

School Year: **2024-25**



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 9, 2024	June 27, 2024

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

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 California Dashboard indicators to monitor and set goals for students achievement and school quality. The California state indicators include students 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 partners were involved in the development of the 2024-2024 plan: English Learner Advisory Committee, Willard's Instructional Leadership Team, Willard staff, parents, and School Site Council.

On January 24, 2024, iReady Diagnostic and CA Dashboard data was reviewed with the School Site Council and SSC began a needs assessment. The same assessment data was reviewed with

ELAC on January 25th. ELAC conducted a needs assessment based on assessment data results. On February 7th, ELAC developed recommendations for the School Site Council based on needs assessment. The School Site Council received ELAC's recommendations on March 22nd and used these to further craft proposed goals.

On March 4th, parents provided input on performance data and proposed goals.

During the week of February 26th to March 1st, all teachers analyzed student performance data and proposed goals and strategies for the 24-25 school year. On March 5th, the Instructional Leadership Team, which is made up of grade level leads and Instructional Coaches, reviewed and refined proposed goals and strategies for the Single Plan. On April 16th, the Instructional Leadership Team met again to refine goals. These draft goals and strategies were presented and discussed in the School Site Council on April 18th.

On May 9th, School Site Council approved goals, strategies, and budget for the Single Plan for 2024-2025 school year.

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 San Gabriel Valley on the southeastern border of Pasadena, California. Willard is located within an affluent-suburban neighborhood, which is known as Chapman Woods, directly to the south. To the north and east, the school is flanked by working class communities and apartment buildings. For the 2023-2024 school year, 416 students are enrolled in grades Transitional Kindergarten (TK) through five. In TK through 3rd grade, the staffing ratio is 24:1. In 4th and 5th grades, the classes are staffed at 32.75:1. Willard School has 29 classroom and resource teachers, all of whom are highly qualified.

Willard has a racially and economically diverse population with approximately 70.2% socioeconomically disadvantaged families. Our student population consists of approximately: 65% Hispanic, 7% African-American, 14% White, and 4% Asian. Approximately, 18% of our students are English Learners and an additional 17% speak a language other than English at home. The languages our students speak include: English, Spanish, Mandarin, Tagalog, Farsi, Japanese, and more, 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.

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 2023. 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 is 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 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 Professional Learning Communities 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 has been on Early Literacy and the entire school community participated in Getting Reading Right training sponsored by the Los Angeles County Office of Education.

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. Our third grade students swim at the Rose Bowl Aquatic Center through a Rose Bowl Aquatic Center grant. And, all of our students have access to many of museums through PUSDs My Masterpieces Program.

In 2022-2023, Willard hosted the IBO Programme Evaluation team and received its recertification. The team continues to work on the various areas indicated by the IB visiting committee.

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
	Total Enrollment			577	475	476

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
Grade3	99	79	69
Grade 4	95	88	79
Grade 5	120	86	94
Total Enrollment	577	475	476

Conclusions based on this data:

1. Willard continues to experience a steady decline in enrollment.
2. Despite the decline in enrollment, the racial make-up of the school remains relatively the same.
3. Hispanics continue to be Willard's largest subgroup.

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. Willard's percentage of English Learners has not varied significantly, although the number of ELs enrolled have declined.
2. Willard's percentage of FEP students has remained relatively the same.

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	64	0	70	64	0	70	64	0.0	97.2	100.0
Grade 4	93	79	70	0	78	69	0	78	69	0.0	98.7	98.6
Grade 5	115	78	85	0	78	85	0	78	85	0.0	100.0	100.0
All Grades	304	229	219	0	226	218	0	226	218	0.0	98.7	99.5

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.	2385.		22.86	18.75		24.29	17.19		24.29	20.31		28.57	43.75
Grade 4		2457.	2491.		29.49	37.68		16.67	15.94		19.23	27.54		34.62	18.84
Grade 5		2467.	2502.		11.54	30.59		26.92	20.00		19.23	17.65		42.31	31.76
All Grades	N/A	N/A	N/A		21.24	29.36		22.57	17.89		20.80	21.56		35.40	31.19

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	17.19		57.14	45.31		22.86	37.50		
Grade 4		25.64	21.74		44.87	62.32		29.49	15.94		
Grade 5		10.26	22.35		66.67	54.12		23.08	23.53		
All Grades		18.58	20.64		56.19	54.13		25.22	25.23		

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	6.25		52.86	48.44		34.29	45.31
Grade 4		15.38	20.29		58.97	66.67		25.64	13.04
Grade 5		14.10	31.76		51.28	42.35		34.62	25.88
All Grades		14.16	20.64		54.42	51.83		31.42	27.52

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	10.94		74.29	70.31		14.29	18.75
Grade 4		17.95	10.14		67.95	76.81		14.10	13.04
Grade 5		12.82	20.00		69.23	64.71		17.95	15.29
All Grades		14.16	14.22		70.35	70.18		15.49	15.60

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	10.94		65.71	59.38		24.29	29.69
Grade 4		19.23	21.74		64.10	69.57		16.67	8.70
Grade 5		7.69	23.53		58.97	54.12		33.33	22.35
All Grades		12.39	19.27		62.83	60.55		24.78	20.18

Conclusions based on this data:

1. Overall, Willard students made growth in English Language Arts.
2. Willard students made the greatest gains in Writing.
3. Achievement in reading and listening stayed relatively the same. This indicates need to strengthen students' receptive language skills.

