School Year: **2021-22**

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	April 29, 2021	6/30/2021

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)

X Schoolwide Program
Willard has a diverse community with a plethora of resources. We are setting goals for the 2021-2022 school year to serve all student groups in our vibrant community.

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At our first A meeting in August we shared our state dashboard data to see how we were aligning with ESSA requirements. At our August meeting we vertically shared what worked well and we can do to improve our student outcomes. We have reviewed data three times after each benchmark assessment. Staff shared the data as a staff and shared with SSC, GATE, and ELAC. As we were gearing up all stakeholders reviewed the data to set goals for the 2021-2022 school year. Our staff was surveyed about how to achieve goals based on data. Additionally, the Willard staff was surveyed to provide SSC with input about how we should allocate our funds. Additionally, SSC evaluated our Title I expenditures. All groups agreed that our goals should be written a way that pushes the student groups to meet the next level of academic achievement as outlined by the state 5X5 grid for student achievement. In some areas the growth we need to make is greater than in

other areas. The SSC has been working on the SPSA at their February, March, and April meetings. On April 29, 2021, SSC met to approve the plan.

Resource Inequities

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

Not applicable.

School Vision and Mission

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

School Profile

Willard International Baccalaureate Magnet School is located in the scenic San Gabriel Valley on the southeastern border of Pasadena, California. For the 2020 – 2021 school year, 581 students are enrolled in grades pre-kindergarten through five. The Pre-Kindergarten program maintains a student to teacher ratio of 24:1. In Transitional Kindergarten through third grade the staffing ratio is 24:1. In fourth and fifth grades, the classes are staffed at 32.75:1. Willard School has 26 classroom and resource teachers, all of whom are highly qualified.

Willard has a diverse population. 69% socioeconomically disadvantaged families. Our student population consists of approximately: 70% Hispanic, 10% black, 10% Caucasian, and 8% Asian. We also have students from Iran, Egypt, and the Philippines, and some of Native American descent. The languages we speak include: English, Spanish, Mandarin, Tagalog, Farsi, Japanese, Telugu Canada in Hindi with the most prominent languages being English and Spanish. Our teaching staff consists of predominantly Americans of mixed European descent, teachers of Mexican and Latino descent, some of Japanese descent, one Cambodian American, and a teacher new to the country from China. We have teachers who are fluent in Spanish, Mandarin, Khmer, French, and English.

The results of the Home Language Survey at Willard indicates that a language other than English is spoken in the homes of 282 English learners and fluent English speakers, who are enrolled at Willard School. Willard's Language Census Report reveals that the following languages are spoken in the homes of Willard's students: Spanish, Mandarin, Korean, Armenian, Tagalog, Portuguese, Vietnamese Tamil, Telugu, Italian, Japanese, French, Cantonese, and Chaozhou.

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

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

development needs of the teachers. This year our focus is on I.B. curriculum and practices, implementation the Common Core State Standards, and project-based learning.

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

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

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

Student body and staff, including their national, cultural and linguistic backgrounds.
Willard has a diverse population. 70% socioeconomically disadvantaged families.
Our student population consists of approximately: 70% Hispanic, 10% black, 10% Caucasian, and 8% Asian. We also have students from Iran, Egypt, and the Philippines, and some of Native American descent.
The languages we speak include: English, Spanish, Mandarin, Tagalog, Farsi, Japanese, Telugu Canada in Hindi with the most prominent languages being English and Spanish.
Our teaching staff consists of predominantly Americans of mixed European descent, teachers of Mexican and Latino descent, some of Japanese descent, one Cambodian American, and a teacher new to the country from China. We have teachers who are fluent in Spanish, Mandarin, Khmer, French, and English.

This year we have had 2 suspensions overall. However, the dashboard will not be recorded for California for the 2020-2021 school year.

