School Year: **2026-27**

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 27, 2026	

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 student engagement and achievement, as well as, school climate.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the 2025-2026 school year, the SPSA was informed by input from the following Educational Partners: English Learner Advisory Committee, Willard's Instructional Leadership Team, MTSS Committee, Willard staff, parents, and School Site Council. At meetings throughout the year, parent and staff groups examined the CA Dashboard, iReady Diagnostic, ELPAC, Attendance and Suspension data. At monthly meetings, reflection and input data was captured to develop goals and strategies for the 2026-2027 plan.

On May 27th, School Site Council approved goals, strategies, and budget for the Single Plan for 2025-2026 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 Statement:
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, Chapman Woods, directly to the south. To the north and east, the school is flanked by working class communities and apartment buildings. For the 2025-2026 school year, 411 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 24 classroom, specialist, and resource teachers, all of whom are highly qualified.

Willard has a racially and economically diverse population. Approximately 73.03 % of the pupils are in families receiving Aid to Families with Dependent Children that are eligible for free/reduced lunches. The ethnic makeup of the pupil population is 63.02, % Hispanic, 7.3, % Black, 14.84 % Caucasian and 14.84% Other. Our pupils have a variety of life experiences. Some pupils have recently arrived from foreign countries while others have never left their neighborhood.

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, Tamil, 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 English Language Development for English Learners, Social-Emotional Learning, and math support.

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. Willard's Annual Fund supports science programming and science related field trips.

In 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

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Willard Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.25%	%		1	
African American	7.91%	7.36%	7.28%	33	29	30
Asian	4.32%	6.35%	4.61%	18	25	19
Filipino	3.60%	3.81%	3.64%	15	15	15
Hispanic/Latino	65.71%	66.24%	62.38%	274	261	257
White	12.71%	10.91%	14.81%	53	43	61
Multiple/No Response	4.56%	3.55%	5.58%	19	14	23
			Total Enrollment	417	394	412

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	52
Kindergarten	56	70	57
Grade 1	58	57	63
Grade 2	57	53	52
Grade3	80	50	52
Grade 4	58	80	52
Grade 5	78	60	84
Total Enrollment	417	394	412

Conclusions based on this data:

1. For the 25-26 school year, Willard had a slight increase in enrollment, reversing trend of steady decline of students.
2. 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

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	64	73	71	18.5%	15.3%	17.2%
Fluent English Proficient (FEP)	64	51	38	17.0%	15.3%	9.2%

Conclusions based on this data:

1. Willard's percentage of English Learners has not varied significantly, although the number of ELs enrolled have declined. This is the same for the 25-26 school year.
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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	64	71	50	64	69	48	64	69	48	100.0	97.2	96
Grade 4	70	57	74	69	56	74	69	56	74	98.6	98.2	100
Grade 5	85	72	63	85	72	62	85	72	62	100.0	100	98.4
All Grades	219	200	187	218	197	184	218	197	184	99.5	98.5	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2385.	2415.	2417.	18.75	23.19	22.92	17.19	24.64	29.17	20.31	20.29	20.83	43.75	31.88	27.08
Grade 4	2491.	2469.	2469.	37.68	25.00	29.73	15.94	21.43	24.32	27.54	16.07	10.81	18.84	37.50	35.14
Grade 5	2502.	2525.	2515.	30.59	30.56	25.81	20.00	29.17	30.65	17.65	23.61	19.35	31.76	16.67	24.19
All Grades	N/A	N/A	N/A	29.36	26.40	26.63	17.89	25.38	27.72	21.56	20.30	16.30	31.19	27.92	29.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.19	13.04	14.58	45.31	55.07	62.50	37.50	31.88	22.92
Grade 4	21.74	16.07	21.62	62.32	62.50	58.11	15.94	21.43	20.27
Grade 5	22.35	31.94	24.19	54.12	51.39	64.52	23.53	16.67	11.29
All Grades	20.64	20.81	20.65	54.13	55.84	61.41	25.23	23.35	17.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.25	21.74	14.89	48.44	40.58	48.94	45.31	37.68	36.17
Grade 4	20.29	21.43	16.22	66.67	44.64	54.05	13.04	33.93	29.73
Grade 5	31.76	20.83	16.13	42.35	65.28	56.45	25.88	13.89	27.42
All Grades	20.64	21.32	15.85	51.83	50.76	53.55	27.52	27.92	30.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.94	10.14	20.83	70.31	76.81	60.42	18.75	13.04	18.75
Grade 4	10.14	16.07	20.27	76.81	67.86	66.22	13.04	16.07	13.51
Grade 5	20.00	18.06	11.29	64.71	72.22	75.81	15.29	9.72	12.90
All Grades	14.22	14.72	17.39	70.18	72.59	67.93	15.60	12.69	14.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.94	17.39	22.92	59.38	63.77	58.33	29.69	18.84	18.75
Grade 4	21.74	21.43	18.92	69.57	64.29	56.76	8.70	14.29	24.32
Grade 5	23.53	23.61	22.58	54.12	66.67	62.90	22.35	9.72	14.52
All Grades	19.27	20.81	21.20	60.55	64.97	59.24	20.18	14.21	19.57