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	64	0	70	64	0	70	64	0.0	97.2	100.0
Grade 4	93	79	70	0	78	69	0	77	69	0.0	98.7	98.6
Grade 5	115	78	85	0	78	85	0	78	85	0.0	100.0	100.0
All Grades	304	229	219	0	226	218	0	225	218	0.0	98.7	99.5

* 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.	2384.		8.57	12.50		25.71	17.19		24.29	15.63		41.43	54.69
Grade 4		2454.	2485.		20.78	28.99		14.29	21.74		31.17	24.64		33.77	24.64
Grade 5		2446.	2481.		3.85	18.82		12.82	15.29		28.21	27.06		55.13	38.82
All Grades	N/A	N/A	N/A		11.11	20.18		17.33	17.89		28.00	22.94		43.56	38.99

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	17.19		48.57	31.25		41.43	51.56	
Grade 4		27.27	31.88		36.36	33.33		36.36	34.78	
Grade 5		3.85	21.18		46.15	47.06		50.00	31.76	
All Grades		13.78	23.39		43.56	38.07		42.67	38.53	

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	14.06		42.86	37.50		44.29	48.44
Grade 4		19.48	26.09		42.86	53.62		37.66	20.29
Grade 5		2.56	15.29		50.00	50.59		47.44	34.12
All Grades		11.56	18.35		45.33	47.71		43.11	33.94

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	14.06		61.43	40.63		25.71	45.31
Grade 4		22.08	26.09		48.05	56.52		29.87	17.39
Grade 5		8.97	9.41		46.15	62.35		44.87	28.24
All Grades		14.67	16.06		51.56	54.13		33.78	29.82

Conclusions based on this data:

1. Overall, Willard students made significant gains in math.
2. Greatest gains were made in the area of Concepts and Procedures and Problem Solving.
3. The least gains were in communicating reasoning which indicate a language need.

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
K	1408.2	1403.9	1426.7	1419.9	1414.8	1414.0	1380.6	1377.8	1456.5	17	15	13
1	*	*	1412.3	*	*	1441.0	*	*	1382.8	9	9	12
2	1404.4	1447.6	*	1416.9	1464.9	*	1391.7	1429.8	*	18	12	8
3	1435.1	1477.5	*	1447.2	1489.8	*	1422.7	1464.3	*	27	13	7
4	1448.2	1490.5	1525.4	1461.5	1495.2	1532.6	1434.4	1485.4	1517.6	30	19	11
5	1418.5	1492.5	1501.5	1425.1	1496.0	1506.5	1411.3	1488.6	1495.9	19	27	20
All Grades										120	95	71

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
K	29.41	6.67	38.46	35.29	26.67	7.69	11.76	40.00	30.77	23.53	26.67	23.08	17	15	13
1	*	*	0.00	*	*	16.67	*	*	41.67	*	*	41.67	*	*	12
2	11.11	33.33	*	38.89	16.67	*	22.22	0.00	*	27.78	50.00	*	18	12	*
3	11.54	0.00	*	30.77	46.15	*	30.77	38.46	*	26.92	15.38	*	26	13	*
4	3.33	10.53	36.36	33.33	36.84	36.36	36.67	21.05	18.18	26.67	31.58	9.09	30	19	11
5	10.53	7.41	20.00	31.58	33.33	30.00	15.79	44.44	15.00	42.11	14.81	35.00	19	27	20
All Grades	10.92	10.53	18.31	33.61	31.58	26.76	26.89	31.58	26.76	28.57	26.32	28.17	119	95	71

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
K	35.29	6.67	15.38	29.41	33.33	46.15	11.76	33.33	15.38	23.53	26.67	23.08	17	15	13
1	*	*	8.33	*	*	41.67	*	*	25.00	*	*	25.00	*	*	12
2	22.22	33.33	*	44.44	16.67	*	11.11	16.67	*	22.22	33.33	*	18	12	*
3	57.69	23.08	*	11.54	46.15	*	3.85	23.08	*	26.92	7.69	*	26	13	*
4	30.00	42.11	54.55	43.33	21.05	36.36	13.33	15.79	0.00	13.33	21.05	9.09	30	19	11
5	42.11	29.63	40.00	10.53	48.15	25.00	21.05	14.81	5.00	26.32	7.41	30.00	19	27	20
All Grades	36.13	27.37	30.99	29.41	34.74	36.62	12.61	21.05	11.27	21.85	16.84	21.13	119	95	71