Willard was recognized as a 2017-2018 California Honor Roll School, which recognizes school closing the achievement gap. In the 2017-2018 school year Willard completed a self-study and hosted a recertification team. We had one area to address, and we have addressed the concern. In 2019 Willard was the proud recipient of the Civic Learning Award of Distinction, which specifically showcased our our Student Council, Green Team, and IB Exhibition.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.32%	0.51%	0.7%	2	3	4
African American	6.15%	7.43%	8.7%	39	44	50
Asian	4.89%	3.89%	4.2%	31	23	24
Filipino	1.89%	1.52%	1.6%	12	9	9
Hispanic/Latino	67.19%	67.06%	65.0%	426	397	375
Pacific Islander	%	0%	%		0	
White	15.3%	14.7%	14.7%	97	87	85
Multiple/No Response	0.63%	0.68%	0.5%	4	4	3
			Total Enrollment	634	592	577

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	115	89	97
Grade 1	94	97	66
Grade 2	100	95	100
Grade3	123	94	99
Grade 4	97	122	95
Grade 5	105	95	120
Total Enrollment	634	592	577

Conclusions based on this data:

1. Our enrollment is stable over time.

2. Over time our demographics are relatively unchanged.

3. Our Hispanic/Latino student group is the largest demographic over the past three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	161	136	103	25.4%	23.0%	17.9%
Fluent English Proficient (FEP)	121	118	99	19.1%	19.9%	17.2%
Reclassified Fluent English Proficient (RFEP)	0	26	17	0.0%	16.1%	12.5%

Conclusions based on this data:

1. Our reclassification data has improved over 2 years.

2. Over time our percentage of ELs population has changed in numbers to a total overall percentage of 25.4%.

3. The reclassification rate was 16.5%, and we did not complete the Spring reclassifications due to COVID-19.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	98	92	124	96	88	121	96	88	121	98	95.7	97.6
Grade 4	98	107	99	98	107	97	98	107	97	100	100	98
Grade 5	81	96	102	81	94	102	81	94	102	100	97.9	100
All Grades	277	295	325	275	289	320	275	289	320	99.3	98	98.5

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

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2423.	2393.	2417.	20.83	12.50	21.49	27.08	20.45	23.97	28.13	26.14	26.45	23.96	40.91	28.10
Grade 4	2472.	2474.	2467.	22.45	25.23	25.77	29.59	28.04	21.65	22.45	19.63	24.74	25.51	27.10	27.84
Grade 5	2529.	2525.	2530.	30.86	29.79	30.39	38.27	31.91	29.41	11.11	22.34	23.53	19.75	15.96	16.67
All Grades	N/A	N/A	N/A	24.36	22.84	25.63	31.27	26.99	25.00	21.09	22.49	25.00	23.27	27.68	24.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.71	12.50	25.62	50.00	48.86	41.32	32.29	38.64	33.06
Grade 4	17.35	25.23	17.53	53.06	49.53	54.64	29.59	25.23	27.84
Grade 5	24.69	24.47	30.39	51.85	51.06	46.08	23.46	24.47	23.53
All Grades	19.64	21.11	24.69	51.64	49.83	46.88	28.73	29.07	28.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.95	12.50	15.70	53.68	42.05	52.07	27.37	45.45	32.23
Grade 4	25.51	19.63	17.71	55.10	53.27	56.25	19.39	27.10	26.04
Grade 5	46.91	36.17	39.22	35.80	47.87	48.04	17.28	15.96	12.75
All Grades	29.56	22.84	23.82	48.91	48.10	52.04	21.53	29.07	24.14

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	10.42	14.77	17.36	75.00	57.95	66.12	14.58	27.27	16.53
Grade 4	13.27	27.10	19.59	64.29	53.27	68.04	22.45	19.63	12.37
Grade 5	24.69	22.34	21.57	54.32	59.57	66.67	20.99	18.09	11.76
All Grades	15.64	21.80	19.38	65.09	56.75	66.88	19.27	21.45	13.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	22.92	14.77	23.14	61.46	53.41	48.76	15.63	31.82	28.10
Grade 4	32.65	28.97	26.04	46.94	48.60	56.25	20.41	22.43	17.71
Grade 5	38.27	41.49	40.20	49.38	40.43	47.06	12.35	18.09	12.75
All Grades	30.91	28.72	29.47	52.73	47.40	50.47	16.36	23.88	20.06

Conclusions based on this data:

