutes moved by Ms. Cahir, seconded by Ms. Villagrana. Motion passed.
<b>Action Item:</b> <ul style="list-style-type: none"> <li><a href="#">SPSA Goals and Strategies Approval</a></li> <li><a href="#">Budget</a></li> </ul>	<ul style="list-style-type: none"> <li>Ms. Brambila presented proposed SPSA and budget for 2023-24</li> <li>Goals and strategies are the same as previous meeting but now in proper format and with budget attached</li> <li>Ms. Brambila answered questions on the proposals</li> <li>(1) Math - focus on Math instruction with collaborative planning and PD time for teachers; purchase of more manipulatives; money for teachers to provide tutoring; hiring an aide to support in classrooms; and parent workshops               <ul style="list-style-type: none"> <li>Teachers wanted the opportunity to collaborate more and to tutor their own students</li> <li>Ms. Cahir advised that students are literal learners up until 4th grade so manipulatives would be useful</li> </ul> </li> <li>(2) ELA - continue to improve outcomes with teacher PD from instructional coach; additional teacher to allow for class size reduction; hiring an aide to support in classrooms; subscriptions such as Brainpop, Lexia, etc.; and parent workshops               <ul style="list-style-type: none"> <li>The additional teacher will avoid a combi class at</li> </ul> </li> </ul>



## Willard Elementary School

### SSC Meeting Minutes

	<p>3rd/4th grade, and allow for more direct support from the teacher</p> <ul style="list-style-type: none"><li>○ Ms. Hinton raised that there is no intervention teacher included in the budget this year - we had monitored the progress of the students receiving intervention this year and the data showed improving ELA test scores</li><li>○ Ms. Brambila confirmed that there has been a change in strategy - last year we funded a intervention teacher over additional classroom aides; this year, it is seen as more beneficial to hire 3 classroom aides to provide the support needed in all areas (1 aide for math, 1 aide for ELA and 1 aide to assist with behavior in Kinder)</li><li>○ Aides cannot be alone with students so they would effectively be “pushing into” classrooms, but the school now has more experience with how to identify those needs</li><li>○ Ms. Covarrubias suggested that aides work with higher performing students so that teachers can use their expertise to work with students performing below grade level</li></ul> <ul style="list-style-type: none"><li>● (3) English Learners - close the achievement gap for ELs by tutoring; class size reduction to allow for more support by teacher; teacher PD from instructional coach; supplemental instructions materials specifically in home language; and parent workshops<ul style="list-style-type: none"><li>○ Ms. Brambila confirmed that there is some additional support provided for ELs by aide provided by district</li></ul></li><li>● (4) Decrease absenteeism by utilizing existing resources (no additional budget needs) - Community Assistant will focus on providing support to families and school will begin SART/SARB conferences as needed</li><li>● (5) Decrease suspension rate by providing dedicated aide in Kinder to help identify and address behavior issues earlier; funding Behavior specialist to focus on grades 1-5; utilizing RTI teacher and strategies and providing social emotional learning opportunities; parent workshops; and providing training for aides on conflict resolution<ul style="list-style-type: none"><li>○ Ms. Covarrubias highlighted the need for the aide in Kinder to help address early behavior issues to avoid suspensions</li><li>○ Aides that are currently assigned to kids via an IEP will generally follow them to next grade/class</li></ul></li><li>● (6) Parent participation - increase parent participation by</li></ul>
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**Willard Elementary School**

**SSC Meeting Minutes**

	<p>offering more parent workshops and offering childcare; and increase Parent Portal accounts</p> <ul style="list-style-type: none"> <li>○ All groups of parents have asked for more parent workshops and resources to help support their students</li> <li>○ Mr. Maroto suggested providing workshops on other topics and combining with a school related topic to get more attendance</li> <li>○ Also asking parents to lead workshops on their own expertise; and potentially asking PCC or other external facilities if they can provide support</li> </ul> <p>Motion to approve SPSA and Budget moved by Ms Cahir and seconded by Ms. Covarrubias. Everyone was in favor. SPSA and Budget were approved.</p> <p>Note - Ms. Gerace had to leave the meeting due to time and so did not vote.</p>
<p align="center"><b>Reports from Committees/Organizations:</b></p> <ul style="list-style-type: none"> <li>● ELAC</li> <li>● Safety Committee</li> </ul>	<ul style="list-style-type: none"> <li>● ELAC - meeting was moved to next week.</li> <li>● Safety Committee - Mr. Sy joined the Safety Committee last month. The meeting was led by Mrs. Marineh our RTI coach. She explained the purpose of RTI.</li> </ul>
<p align="center"><b>Open Forum</b></p>	<ul style="list-style-type: none"> <li>● None</li> </ul>
<p align="center"><b>Adjourn</b></p>	

**Meeting Adjourned at 4:26 p.m. - Motion by Ms. Villagrana, seconded by Ms. Hinton. Motion to adjourn passes.**

**Minutes recorded by Helen Hinton, Secretary**