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
K	11.76	6.67	30.77	23.53	13.33	7.69	41.18	40.00	38.46	23.53	40.00	23.08	17	15	13
1	*	*	0.00	*	*	0.00	*	*	25.00	*	*	75.00	*	*	12
2	0.00	8.33	*	22.22	41.67	*	38.89	0.00	*	38.89	50.00	*	18	12	*
3	3.85	0.00	*	7.69	7.69	*	46.15	38.46	*	42.31	53.85	*	26	13	*
4	0.00	0.00	9.09	6.67	26.32	36.36	36.67	31.58	36.36	56.67	42.11	18.18	30	19	11
5	0.00	0.00	0.00	15.79	11.11	20.00	26.32	44.44	45.00	57.89	44.44	35.00	19	27	20
All Grades	2.52	3.16	7.04	15.13	18.95	18.31	37.82	31.58	33.80	44.54	46.32	40.85	119	95	71

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
K	17.65	13.33	23.08	64.71	73.33	61.54	17.65	13.33	15.38	17	15	13
1	*	*	41.67	*	*	33.33	*	*	25.00	*	*	12
2	5.56	33.33	*	66.67	33.33	*	27.78	33.33	*	18	12	*
3	3.85	30.77	*	69.23	53.85	*	26.92	15.38	*	26	13	*
4	26.67	47.37	36.36	56.67	36.84	54.55	16.67	15.79	9.09	30	19	11
5	5.56	11.11	20.00	44.44	77.78	45.00	50.00	11.11	35.00	18	27	20
All Grades	13.56	26.32	23.94	59.32	57.89	54.93	27.12	15.79	21.13	118	95	71

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
K	35.29	6.67	23.08	35.29	53.33	38.46	29.41	40.00	38.46	17	15	13
1	*	*	8.33	*	*	66.67	*	*	25.00	*	*	12
2	44.44	33.33	*	33.33	33.33	*	22.22	33.33	*	18	12	*
3	69.23	53.85	*	3.85	38.46	*	26.92	7.69	*	26	13	*
4	46.67	52.63	81.82	40.00	21.05	18.18	13.33	26.32	0.00	30	19	11
5	63.16	55.56	65.00	10.53	33.33	15.00	26.32	11.11	20.00	19	27	20
All Grades	50.42	40.00	49.30	27.73	38.95	32.39	21.85	21.05	18.31	119	95	71

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
K	5.88	6.67	30.77	70.59	73.33	46.15	23.53	20.00	23.08	17	15	13
1	*	*	0.00	*	*	25.00	*	*	75.00	*	*	12
2	5.56	16.67	*	55.56	41.67	*	38.89	41.67	*	18	12	*
3	3.85	0.00	*	38.46	46.15	*	57.69	53.85	*	26	13	*
4	3.33	0.00	9.09	33.33	57.89	72.73	63.33	42.11	18.18	30	19	11
5	5.26	7.41	5.00	31.58	37.04	50.00	63.16	55.56	45.00	19	27	20
All Grades	4.20	8.42	8.45	44.54	46.32	47.89	51.26	45.26	43.66	119	95	71

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
K	23.53	20.00	38.46	52.94	26.67	38.46	23.53	53.33	23.08	17	15	13
1	*	*	0.00	*	*	33.33	*	*	66.67	*	*	12
2	16.67	16.67	*	33.33	33.33	*	50.00	50.00	*	18	12	*
3	3.85	0.00	*	53.85	76.92	*	42.31	23.08	*	26	13	*
4	0.00	5.26	27.27	53.33	57.89	45.45	46.67	36.84	27.27	30	19	11
5	10.53	0.00	5.00	42.11	70.37	70.00	47.37	29.63	25.00	19	27	20
All Grades	8.40	7.37	15.49	49.58	54.74	52.11	42.02	37.89	32.39	119	95	71

Conclusions based on this data:

1. The number of English Learners continues to decline year over year.
2. Speaking is a relative strength for our ELs.
3. Reading and Writing are the two areas where our ELs continue to struggle.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
476	70.2	18.5	1.1
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	88	18.5
Foster Youth	5	1.1
Homeless	15	3.2
Socioeconomically Disadvantaged	334	70.2
Students with Disabilities	97	20.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	7.1
American Indian	1	0.2
Asian	17	3.6
Filipino	10	2.1
Hispanic	312	65.5
Two or More Races	28	5.9
White	67	14.1

Conclusions based on this data:

1. Willard continues to be a school with declining enrollment.
2. Students with Disabilities is Willard's largest subgroup.

3. Hispanic students continue to be Willard's largest subgroup with white students being second.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. English Learners made significant progress and are in green for the CA Dashboard.
2. Suspension rate was high and is in the orange.
3. All other areas and groups were in the yellow based on progress.