1. The area of research/inquiry is a strength of the IB programme.

2. The mean scale score for 3rd and 5th graders slightly increased.

3. The percentage of students below standard has not decreased from 2017-2018 to 2018-2019 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	98	92	124	96	89	122	96	89	122	98	96.7	98.4
Grade 4	98	107	99	98	107	98	98	107	98	100	100	99
Grade 5	81	96	102	81	96	102	81	96	102	100	100	100
All Grades	277	295	325	275	292	322	275	292	322	99.3	99	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2419.	2404.	2412.	9.38	4.49	14.75	33.33	26.97	19.67	31.25	37.08	30.33	26.04	31.46	35.25
Grade 4	2480.	2480.	2481.	16.33	18.69	16.33	23.47	28.97	33.67	50.00	38.32	35.71	10.20	14.02	14.29
Grade 5	2494.	2494.	2486.	17.28	16.67	18.63	17.28	16.67	14.71	32.10	30.21	25.49	33.33	36.46	41.18
All Grades	N/A	N/A	N/A	14.18	13.70	16.46	25.09	24.32	22.36	38.18	35.27	30.43	22.55	26.71	30.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.71	10.11	21.31	37.50	44.94	31.15	44.79	44.94	47.54
Grade 4	27.55	34.58	32.65	40.82	26.17	38.78	31.63	39.25	28.57
Grade 5	22.22	21.88	18.63	35.80	23.96	27.45	41.98	54.17	53.92
All Grades	22.55	22.95	23.91	38.18	31.16	32.30	39.27	45.89	43.79

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.88	15.73	20.49	56.25	49.44	40.16	21.88	34.83	39.34
Grade 4	17.35	19.63	21.43	47.96	49.53	51.02	34.69	30.84	27.55
Grade 5	14.81	16.67	20.59	50.62	41.67	43.14	34.57	41.67	36.27
All Grades	18.18	17.47	20.81	51.64	46.92	44.41	30.18	35.62	34.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	16.67	11.24	23.77	64.58	62.92	45.08	18.75	25.84	31.15
Grade 4	22.68	27.10	20.41	51.55	51.40	59.18	25.77	21.50	20.41
Grade 5	16.05	17.71	15.69	44.44	51.04	50.98	39.51	31.25	33.33
All Grades	18.61	19.18	20.19	54.01	54.79	51.24	27.37	26.03	28.57

Conclusions based on this data:

1. All grade levels increased the number of students' percentage above standard in problem solving and modeling/data analysis over three years.

2. The 3rd grade percentage of students above standard increased by 12.5% in communicating reasoning.

3. The 5th grade percentage of students above standard increased by 3.9% in problem solving and modeling/data analysis from 17-18 to 18-19.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1430.7	1407.4	1446.9	1425.4	1392.7	1365.1	40	28
Grade 1	1427.5	1435.7	1448.8	1452.2	1405.8	1418.8	42	30
Grade 2	1445.8	1446.2	1456.5	1468.6	1434.8	1423.3	21	31
Grade 3	1466.9	1450.1	1482.5	1451.6	1450.6	1448.0	18	19
Grade 4	1451.0	1495.5	1458.7	1497.6	1443.0	1493.0	15	24
Grade 5	1386.1	1419.3	1387.5	1413.1	1384.4	1425.3	14	12
All Grades							150	144

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	55.00	25.00	27.50	35.71	*	21.43	*	17.86	40	28
1	26.19	6.67	30.95	36.67	*	46.67	26.19	10.00	42	30
2	*	9.68	57.14	54.84	*	19.35	*	16.13	21	31
3		5.26	*	31.58	*	52.63	*	10.53	18	19
4	*	12.50	*	50.00	*	25.00	*	12.50	15	24
5		8.33	*	25.00	*	41.67	*	25.00	14	12
All Grades	28.00	11.81	35.33	40.97	16.67	32.64	20.00	14.58	150	144

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	67.50	32.14	*	35.71		21.43	*	10.71	40	28
1	52.38	33.33	*	40.00	*	13.33	*	13.33	42	30
2	66.67	48.39	*	32.26	*	6.45	*	12.90	21	31
3	*	10.53	*	73.68	*	5.26	*	10.53	18	19
4	*	41.67	*	41.67	*	8.33	*	8.33	15	24
5	*	8.33	*	50.00	*	16.67	*	25.00	14	12
All Grades	52.00	32.64	24.67	43.06	10.00	11.81	13.33	12.50	150	144

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.50	10.71	*	28.57	50.00	42.86	*	17.86	40	28
1	*	3.33	*	26.67	*	33.33	52.38	36.67	42	30
2	*	0.00	*	19.35	*	41.94	*	38.71	21	31
3		0.00		21.05	*	42.11	77.78	36.84	18	19
4		4.17	*	25.00	*	50.00	*	20.83	15	24
5		0.00		8.33	*	58.33	*	33.33	14	12
All Grades	12.00	3.47	16.67	22.92	29.33	43.06	42.00	30.56	150	144