Conclusions based on this data:

1. Overall, Willard students continue to make growth in English Language Arts.
2. Willard students made steady modest gains in Reading.
3. There was a slight decline in Writing, Listening and Research skills.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	64	71	50	64	69	46	64	69	46	100.0	97.2	92
Grade 4	70	57	74	69	56	73	69	56	73	98.6	98.2	98.6
Grade 5	85	72	63	85	72	62	85	72	62	100.0	100	98.4
All Grades	219	200	187	218	197	181	218	197	181	99.5	98.5	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2384.	2404.	2395.	12.50	15.94	15.22	17.19	18.84	15.22	15.63	27.54	23.91	54.69	37.68	45.65
Grade 4	2485.	2459.	2475.	28.99	19.64	27.40	21.74	17.86	17.81	24.64	21.43	28.77	24.64	41.07	26.03
Grade 5	2481.	2517.	2503.	18.82	19.44	30.65	15.29	30.56	9.68	27.06	25.00	20.97	38.82	25.00	38.71
Grade 11															
All Grades	N/A	N/A	N/A	20.18	18.27	25.41	17.89	22.84	14.36	22.94	24.87	24.86	38.99	34.01	35.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	17.19	13.04	13.04	31.25	46.38	45.65	51.56	40.58	41.30
Grade 4	31.88	23.21	27.40	33.33	30.36	41.10	34.78	46.43	31.51
Grade 5	21.18	25.00	29.03	47.06	54.17	37.10	31.76	20.83	33.87
Grade 11									
All Grades	23.39	20.30	24.31	38.07	44.67	40.88	38.53	35.03	34.81

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.06	17.39	13.04	37.50	43.48	54.35	48.44	39.13	32.61
Grade 4	26.09	19.64	21.92	53.62	42.86	49.32	20.29	37.50	28.77
Grade 5	15.29	12.50	25.81	50.59	66.67	41.94	34.12	20.83	32.26
All Grades	18.35	16.24	20.99	47.71	51.78	48.07	33.94	31.98	30.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.06	15.94	19.57	40.63	55.07	54.35	45.31	28.99	26.09
Grade 4	26.09	16.07	23.29	56.52	55.36	52.05	17.39	28.57	24.66
Grade 5	9.41	18.06	19.35	62.35	58.33	46.77	28.24	23.61	33.87
All Grades	16.06	16.75	20.99	54.13	56.35	50.83	29.82	26.90	28.18

Conclusions based on this data:

1. Overall, Willard students had a minor decline in math - with growth in "exceeding standards," but a small decline in "met standards."
2. There was growth in all strands for students "exceeding standards" while all other areas stayed relatively the same or saw a small decline.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1426.7	1394.8	1410.9	1414.0	1405.8	1423.2	1456.5	1368.8	1382.4	13	12	20
1	1412.3	*	*	1441.0	*	*	1382.8	*	*	12	6	10
2	*	*	*	*	*	*	*	*	*	8	10	9
3	*	*	*	*	*	*	*	*	*	7	9	8
4	1525.4	*	1489.5	1532.6	*	1500.4	1517.6	*	1478.5	11	7	11
5	1501.5	*	*	1506.5	*	*	1495.9	*	*	20	6	6
All Grades										71	50	64

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	38.46	0.00	5.00	7.69	41.67	20.00	30.77	16.67	60.00	23.08	41.67	15.00	13	12	20
1	0.00	*	*	16.67	*	*	41.67	*	*	41.67	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	36.36	*	18.18	36.36	*	27.27	18.18	*	36.36	9.09	*	18.18	11	*	11
5	20.00	*	*	30.00	*	*	15.00	*	*	35.00	*	*	20	*	*
All Grades	18.31	4.00	6.25	26.76	28.00	21.88	26.76	28.00	48.44	28.17	40.00	23.44	71	50	64