School and Student Performance Data

Academic Performance English Language Arts

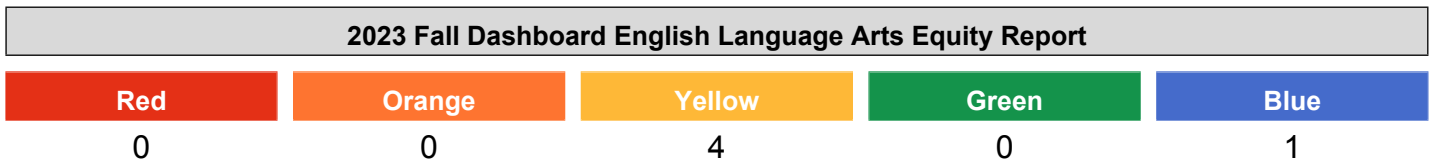
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>7 points below standard</p> <p>Increased +13.8 points</p> <p>229 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>52.1 points below standard</p> <p>Increased +7.7 points</p> <p>64 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>28.8 points below standard</p> <p>Increased +12.5 points</p> <p>171 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>61.3 points below standard</p> <p>Increased Significantly +38.4 points</p> <p>47 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
45.9 points below standard Decreased -4 points 13 Students	Less than 11 Students 1 Student	Less than 11 Students 9 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.2 points below standard Increased +5.2 points 154 Students	82.1 points above standard 14 Students	 No Performance Color 0 Students	 Blue 43.9 points above standard Increased Significantly +20.4 points 35 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.5 points below standard Decreased -4.4 points 39 Students	0 points below standard Increased Significantly +25.7 points 25 Students	12 points above standard Increased +11.7 points 132 Students

Conclusions based on this data:

- All subgroups made gains and are in the yellow with white students in blue.
- Current English Learners are still significantly below standard, while RFEP students are at standard. Greater support needs to be given to current ELs.
- EO students are scoring above standard.

School and Student Performance Data

Academic Performance Mathematics

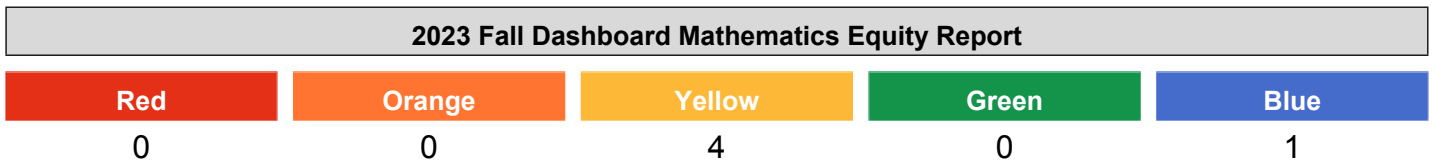
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>29.3 points below standard</p> <p>Increased Significantly +21.5 points</p> <p>227 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>56.4 points below standard</p> <p>Increased Significantly +25.3 points</p> <p>63 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>49.9 points below standard</p> <p>Increased Significantly +18.8 points</p> <p>170 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>71.1 points below standard</p> <p>Increased Significantly +46.9 points</p> <p>46 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
65.8 points below standard Increased Significantly +31.2 points 13 Students	Less than 11 Students 1 Student	Less than 11 Students 9 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 55.4 points below standard Increased +9.1 points 153 Students	52.2 points above standard 14 Students	 No Performance Color 0 Students	 Blue 32.9 points above standard Increased Significantly +28.2 points 34 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.1 points below standard Increased +8.6 points 38 Students	12.8 points below standard Increased Significantly +53.1 points 25 Students	16.5 points below standard Increased Significantly +18.1 points 131 Students

Conclusions based on this data:

1. All groups scored below standard for math with the exception of White students who are above standard.
2. African-American and Hispanic students are scoring significantly below standard.
3. Current ELs have the lowest performance in math.

School and Student Performance Data

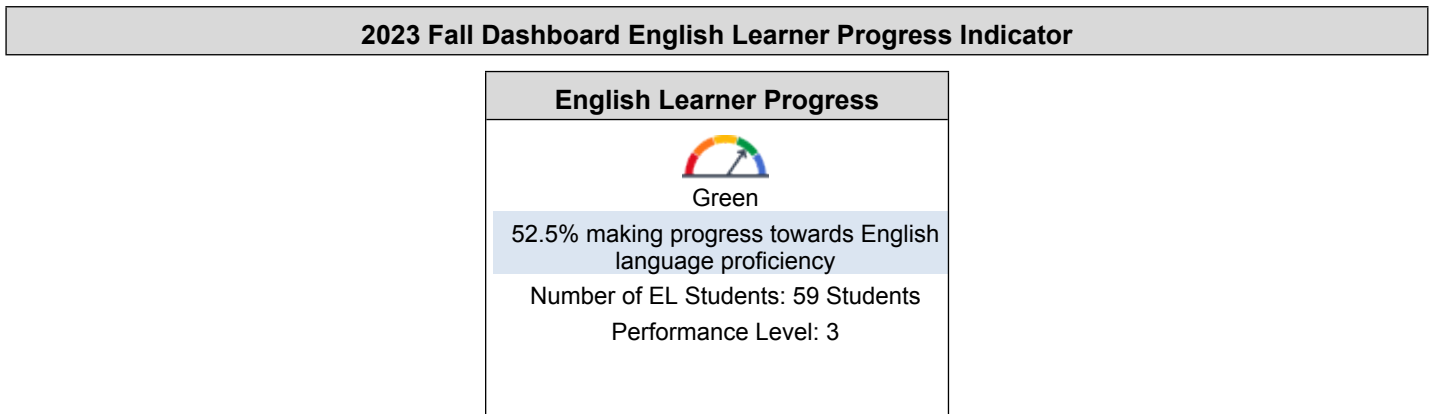
Academic Performance English Learner Progress