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.00	39.29	*	46.43	*	14.29	40	28
1	57.14	53.33	33.33	40.00	*	6.67	42	30
2	*	35.48	*	48.39	*	16.13	21	31
3	*	5.26	66.67	57.89	*	36.84	18	19
4	*	25.00	*	58.33	*	16.67	15	24
5	*	8.33	*	50.00	*	41.67	14	12
All Grades	47.33	31.94	34.67	49.31	18.00	18.75	150	144

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	77.50	32.14	*	50.00	*	17.86	40	28
1	59.52	13.33	*	73.33	*	13.33	42	30
2	85.71	70.97	*	16.13	*	12.90	21	31
3	66.67	73.68	*	15.79	*	10.53	18	19
4	80.00	66.67	*	25.00	*	8.33	15	24
5	*	75.00	*	0.00	*	25.00	14	12
All Grades	70.67	51.39	14.00	34.72	15.33	13.89	150	144

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.50	0.00	57.50	82.14	*	17.86	40	28
1	*	20.00	*	30.00	66.67	50.00	42	30
2	*	0.00	*	61.29	*	38.71	21	31
3		0.00	*	31.58	77.78	68.42	18	19
4		4.17	*	54.17	*	41.67	15	24
5		8.33	*	41.67	*	50.00	14	12
All Grades	17.33	5.56	34.00	52.08	48.67	42.36	150	144

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.50	32.14	45.00	39.29	*	28.57	40	28
1	*	3.33	59.52	76.67	*	20.00	42	30
2	*	3.23	66.67	64.52	*	32.26	21	31
3		10.53	61.11	78.95	*	10.53	18	19
4	*	4.17	*	83.33	*	12.50	15	24
5	*	0.00	*	75.00	*	25.00	14	12
All Grades	22.00	9.72	53.33	68.06	24.67	22.22	150	144

Conclusions based on this data:

1. The reading domain the the area where the most growth is needed.

2. The speaking domain is Willard's strongest area.

3. The written language domain is the second lowest level of performance where the most growth is needed.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
634	**66.7**	**25.4**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	161	25.4
Foster Youth	3	0.5
Homeless	9	1.4
Socioeconomically Disadvantaged	423	66.7
Students with Disabilities	104	16.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	6.2
American Indian	2	0.3
Asian	31	4.9
Filipino	12	1.9
Hispanic	426	67.2
Two or More Races	23	3.6
White	97	15.3

Conclusions based on this data:

1. Willard's largest student group is the Hispanic/Latino student group at 67%

2. Willard's White student group is the second largest group at 15.3%.

3. Willard's third largest student group is the African American student group at 6.2%.

School and Student Performance Data

Overall Performance

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

Conclusions based on this data:

1. ELs need to increase language acquisition.

2. Our suspension rate is an area of strength.
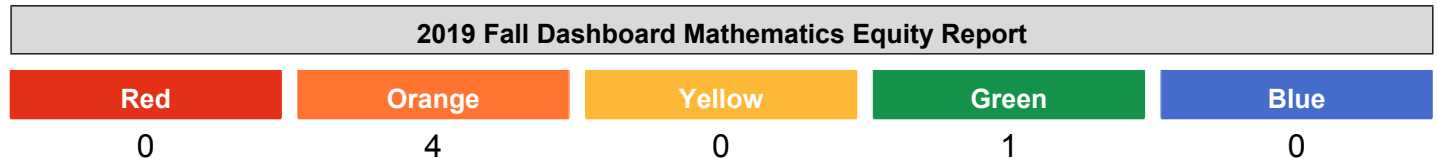
3. Our Math scores need to increase.

School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	1

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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
20.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	20.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++11.7 points	1	14	8
19			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Blue
7.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	46.9 points above standard
Increased ++8.6 points	7		Maintained -0.4 points
231			33

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

1. Our English Learners decreased by 12 points in performance in ELA.

2. Our SWD increased in ELA by 8.4 points.

3. Our Hispanic/ Latino students increased in ELA by 8.6 points.

School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	1	0

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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
8.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	10.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.1 points	1	14	8
19			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color		Green
34.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy		10.3 points above standard
Maintained 0 points	7		Declined -6.8 points
230			33