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.38	16.67	10.00	46.15	8.33	45.00	15.38	41.67	25.00	23.08	33.33	20.00	13	12	20
1	8.33	*	*	41.67	*	*	25.00	*	*	25.00	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	54.55	*	36.36	36.36	*	36.36	0.00	*	9.09	9.09	*	18.18	11	*	11
5	40.00	*	*	25.00	*	*	5.00	*	*	30.00	*	*	20	*	*
All Grades	30.99	18.00	17.19	36.62	30.00	35.94	11.27	26.00	21.88	21.13	26.00	25.00	71	50	64

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	10.00		33.33	15.00		41.67	40.00		25.00	35.00		12	20
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	9.09		*	9.09		*	27.27		*	54.55		*	11
5		*	*		*	*		*	*		*	*		*	*
All Grades	7.04	2.00	4.69	18.31	22.00	9.38	33.80	26.00	40.63	40.85	50.00	45.31	71	50	64

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	25.00	10.00	61.54	50.00	65.00	15.38	25.00	25.00	13	12	20
1	41.67	*	*	33.33	*	*	25.00	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	36.36	*	45.45	54.55	*	45.45	9.09	*	9.09	11	*	11
5	20.00	*	*	45.00	*	*	35.00	*	*	20	*	*
All Grades	23.94	20.00	18.75	54.93	52.00	51.56	21.13	28.00	29.69	71	50	64

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.08	16.67	10.00	38.46	33.33	70.00	38.46	50.00	20.00	13	12	20
1	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	81.82	*	54.55	18.18	*	27.27	0.00	*	18.18	11	*	11
5	65.00	*	*	15.00	*	*	20.00	*	*	20	*	*
All Grades	49.30	22.00	26.56	32.39	46.00	48.44	18.31	32.00	25.00	71	50	64

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	30.77	0.00	5.00	46.15	75.00	50.00	23.08	25.00	45.00	13	12	20
1	0.00	*	*	25.00	*	*	75.00	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	9.09	*	0.00	72.73	*	27.27	18.18	*	72.73	11	*	11
5	5.00	*	*	50.00	*	*	45.00	*	*	20	*	*
All Grades	8.45	2.00	3.13	47.89	42.00	39.06	43.66	56.00	57.81	71	50	64

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	38.46	8.33	30.00	38.46	66.67	40.00	23.08	25.00	30.00	13	12	20
1	0.00	*	*	33.33	*	*	66.67	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	27.27	*	9.09	45.45	*	54.55	27.27	*	36.36	11	*	11
5	5.00	*	*	70.00	*	*	25.00	*	*	20	*	*
All Grades	15.49	6.00	12.50	52.11	56.00	53.13	32.39	38.00	34.38	71	50	64

Conclusions based on this data:

1. There was a modest increase in the number of English Learners performing at Level 4.
2. Written language and reading continue to be areas of relative struggle for English Learners.
3. Speaking skills are a relative strength.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
394	**64.2%**	**18.5%**	**1.5%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	73	18.5%
Foster Youth	6	1.5%
Homeless	3	0.8%
Socioeconomically Disadvantaged	253	64.2%
Students with Disabilities	90	22.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	29	7.4%
American Indian	1	0.3%
Asian	25	6.3%
Filipino	15	3.8%
Hispanic	261	66.2%
Two or More Races	14	3.6%
Pacific Islander	0	0.0%
White	43	10.9%

Conclusions based on this data:

1. Willard's enrollment grew from the previous year for the first time in over 10 years.

2. Willard continues to have a large percentage of Students with Disabilities with almost a quarter of all students receiving a range of services.

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

School and Student Performance Data

Overall Performance

The 2025 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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA, Math, and Chronic Absenteeism are now in Orange.
2. Suspension rate and English Learner Progress are now in the yellow.
3. Dashboard indicates little or no growth from last year.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

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.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
6.3 points below standard	67.4 points below standard	
Declined 10.7 points	Declined 30.4 points	
179 Students	35 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	26.3 points below standard
5 Students	0 Students	Declined 12.3 points
		143 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
38.9 points below standard	34.8 points below standard	0 Students
Maintained 0.3 points	Declined 22.3 points	
51 Students	17 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	33.1 points below standard
7 Students	4 Students	Declined 11.5 points
		119 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	73.2 points above standard
8 Students		Maintained 1 points
		24 Students

Conclusions based on this data:

1. All subgroups are in orange for ELA with a modest decline - 10.7 points.
2. English Learners had the largest decline with a 30.4 point drop.
3. Students with special needs and white students maintained.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
28.7 points below standard	86.2 points below standard	
Declined 7.8 points	Declined 36.4 points	
170 Students	35 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	49.8 points below standard
5 Students	0 Students	Declined 11.7 points
		136 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
72.5 points below standard	63.3 points below standard	0 Students
Declined 17.5 points	Declined 26.8 points	
43 Students	17 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	57.9 points below standard
7 Students	4 Students	Declined 11 points
		113 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	60.7 points above standard
8 Students		Increased 11.3 points
		23 Students