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



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.

2023 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
7	20	0	27

Conclusions based on this data:

1. The majority of English Learners are making progress in their English Proficiency.
2. Half of all ELs maintained at lower levels or decreased.
3. Number of EL students continues to decline.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

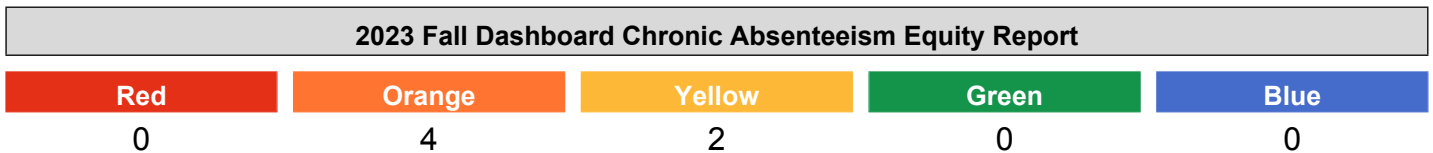
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>33.3% Chronically Absent</p> <p>Declined Significantly -17.6</p> <p>487 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>35.5% Chronically Absent</p> <p>Declined -15.4</p> <p>93 Students</p>	<p>Foster Youth</p> <p>61.5% Chronically Absent</p> <p>Declined -23.1</p> <p>13 Students</p>
<p>Homeless</p> <p>65% Chronically Absent</p> <p>Declined -5</p> <p>20 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>38.2% Chronically Absent</p> <p>Declined Significantly -19.3</p> <p>346 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>40.4% Chronically Absent</p> <p>Declined -17.4</p> <p>114 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 45.9% Chronically Absent Declined -14.6 37 Students	Less than 11 Students 1 Student	26.3% Chronically Absent Declined -12.6 19 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.7% Chronically Absent Declined Significantly -21 317 Students	36.1% Chronically Absent Declined -5.3 36 Students	 No Performance Color 0 Students	 Orange 20.9% Chronically Absent Declined -14.9 67 Students

Conclusions based on this data:

1. All groups showed a decline in Chronic Absenteeism, but the rates are still very high.
2. English Learners and Students with Disabilities have not made significant gains in lowering chronic absenteeism.
3. African American and White students have high levels of Chronic Absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

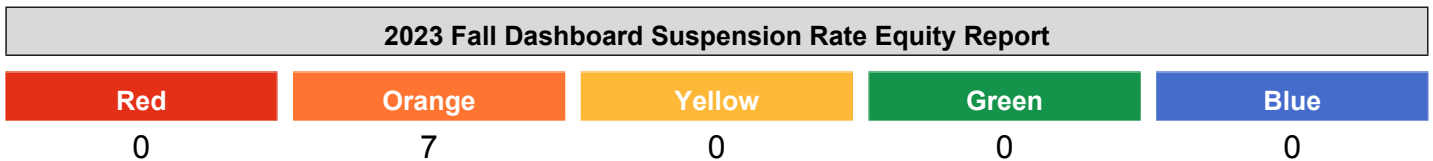
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 2.6% suspended at least one day Increased 1.3 494 Students	 Orange 3.2% suspended at least one day Increased 2.3 95 Students	0% suspended at least one day Maintained 0 13 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day Declined -3.2 20 Students	 Orange 2.3% suspended at least one day Increased 0.5 353 Students	 Orange 5.2% suspended at least one day Increased 2.7 116 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 2.7% suspended at least one day Increased 0.3 37 Students	Less than 11 Students 1 Student	5.3% suspended at least one day Increased 5.3 19 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.5% suspended at least one day Increased 1.3 320 Students	 Orange 2.6% suspended at least one day Increased 2.6 38 Students	 No Performance Color 0 Students	 Orange 2.9% suspended at least one day Increased 0.4 69 Students

Conclusions based on this data:

1. The overall suspension rate for students increased.
2. Students with disabilities showed the highest levels of increase in suspension rate.
3. Asians showed an increase of over 5%, but this is one student.

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

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 that meets their needs and will show academic achievement.