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

**Conclusions based on this data:**

1. Overall all students maintained in Math.

2. Socioeconomically disadvantaged students declined by -1.7 points.

3. Students with Disabilities declined by -12.9 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
43.8 making progress towards English language proficiency
Number of EL Students: 105
Performance Level: Low
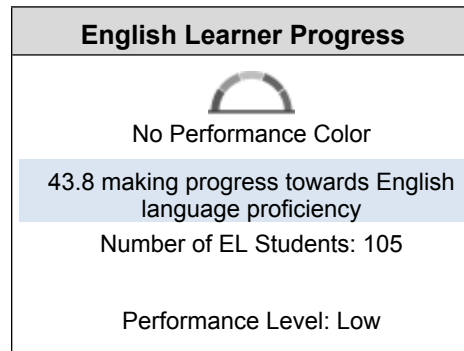
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.9	34.2	0.9	42.8

Conclusions based on this data:

1. 1 EL maintained their ELPI level 4.

2. 45 English Learners progressed one ELPI.

3. 23 ELs decreased one ELPI level.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance

Red Orange Yellow Green Blue

Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	7	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
11.4	9.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.8	Increased +0.8	6
668	175	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
17.1	13	16.9
Declined -8.8	Increased +2.6	Maintained +0.3
35	468	118

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	No Performance Color
20.5	Less than 11 Students - Data Not Displayed for Privacy	8.1	16.7
Declined -2	2	Increased +1.9	Increased +9.5
44		37	12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
10.1	17.9	Less than 11 Students - Data Not Displayed for Privacy	12.1
Increased +1.8	Declined -3.9	0	Increased +4
446	28		99

Conclusions based on this data:

1. Socioeconomically disadvantaged students increased attendance by 2.6 points.

2. Students with disabilities maintained attendance at a rate of .3 points.

3. All students increased attendance by 1.8 points.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

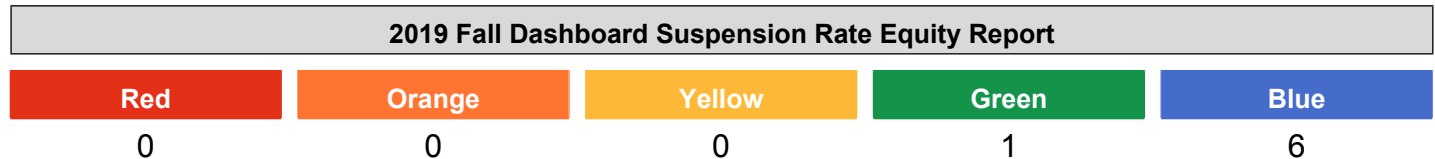**Conclusions based on this data:**

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	6

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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity				

African American	American Indian	Asian	Filipino
Blue	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy 2	0	0
Maintained 0		Maintained 0	Maintained 0
47		37	12

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color		Blue
0.2	0		0
Maintained -0.2	Maintained 0		Declined -1.1
449	28		100
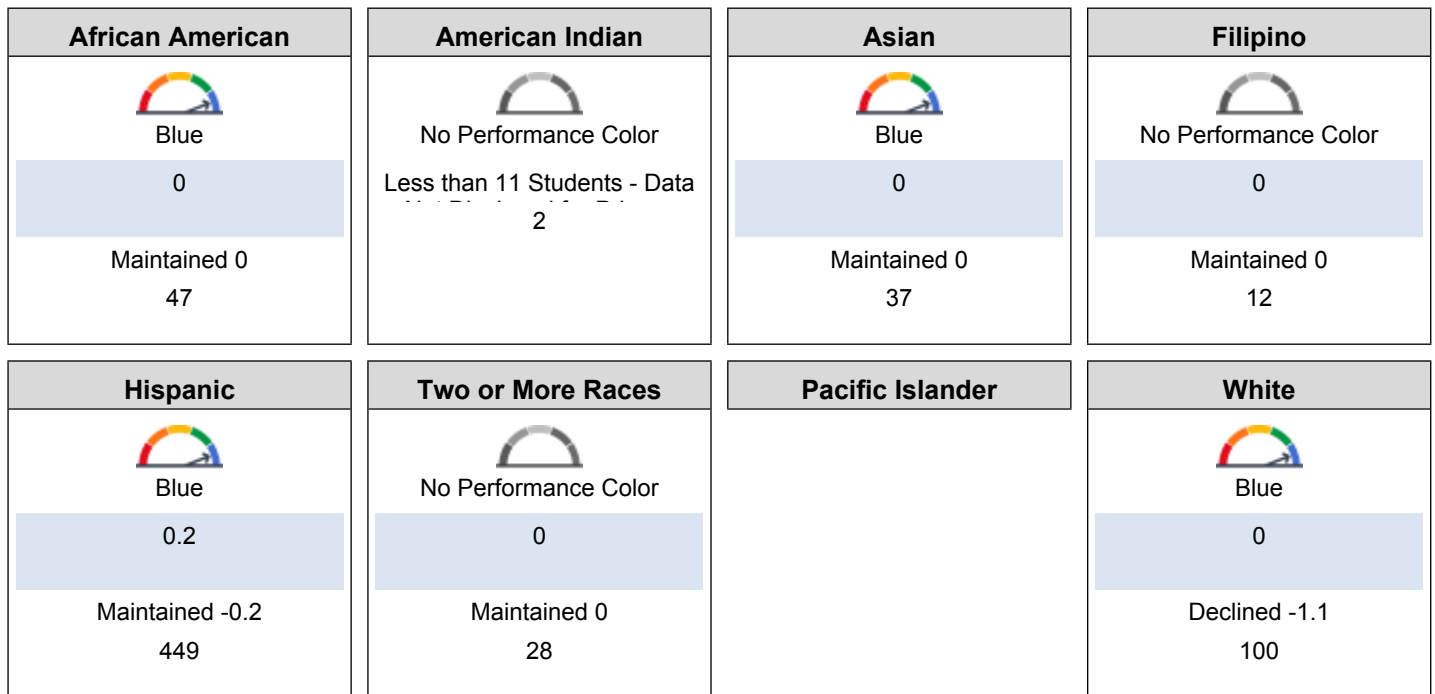
This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.4	0.1