Conclusions based on this data:

1. All subgroups are in orange indicating a decline across groups, except white students.
2. English Learners had the largest decline with a drop of 36.4 points.
3. White students posted the only growth with a gain of 11.3 points.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
56.7 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 4.6 points	10 Students	
58 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	50 science points
1 Student	0 Students	Declined 8.2 points
		47 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
43 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 16.1 points	4 Students	
15 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	50 science points
4 Students	0 Students	Declined 8.3 points
		41 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
2 Students		8 Students

Conclusions based on this data:

1. Overall, students are in the green despite a decline in overall scaled scores.
2. Students with disabilities had the largest decline with a 16.1 point drop. Nonetheless, they remain 43 points above distance from standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Yellow	No Performance Color
39.5 making progress.	making progress.
Number Students: 43 Students	Number Students: 0 Students

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.

2025 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**
20%	35%	0%	42.5%

Conclusions based on this data:

1. There was in increase in the number of English Learners making progress on the ELPI - 42.5%
2. Approximately, 20% of English Learners dropped one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	
26.4% Chronically Absent	29.9% Chronically Absent	
Declined 1.6	Declined 6.7	
425 Students	77 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Red
Fewer than 11 students - No Data for Privacy	45.5% Chronically Absent	31.7% Chronically Absent
7 Students	Declined 16.1	Maintained -0.4
	11 Students	334 Students

Students with Disabilities	African American	American Indian
 Red	 Orange	 No Performance Color
40% Chronically Absent	36.7% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 6.7	Declined 11.8	1 Student
110 Students	30 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Red
17.2% Chronically Absent	6.3% Chronically Absent	31.6% Chronically Absent
Increased 1.5	Declined 7.1	Maintained 0.1
29 Students	16 Students	272 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Yellow
12% Chronically Absent	0 Students	11.5% Chronically Absent
Increased 12		Declined 5.4
25 Students		52 Students

Conclusions based on this data:

1. Most groups showed a decline in Chronic Absenteeism, but the rates are still high.
2. Students with disabilities had the largest growth in Chronic Absenteeism with an overall 40% rate.
3. African American and Homeless Students had the largest decline in Chronic Ansenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	3	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
1.6% suspended at least one day	1.3% suspended at least one day	
Maintained -0.2%	Increased 1.3%	
434 Students	79 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	1.8% suspended at least one day
7 Students	Declined 7.1%	Declined 0.6%
	12 Students	339 Students

Students with Disabilities	African American	American Indian
 Yellow	 Orange	 No Performance Color
1.8% suspended at least one day	6.7% suspended at least one day	Fewer than 11 students - No Data for Privacy
Maintained 0%	Declined 2.2%	1 Student
110 Students	30 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
3.2% suspended at least one day	0% suspended at least one day	0.7% suspended at least one day
Declined 1.5%	Maintained 0%	Maintained 0%
31 Students	16 Students	274 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
3.6% suspended at least one day	0 Students	1.9% suspended at least one day
Increased 3.6%		Declined 1.9%
28 Students		54 Students

Conclusions based on this data:

1. The overall suspension rate for students maintained.
2. The suspension rate for white, African-American Asian, Homeless and Socio-economically disadvantaged students dropped.
3. The suspension rate is around 1.6% school wide.

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

In math, by the end of 2026-2027 school year, SBAC outcomes will increase as follows:
1. Overall student achievement will increase in meets or exceeds standards by 6% to 46%. (2025 result is 40%)
2. All students will increase by 4 points the SBAC Average Scaled Score to -24.7 to close Distance From Standard (DFS) on CA Dashboard.

Identified Need

While we continue to make progress in math, we need to continue to focus on improving achievement outcomes for all students.
40% of all students Met or Exceeded Standards on the SBAC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Math	2025 overall SBAC Distance From Standard (DFS) was -28.7 points.	By 2027, overall SBAC Distance From Standard will increase to -24.7 points.
SBAC - Math	2025 SBAC Math percentage of students Meeting or Exceeding Standards was 40%.	By 2027, SBAC Math percentage of students Meeting or Exceeding Standards will increase to 46%.
iReady - Math	D2 (2026) - 31% of students are at or above grade level.	D2 (2027) - 50% of students are performing at or above grade level.