Goal 1

By the end of 2024-2025 school year, SBAC outcomes will increase as follows:

1. Overall student achievement will increase in meets or exceeds standards by 5.93% to 44% from 38.07% (2023 baseline).
2. All students will decrease Distance From Standard (DFS) from -29.3 (2023 baseline) by 7.3 points to -22 points (2025) as measured by SBAC scaled score DFS average.
3. English Learners will decrease distance from standard from -56.4 (2023 baseline) by 34.4 points to -22 points (2025) as measured by SBAC scaled score DFS average.

Identified Need

While we have made progress in math, we need to continue to focus on improving achievement outcomes for all students.

- 38.07% of all students Met or Exceeded Standards on the SBAC
- 16.2% of English Learners Met or Exceeded Standards on the SBAC

Analysis of SBAC data by domain indicates that students had the lowest performance in Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math SBAC	SBAC Math average DFS for all students will decrease from the baseline -29.3 in 2023	by 22 points in 2025.
iReady Math Diagnostic	iReady Diagnostic on or above grade level results will increase from D1 to D2	by 10%.
Math SBAC	SBAC Math percentage of students Meeting or Exceeding Standards will grow from 38.07% (2023 baseline)	by 5.93%.

Annual Review

SPSA Year Reviewed: 2023-24

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.

In 23-24, all strategies were implemented, but some with a greater fidelity. Teachers received high quality Professional Development from the CA Math Council Conference and in turn provided professional development to their colleagues. Teachers used their PLC time to analyze scope and sequence and to begin developing common assessments. Additionally, supplies have been purchased to support conceptual understanding of math and improving math fluency, although these came later in the year. Staff was hired and teachers provided tutoring to students after school. We met our iReady Diagnostic data goal, from D1 to D2. All students in the school grew from 15% on grade level in August to 21% on grade level in January.

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 only strategy that was not well implemented was providing targeted parent workshops. Information was shared in different parent groups and as a part of a larger Inquiry Night for families. Budgeted expenditures were used for parent engagement, but a greater focus on math is still needed.

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.

Strategies and metrics will remain the same. There will be a greater emphasis on engaging families in support of this goal.

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

To implement research-based instructional strategies in the classroom, teachers will participate in high quality Professional Development and Collaborative Planning targeting math instruction.

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)

3000

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; English Learners

Strategy/Activity

Supplemental math resources to support students conceptual understanding and mastery. This will include manipulative and realia to help students better understand concepts. Supplemental materials will also be shared with families in targeted workshops.

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)

1503

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

Additional personnel to provide support for students identified by formative/summative assessments. (i.e. tutors, aides, 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)

35187

Source(s)

LCFF Supplemental and Concentration (S/C)

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

Parent Engagement and Communication:

Provide targeted workshops to parents on how to support their children in math. Workshops will provide child care and refreshments, so that more parents are able to attend.

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)
600	LCFF Supplemental and Concentration (S/C)
1341	Title I Part A: Parent Involvement

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

Goal 2

By the end of 2024-2025 school year, SBAC outcomes will increase as follows:

1. Overall student achievement will increase in meets or exceeds standards by 5.3% to 54.7% (in 2025) from 47.25% (2023 baseline).
2. All students will decrease Distance from Standard from -7 points (2023 baseline) by 7 points to 0.0 points (2025) as measured by SBAC scaled score DFS average.

Identified Need

We need to continue to improve achievement outcomes and performance for all students:

- The percentage of students performing at Meets or Exceeds Standards on the SBAC is 47.24% (2023 baseline.)
- All subgroups made significant growth in the 2022-2023 baseline school year; however, Students with Disabilities and English Learners continue to perform significantly below their peers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	average Distance from Standard for all students will decrease from baseline of -7 points	by 7 points or more by the end of the 2025 school year.
iReady Diagnostic	results will increase from Diagnostic 1 to Diagnostic 2 for all students	by 10%.

Annual Review

SPSA Year Reviewed: 2023-24

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.

CA Dashboard data is currently unavailable to determine if this goal was met; however, iReady Diagnostic results in ELA indicate that our students are making gains. We exceeded our iReady metric of 10% growth and achieved 13% growth. All strategies were implemented as indicated with the exception of Class Size Reduction. However, in order to provide instruction in smaller groups, teachers were hired to support small groups of students in reading.

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

Originally, our plan included hiring an additional teacher for class size reduction. However, these funds were instead used to hire to certificated personnel to work with small groups of students to provide reading intervention. Funds were also used to purchase Lexia Reading, a Research-based reading intervention program. Personnel used performance data to determine who would receive Tier III intervention and staff monitored student progress.

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.

Intervention teachers will not be hired in the 2024-2025 school year. Instead, teachers will be supported in providing Tier II and III intervention in class.

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 teachers with high quality Professional Development and Collaboration time to implement English Language Arts and English Language Development Curriculum.

Funds from Goal 1, Strategy 1 will be used to support this strategy.