Conclusions based on this data:

1. Overall suspensions of students decreased by .3 percent.

2. Suspensions of students with disabilities have maintained their suspension rate at .8 percent.

3. Suspensions of socio-economically disadvantaged students have maintained by .2 percent.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

Overall- SBAC Math average DFS for all students will decrease from the baseline -24.3 (Yellow) in 2019 by a total of 3 (to reach Green) with a stretch goal of 24.3 or more (to reach Blue) by the end of the 2021-2022 school year to end at -21.3 average distance from standard/met or higher as measured by Math SBAC Assessments.

SWD- SBAC Math average DFS for all students will decrease from the baseline -69.9 (Orange) in 2019 by a total of 3 (to reach Yellow) with a stretch goal of 44.9 or more (to reach Green) by the end of the 2021-2022 school year to end at -63.9 average distance from standard/met or higher as measured by Math SBAC Assessments.

H/L-SBAC Math average DFS for H/L students will decrease from the baseline -34.2 (Orange) in 2019 by a total of 3 (to reach Yellow) with a stetch goal of 9.2 or more (to reach Green) by the end of the 2021-2022 school year to end at -31.2 average distance from standard/met or higher as measured by Math SBAC Assessments.

ELs- SBAC Math average DFS for EL students will decrease from the baseline -50.9 (Orange) in 2019 by a total of 3 (to reach Yellow) with a stretch goal of -25.9 or more (to reach Green) by the end of the 2021-2022 school year to end at -47.9 average distance from standard/met or higher as measured by Math SBAC Assessments.

SED- SBAC Math average DFS for all students will decrease from the baseline -34.1 (Orange) in 2019 by a total of 3 (to reach Yellow) with a stretch goal of 6.1 or more (to reach Blue) by the end of the 2021-2022 school year to end at -31.1 average distance from standard/met or higher as measured by Math SBAC Assessments.

White- SBAC Math average DFS for all students will increase from the baseline 10.3 (Green) in 2019 by a total of 15 or more points (to reach Blue) by the end of the 2021-2022 school year to end at 25.3 average distance from standard/met or higher as measured by Math SBAC Assessments.
"

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math SBAC Interim SBAC Assessments iReady Diagnostic Assessments	SBAC Math average DFS for all students will decrease from the baseline -24.3 (Yellow) in 2019	by a total of 3 (to reach Green).