Annual Review

SPSA Year Reviewed: 2025-26

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 25-26, all strategies were implemented. However, implementation needs to reach a wider audience to achieve greater effectiveness.

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

Student support/tutoring has been largely offered to students in upper grades and through LEARNs/Mathnasium. More targeted support needs to occur during the day.

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 greater emphasis on providing targeted support during the day for 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)

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 and support for English Learners.
PD will target literacy in math, vocabulary building, and implementing the Standards for Mathematical Practice.
This strategy will include sub release days for teachers to attend training and supplemental pay.

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)
12068	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

Supplemental math resources to support students conceptual understanding and mastery. This will include manipulatives and online learning resources.
Parents will receiving information regarding what resources are available to be used at home.

General Fund will be used for this goal/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 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, classroom aides, Mathnasium, 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)
58023	Title I Part A: Allocation

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 and will show academic achievement.

Goal 2

In English Language Arts, by the end of 2026-2027 school year, SBAC outcomes will increase as follows:
1. Overall student achievement will increase in meets or exceeds standards by 5.65% to 60% (in 2027) from 54% (2025 baseline).
2. All students will increase the SBAC Average Scaled Score by 16.3 points to reach +10 points Distance From Standard (DFS) on CA Dashboard.

Identified Need

We need to continue to improve achievement outcomes and performance for all students:
-54% of all students Met or Exceeded Standards on the SBAC

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	2025 overall SBAC ELA Distance From Standard (DFS) was 6.3 points below standard.	2027 overall SBAC Distance from Standard (DFS) will grow by 16.3 points to +10 points above standard.
SBAC - ELA	2025 SBAC ELA percentage of students Meeting or Exceeding Standards was 54%.	2027 overall SBAC ELA percentage of students Meeting or Exceeding Standards will grow by 6% to 60%.
iReady Diagnostic - Reading	2026 iReady D2 Reading Diagnostic is currently 42%.	2027 iReading D2 Diagnostic will grow to 50%.

Annual Review

SPSA Year Reviewed: 2025-26

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.

All strategies included in this goal were implemented. SBAC proficiency data is not yet available for 2026 to determine if students are meeting ELA goal. However, Willard's current iReady indicates that D1 at 34% and has grown to 42% in D2. While lower than last year's D2, students are making gains this 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.

There were no major differences between planned expenditures and actual expenditures.

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.

Interventions have largely been in the classroom provided by classroom teacher and in the after school. Pending 2026 outcomes, we will determine if "pull out" interventions are more appropriate.

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, Integrated and Designated English Language Development, and HMH Writing. Professional Development to include support in small group, in class intervention.

Funds allocated in Goal 1, Strategy 1 will be utilized toward 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

Strategy/Activity

Utilize supplemental instructional resources to provide Tier II and Tier III interventions to students identified through diagnostic data.
(Ex: Brainpop, Starfall, supplemental decodables, 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)
5857	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 reading assessments. (i.e. tutors, aides, etc.)

Funds allocated in Goal 1, Strategy 3 will be utilized for this strategy in addition to the funds allocated below.

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)
34042	Title I Part A: Allocation
282	Title I Part A: Parent Involvement
3002	Title I Part A: Allocation

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 and will show academic achievement.

Goal 3

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 4% to 10% by 2027.
-Increase EL progress toward English Proficiency to from 39.5% by 5% to 44.5%, as measured by the ELPAC (2026-2027.)

Identified Need

English Learners are still showing significant need in all academic areas:
-English Learners dropped to -67.4 points below standard in SBAC ELA.
-English Learners dropped to -86.2 points below standard in SBAC Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Reclassification rate	Current Reclassification rate for ELs is 4%.	Reclassification rate for ELs will grow to 10% on 26-27.
ELPAC Proficiency	39.5% of English Learners made progress toward English Proficiency as measured in the ELPAC/ELPI.	ELs making progress toward English Proficiency will grow to 44.5% as measured by the ELPAC/ELPI.

Annual Review

SPSA Year Reviewed: 2025-26

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 continued daily ELD lessons with their classroom teacher. Additionally, all strategies listed selected were implemented as planned with additional tutoring after school for select students. Literacy workshops were conducted during ELAC meetings, but parent attendance continues to be a problem.

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

Strategies and budget expenditures were implemented and utilized as intended. Parent workshops and engagement in this goal continues to be an area of 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.

Metrics will remain the same and expected outcomes will be adjusted based on current data. Professional development on Integrated ELD is necessary to support ELs throughout the day. Parent workshops need to be more targeted 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. Professional development to include: Integrated ELD/Language Power, HMH Writing, and Active Engagement/Cooperative Learning/Kagan.