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; Students with Disabilities

Strategy/Activity

Utilize supplemental instructional resources to provide Tier II and Tier III interventions to students identified through diagnostic data.
(Ex: Brainpop, Starfall, Lexia, 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)
1000	LCFF Supplemental and Concentration (S/C)
4758	Title I Part A: Allocation

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

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

This strategy will be funded by the same funds in Goal 1, Strategy 3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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 more targeted Parent Communication and Workshops, so families know how to extend learning in the home.

(Child care and refreshments to be provided.)

Strategy will use same funds as Goal 1, 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)

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

Goal 3

We need to increase the percentage of English Learners making progress toward acquiring English Proficiency, so they can improve performance in ELA and math.

- Increase reclassification rate from 14.28% to 17.28% by 2025.
- Increase EL progress toward English Proficiency to from 52.5% by 2% to 54.5%, as measured by the ELPAC (2024-2025.)

Identified Need

Current English Learners are still showing significant need in all academic areas.

- Current English Learners decreased 4.4 points to -85.5 points below standard in SBAC.
- Current ELs increased 8.6 points, but are still -85 below standard in math in SBAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Reclassification rate	will increase from 14.28% by 2% or more	to 17.28%.
English Learner Progress	will increase from 52.5% by 2% or more	to 54.4% as measured by the ELPAC.
iReady Diagnostic ELA data	will increase from D1 to D2	by 5%.
iReady Diagnostic Math data	will increase from D1 to D2	by 5%.

Annual Review

SPSA Year Reviewed: 2023-24

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 year, ELs benefitted from the additional personnel providing support in and out of class. This included certificated personnel, instructional coach, and classroom aide. EL Coach provided professional development to teachers on Designated and Integrated ELD. Additionally, PUSD adopted Designated ELD curriculum and students were provided consistent, daily ELD. Strategies

seem to support EL growth, although math continues to be an area of concern. Parent workshop offerings need to be more targeted and robust to support this goal.

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

Instead of providing a class size direction teacher, additional certificated personnel was hired to work directly with ELs. Diagnostic data was used to identify ELs who needed additional assistance.

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.

Metrics will remain the same and expected outcomes will increase. Teachers will have greater responsibility in providing Tier II and III intervention and ELD to students.

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

Provide teachers with high quality Professional Development and Collaboration time to implement English Language Arts and English Language Development Curriculum.

Funds from Goal 1, Strategy 1 will be used to support this strategy.

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 greater use of supplemental instructional resources such as realia, books, field trips, and databases to Build Background Knowledge and Vocabulary in students in order to support both language and literacy development.

Funds allocated in Goal 2, Strategy 2 will be used to 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 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Additional personnel to provide students targeted support to students identified through Diagnostic and formative assessments. (Ex. Aides, certificated personnel.)

This strategy will be paid for by same funds as Goal 1, Strategy 3.

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 a more robust offering of Parent Literacy, Language, and Math workshops to support English Learners in the home.

This strategy will be paid for by same funds as Goal 1, 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)

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

Goal 4

Decrease suspension rate by 1% to 1.6%.
 Increase by 100% the number of students who report that they have received recognition either by award or leaf system. Baseline sampling = 40%

Identified Need

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tiered Fidelity Inventory (TFI) yearly assessment	will indicate an increase of the number of students reporting that they have been recognized for good citizenship from a baseline of 40% (about 4 of 10 students.)	by 100%.
Suspension Data (CA Dashboard)	Willard had a suspension rate of 2.6% in 2022-2023	Decrease suspension rate to 1.6% by 2025.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The following strategies proved effective in supporting students: Aide supporting classrooms, Clinical Social Worker, RTI Coach support of student wellness, and Social Emotional Learning lessons. Additionally, two academic intervention substitutes have helped reduce behaviors from students at risk. Suspensions have decreased in the 2023-2024 school year.

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

All funds were used as indicated to support this goal. However, there were limited parent workshops in support of this goal. This is an area of continued growth.

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.

There will be a more robust offering of Parent Workshops to help support families experiencing challenging circumstances. Additionally, there will be more training provided to staff on Social Emotional Learning.

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

Strengthen implementation of MTSS/Response to Intervention:

1. Professional Development - All It Takes
2. Recognition of Students exemplifying good school citizenship

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)

383

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

Support Personnel:

- Behavior Instructional Aide
- Noon Aides to increase playground supervision and student engagement (Same as Goal 1, Strategy 3)

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)
57250	Title I Part A: Allocation
17187	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 on Social Emotional Learning and integrating the IB into Social Emotional Learning.

- Supplemental hours supported by same funds as 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)
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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

Increase offerings of Parent Workshops to support families in areas of need such as attendance, mental health, parenting, etc.
Funds from Goal 1, Strategy 4 will be used to 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)
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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

Goal 5

By the end of the 2024-2025 school year, Willard will decrease in Chronic Absenteeism by 10% for all students as measured by the CA Dashboard.

Identified Need

Chronic absenteeism has continued to be a problem post-pandemic. Willard needs to decrease the rate for all students with special attention to Students with Disabilities and African-American students.