Funds allocated in Goal 1, Strategy 1 will be utilized 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. These will include diverse/inclusive picture books.

Funds allocated in general fund and Goal 2, Strategy 2 will be utilized 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.)

Funds allocated in Goal 1, Strategy 3 will be utilized 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)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

Decrease suspension rate by .6% to 1%.

Identified Need

Student suspensions have dropped by .2%, but individual cases of suspendable offenses persist.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data (CA Dashboard)	Willard had a suspension rate of 1.6% in 2024-2025.	Decrease suspension rate to .6% to 1% by 2027.
Peer Mediation Program	Currently, Willard is piloting a peer mediation program with three students.	Peer mediation program with three representatives per upper grades (totaling nine students) will be implemented.
Crisis Response Time	There is no assured line of communication between a classroom and support staff.	A clear system to improve response time to classrooms for students who are highly dysregulated.

Annual Review

SPSA Year Reviewed: 2025-26

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 Work Intern, and MTSS Coach support of student wellness. Additionally, Behavior Project Aide has helped reduce behaviors from students on the playground. Suspensions have decreased in the 2025-2026 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.

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 support for classroom teachers by improving response time for students who are dysregulated.

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

Professional Development for teachers and aides:
1. MTSS/RTI/SEL - Trauma Informed Schools
2. Structured Play
3. Conflict Resolution from Western Justice Center
4. Behavior Support Plans and students with special needs.
5. Professional Development on students with Autism Spectrum Disorder.

District provided training/resources and funds allocated in Goal 1, Strategy 1 will support this goal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support Personnel to support students with structured play and conflict resolution:
-Student Support and Activity Aides to increase playground supervision and student engagement.
-Volunteers and community partners to help support activities.

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)
42292	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

Utilize resources and equipment to strengthen communication between classroom and support personnel.
(Ex: radios, regulating/sensory input equipment, buddy system, etc.)

General funds and grants will be utilized 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 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teaching SEL/Expectations:
-Consistency of implementation & accountability.
-Support for diverse learners.

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 # 3

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

Goal 5

By the end of the 2026-2027 school year, Willard will decrease in Chronic Absenteeism by 11.4% to 15% from 26.4% (2025 baseline) for all students as measured by the CA Dashboard.

Identified Need

Chronic absenteeism declined by 1.6% to 26.4%. Chronic absenteeism continues to be a problem. Willard needs to decrease the rate for all students with special attention to English Learners and African-American students.
-English Learners = 29.9% Chronically Absent
-African-American = 36.7% Chronically Absent
-Homeless Youth = 45.5% 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 26.4% in 2025.	Chronic absenteeism rate will decrease to 15% in 2027.

Annual Review

SPSA Year Reviewed: 2025-26

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.

All strategies were implemented and indicating early success. Willard implemented new attendance incentives which included a class trophy for best average attendance and a class selected prize. The winners were announced at a Monday Morning community meeting. Additionally, new games and activities were introduced during lunch which are popular and incentivizing students to come to school. Popular school events were held on days with high absence rates. Attendance clerk is thorough with Independent Studies record keeping and follow up. Daily calls are made to families who do not report absences and truancy notification system is being used consistently.

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 planned strategies were implemented. Attendance workshops have low parent participation. SART conferences only held during IEPs, 504s and SSTs.

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. This will include strategizing with families whose students have a high risk of chronic absenteeism.

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 and Outreach:
-Provide clear information on attendance policies to families - Campaign on keeping absences under 18.
-Send home regular attendance reports to families who are at risk of becoming chronically absent.
-Attendance Matters workshops for families.
-Monthly SART meetings.
-Home visits, as needed.
-Find alternative ways to enable students at risk to access school - (Independent Studies, Home Hospital Teaching, laundry vouchers, etc.) Provide PD/information to teachers and staff on alternatives, so they could support disseminated information to families.

District resources and funds allocated in Goal 6, Strategy 1 will be utilized 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

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.
-Fun school activities (before and after school) as rewards and incentives for attendance (i.e. Lunch events with community partners, extended lunch, etc.)
-Schedule popular school events on days with traditional high absence rate.

General and grant funds will be utilized 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)

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 6

Parent Engagement:
-Increase the number of attendees at workshops provided by the school. (Workshops to be provided 3-4 times a year.)
-Increase the number of parent volunteers supporting the school.

Identified Need

Parent Engagement:
-Parent attendance at school sponsored workshops on a range of topics is low.
-Parents need a clear, simple way to engage with the school for volunteering.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Workshop Attendance	This year, there were three workshops provided by the school on: Attendance, Mental Health in School-Aged Children, and Healthy Eating. Willard parent attendance averaged 10 families.	Provide 3-4 workshops in 26-27 with a minimum of 15 families in attendance.
Parent volunteers	There is no clear, consistent ways for parents to access volunteering opportunities in the school.	Multiple, clearly communication system for recruiting and training parent volunteers to expand the activities that volunteers support at school.

Annual Review

SPSA Year Reviewed: 2025-26

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, we offered four (4) workshops to parents to support their children. This goal was met, but attendance was low.
Another goal was to increase the number of clubs/activities sponsored by parents. This number dropped to zero. Staff and students, however, increased the number of activities and clubs available to students.
School to home communication has become more regular from teachers to parents.

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

There were no major difference between intended implementation other than recruiting parent volunteers for clubs was not completed effectively.

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 families attending workshops.
-Target parent audience for specific workshops.
-Develop a more clear way for parents to volunteer in school.

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:
-Improve communication to parents about workshops to increase attendance ensuring that these are on topics of interest to families.
-Offer workshops at different times and in more than one language.
-Provide refreshments and child care to encourage attendance.
-Call to personally invite parents to specific workshop topics. (Attendance, supporting reading/math at home, etc.)
-Offer Zoom or online support for families with topics such as homework help, 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)
2900	Title I Part A: Allocation
1531	Title I Part A: Parent Involvement

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

Clear and Robust Volunteering Opportunities:
Recruit parents to sponsor clubs at school during lunch or after school to engage students and help parents feel connected to school.
-Improve website page and system dedicated to volunteer opportunities.
-Provide regular and targeted communication to families regarding student club interests.
-Provide parents with clear volunteer opportunity information: contact, timeframe, goal, etc.
-Reimagine room parents as liaisons between larger meetings/workshops and classroom families.

District resources and general fund will be utilized 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	$105637
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	$105637
Other State/Local Funds provided to the school	$54360

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 ($)

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

Total of federal, state, and/or local funds available for this school: $159,997

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	54360	0.00
Title I Part A: Parent Involvement	1813	0.00
Title I Part A: Allocation	103824	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	54,360.00
Title I Part A: Allocation	103,824.00
Title I Part A: Parent Involvement	1,813.00

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
Alejandra Campos	Other School Staff
Sonia Covarrubias	Classroom Teacher
Cherie Wood	Classroom Teacher
Stacey Torres	Classroom Teacher
Helen Hinton	Parent or Community Member
Christie Zamani	Parent or Community Member
Lupe Bugarin	Parent or Community Member
Melissa Amaya	Parent or Community Member
Diana Parra	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 27, 2026.

Attested:

	Principal, Maricela Brambila on May 27, 2026
	SSC Chairperson, Christy Zamani on May 27, 2026

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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
Student Wellness and Support Services

PUSD School-Site Attendance Improvement Plan

School:	Willard Elementary School	**Principal:**	Maricela Brambila
School Number:	058	**Counselor:**	NA
Date Completed:	5/4/2026	**Principal Signature:**	Maricela Brambila

Goal: Decrease the percentage of chronically absent students to 10% or less.

2025-2026 Current Chronic Absentee Rate	2025-2026 Chronic Absentee End-Of-Year Goal	2026-2027 Chronic Absentee Goal
21.23%	22.9%	15%

GOAL 1: TEAMS & DATA			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Use of Data**: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress?	Attendance and Data Reports used monthly: 1. District Attendance Reports 2. Everyday Labs to identify patterns and groups of students. 3. Classroom Average Attendance Data is used to determine which students and groups of students are either struggling or making gains. Activities and incentives are targeted to engage students. IEPs and 504s include attendance discussion/contract/goal.	*Data is examined at various times, depending on need/target:* *1. Monthly* *2. Weekly or Bi-Weekly* *3. Monthly*	All data indicate a positive attendance trend – drop in Chronic Absenteeism. Data is reported to community 2-3 times a year at various groups – ELAC, SSC, and other groups.

b. **Attendance Improvement Team**: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?	The Attendance Improvement Team is part of the leadership team. This team meets monthly to review academic, behavior, attendance data and schoolwide policies and procedures. The leadership team will work to improve Tier I and II incentives and supports to engage students in school and help build positive relationships. The Attendance Clerk calls families daily to check on anyone who has not reported absence reason.	1. *Monthly* 2. *Daily*	Team members are identified for 26-27 and attendance data is regularly reviewed at meetings.