- Students with Disabilities = 35.5% Chronically Absent
- African-American = 45.9% Chronically Absent

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Chronically Absent Rate on CA Dashboard	Willard's baseline chronic absenteeism rate is 33.3%	Chronic absenteeism rate will decrease to 20%.

Annual Review

SPSA Year Reviewed: 2023-24

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.

Students exhibiting high absence rates were individually contacted by the school Attendance Clerk. The school team supported parents through the IEP, SST, and/or Parent Conference process. This has given us some gains, but students with disabilities continue to have high absence rates due to medical conditions.

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

SART/SARB processes were not utilized as reasons for absences and services recommended/provided were always documented. This did not impact proposed 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.

This year, we would like to work directly with parents on incentivizing and acknowledging improved attendance for students. We also intend to have a greater offering of workshops for parents to help them understand the importance of daily attendance.

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

Student Engagement:

- Professional Development on Social Emotional Learning/All It Takes

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

Recognition and Incentives:

- Provide greater recognition to students and families who are showing improvements in attendance.
- Public awareness and recognition campaign to include: announcements of trophy recipients, banners for Perfect Attendance/Improved Attendance, and/or include Attendance in school recognition system.

This strategy will be supported by the same funds as Goal 4, 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 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:

- Provide more robust offerings of parent workshops targeting families who may need additional support.

Strategy is supported by funds in Goal 1, 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)

All Students

Strategy/Activity

Parent Conferences:

- SART/SARB - meet with individual families in need of additional support.
- Find alternative ways to enable students with at risk medical needs to access school - Independent Studies, Home Hospital Teaching.

No additional funds needed for 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)

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

Goal 6

Parent Engagement:

- Increase the number of workshops provided to every other month. (To be given by IB Coordinator, EL Coach, Instructional Coach, Principal, and invited presenters.)
- Increase the number of parent volunteers on campus supporting clubs and providing tutoring to students by 100%.

Identified Need

Parent Engagement:

- There weren't sufficient offerings of parent workshops to families in neither English or Spanish. Parents have requested support in how to help their child be successful.
- There is a greater need for parents to partner with the school to support the overall school program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Workshop Offerings	Currently, 2-4 workshops have been offered to targeted parent groups: ELAC and TK families.	Provide 4-5 workshops to all families.
Volunteer Sponsored Clubs/Activities	Currently, there are two clubs offered by parents/community: Lego Club and Math Circles.	Increase to at least 4, the number of clubs sponsored by families.

Annual Review

SPSA Year Reviewed: 2023-24

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.

Last year, the goal was to increase attendance at meetings. While meeting attendance and event attendance has increased, there is a need to provide workshops to parents on topics helpful to

support their children. We additionally endeavored to increase the number of parents with Parent Portal accounts. We have exceeded this goal.

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

There is a need for a robust offering of parent workshops in English and Spanish. This goal will be continued to next year. Funds were still used to support parent engagement in meetings such as ELAC, Coffee with the Principal, etc.

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.

Increase the number of workshops offered to families.

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

Parent Workshops:
Increase the number of workshops provided to all families to at least one every two month on topics of interest to families. (These will be provided by Instructional Coaches, partner organizations, IB Coordinator, and principal.)

- Provide refreshments and child care to encourage attendance.

Funds allocated in Goal 1, Strategy 4 will be used to 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)

All Students

Strategy/Activity

Recruit parents to sponsor clubs at school during lunch or after school to engage students and help parents feel connected to school. Currently, there are only two.

- Provide regular and targeted communication to families regarding student club interests.

- Provide parents with clear volunteer opportunity information: contact, timeframe, goal, etc.

Funds in Goal 1, Strategy 4 will be used to 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)

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	\$76207
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	\$76207
Other State/Local Funds provided to the school	\$58860

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 (\$)
----------------------------------	-----------------

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

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds available for this school: \$135,067

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	58860	0.00
Title I Part A: Parent Involvement	1341	0.00
Title I Part A: Allocation	74866	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	58,860.00
Title I Part A: Allocation	74,866.00
Title I Part A: Parent Involvement	1,341.00

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
Cathy Novelo	Other School Staff
Sonia Covarrubias	Classroom Teacher
Penny Magalong	Classroom Teacher
Stacey Torres	Classroom Teacher
Helen Hinton	Parent or Community Member
Carlos Maroto	Parent or Community Member
Vanessa Tachiquin	Parent or Community Member
Eugene Hutchins	Parent or Community Member
William Sy	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 9, 2024.

Attested:

	Principal, Maricela Brambila on May 9, 2024
	SSC Chairperson, Maricela Brambila on May 9, 2024

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.

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

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

Purpose and Description

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

Purpose

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

Description

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

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.

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



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2024-25, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$2,057,070.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2024-25 is as below:

School: Willard Elementary

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$2,057,070.00	9,440	\$217.90	306	\$66,677.40