GOAL 2: PREVENTION			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Prevention Strategies**: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?	1. The primary strategy has been to improve school climate and engagement by adding structured activities for students during recess/lunch recess. This is to improve student relationships and engage students in school through high interested activities. 2. Monthly "Golden Broom" awards and recognition for the class with the highest attendance average every month. 3. Schedule "fun" events on high absence days. Incentives for parents. 4. Information campaign for families on the importance of attendance.	1. Daily 2. Monthly 3. As Needed 4. Bi-Monthly	1. Students report greater engagement and less peer conflict is reported. 2. Increase in classes achieving at least 95% average attendance by 50%. 3. Decrease in absences on days before breaks. 4. Information in Weekly at least twice a month.

b. **Outreach**: How does the school provide regular outreach to students, families, and community members regarding the importance of regular school attendance?	1. Bi-monthly PSA in Willard Weekly to help parents understand the importance of attendance. 2. Attendance Workshops at parent meetings – PTA, ELAC, SSC. 3. Everyday Labs targeted contacts.	1. Bi-monthly 2. 3-4 times/year 3. Weekly	

GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	**Strategy & Activity Description**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
a. **Attendance Intervention**: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	1. Information on transportation and community resources will be identified and provided by Community Assistant.	1. As Needed	1. Referrals and supports provided to parents.
b. **Student Re-Engagement**: What re-engagement strategies are used to help students find and maintain success in the classroom?	1. Tier I Supports – 16 Proactive Classroom Management Strategies. Structured activities at lunch time. 2. Tier II – Mental health or MTSS Coach support. 3. Parent Support, as needed	1. Daily 2. As Needed 3. As Needed	1. Documented improved attendance or support to students at risk.

WILLARD ELEMENTARY SCHOOL
An IB World School
School Site Council Agenda
May 27, 2026
3:00 p.m. – 4:30 p.m.

IN PERSON
Room 103

Time	Agenda Item	Presenter/ Facilitator
3:00pm	Welcome and Call to Order	
3:03pm	Action Item: Approval of the Agenda & Minutes from April 2026	Maricela Brambila
3:10pm	Action Item: ● Approval of SPSA for 26-27: ● Goals and Strategies ● Budget	Brambila
4:10pm	Open Forum ● Elections for 26-27	All
4:15pm	Adjourn	

SSC Upcoming Meeting Dates:

NA

WILLARD ELEMENTARY SCHOOL
An IB World School
School Site Council Agenda
May 27, 2026
3:00 p.m. – 4:30 p.m.

IN PERSON
Room 103

Agenda Item	Notes
Welcome and Call to Order	
Action Item: Approval of the Agenda & Minutes from April 2026	The agenda was reviewed and approved: 1st Motion - Sonia Covarrubias 2nd - Cherie Wood All in favor. Minutes were reviewed and approved: 1st Motion - Sonia Covarrubias 2nd - Melissa Amaya All in favor.
Action Item: • Approval of SPSA for 26-27: • Goals and Strategies • Budget	Mrs. Brambila reviewed Goals and Strategies from previous meeting - Goals 1-4. Mrs. Brambila discussed the draft budget for 26-27 in depth. This included discussion of general funds which will be used to provide teacher supplemental pay to assume projects important to the school. LCAP and Title I budgets were reviewed in depth, including personnel to be hired. Mrs. Brambila reviewed goals 5 & 6 in depth. There was a discussion to set aside money for personnel for student support. The determination of where support will be targeted will be made based on iReady Diagnostic and SBAC data. There was a discussion about setting aside funds for professional development. Motion to approve SPSA and budget: 1st - Helen Hinton 2nd - Sonia Covarrubias All in favor.
Open Forum • Elections for 26-27	Brief discussion on opening for 26-27.
Adjourn	Motion to adjourn meeting: 1st - Alejandra Campos 2nd - Lupe Bugarin Recio Meeting concluded at 4:40pm

SSC Upcoming Meeting Dates:

NA

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 the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2026-27, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of $2,405,280.00:

a. Roving MTSS Coaches paid by the District who work at school sites, providing direct services/supports to teachers and students to increase the unduplicated group's academic achievements;
b. Contracted services to provide intensive direct academic support at the elementary / middle school level and to provide academic and graduation support at the secondary level;
c. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on instructional services to the teachers and students at school sites;
d. Families in transition/ Foster Youth support staff and services including transportation;
e. Parent and Community Engagement;
f. District staff to support sites with intensive programmatic support and monitoring of student achievement

Title I guidelines require consultation and input from School Site Councils, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2026-27 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	Central Intervention Activities For Sites	$2,405,280	7,447	$322.99	252	$81,393.48