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

K- pre-teach concepts, small group intervention, manipulatives, sandpaper numbers, playdough/wiki stix numbers and shapes
1st- Use sentence frames for RFEP and ELs, manipulatives, math facts practice,
2nd- manipulatives, rotations that provide review, small group with teacher, iready/ other computer review, math power hour tutors, rereading text/ supporting with review of text, vocabulary review of key words
3rd- manipulatives, multliplication fact practice and one to one practice, extra small group time, intervention group with LaSalle Student Volunteer, Instructional Coach or Family Volunteer
4th- Cultural relevant pedagogy, multliplication practice, manipulatives. Instructional Coach support.
5th- Sentence Frames, Model, Scaffold, Small Group Instruction, One-on-One, Additional Practice Problems, Differentiated Instruction, Learning Games, Group Challenges, Pull-out/Push-in, Regular Basic Multiplication Facts Practice, Regular Data Chats, Increased time in iReady, Deliberate Focus on Academic Instruction, Increased Communication with Parents. Instructional Coach support and volunteer support.
Implement Transdisciplary teaching for math, when appropriate
Use an inquiry based approach to math to support the IB PYP primary years programme with support from the IB Coordinator.

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)
102,599	Title I
	LCFF - Supplemental and Concentration (S/C)

	Unrestricted

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

K-pre-teach concepts, small group intervention, manipulatives, sandpaper numbers, playdough/wiki stix numbers and shapes 1st- Instructional aid when appropriate. Scaffold where needed 2nd- manipulatives, rotations that provide review, small group with teacher, iready/ other computer review, math power hour tutors, rereading text/ supporting with review of text, vocabulary review of key words. 3rd- Sentence Frames, Model, Scaffold, Small Group Instruction, One-on-One, Additional Practice Problems, Differentiated Instruction, Learning Games, Group Challenges, Pull-out/Push-in, Regular Basic Multiplication Facts Practice, Increased time in iReady, Regular Comprehension Checks in iReady, Exit Slips, Mental Math Practice, Reteach, Checking Prerequisites in iReady, Strategic Grouping, Consistent Schedule for Math, Note-taking Strategies, Anchor Charts 4th- Small Group Instruction, Use and assess language targets - include content and academic vocabulary 5th- Hands on (manipulatives), scafolding, modified instruction, continued RSP services,

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

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Hispanic/ Latino

Strategy/Activity

K- pre-teach concepts, small group intervention, manipulatives, sandpaper numbers, playdough/wiki stix numbers and shapes 1st- Use sentence frames for RFEP and ELs, manipulatives, math facts practice, 2nd- manipulatives, rotations that provide review, small group with teacher, iready/ other computer review, math power hour tutors, rereading text/ supporting with review of text, vocabulary review of key words 3rd- manipulatives, multlipication fact practice and one to one practice, extra small group time, intervention group with LaSalle Student Volunteer, Instructional Coach or Family Volunteer 4th- Cultural relevant pedagogy, multlipication practice, manipulatives. Instructional Coach

support.
5th- Sentence Frames, Model, Scaffold, Small Group Instruction, One-on-One, Additional Practice Problems, Differentiated Instruction, Learning Games, Group Challenges, Pull-out/Push-in, Regular Basic Multiplication Facts Practice, Regular Data Chats, Increased time in iReady, Deliberate Focus on Academic Instruction, Increased Communication with Parents. Instructional Coach support and volunteer support.

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

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

K- pre-teach concepts, small group intervention, manipulatives, sandpaper numbers
1st- Have workshops for parents on how to help like how to use Clever for Math Practice
2nd- Manipulatives, rotations that provide review, small group with teacher, iready/ other computer review, math power hour tutors, rereading text/ supporting with review of text, vocabulary review of key words
3rd- sentence frames, visuals and realia. Model, Scaffold, Small group and 1:1 instruction. Include academic language and rich opportunities for students to speak and listen to peers. Apply mathematics to real world, use manipulatives. Multiplication facts practice and mathematical learning games. Foster rich academic mathematical lexicon.
4th- Small group instruction, use and assess language targets - include content and academic vocabulary.
5th- Sentence Frames, Model, Scaffold, Small Group Instruction, One-on-One, Additional Practice Problems, Differentiated Instruction, Learning Games, Group Challenges, Pull-out/Push-in, Regular Basic Multiplication Facts Practice, Regular Data Chats, Increased time in iReady, Deliberate Focus on Academic Instruction, Increased Communication with Parents

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)
	Title I

	LCFF - Supplemental and Concentration (S/C)
	Unrestricted

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SocioEconomically Disadvantaged

Strategy/Activity

K- pre-teach concepts, small group intervention, manipulatives, sandpaper numbers, playdough/wiki stix numbers and shapes 1st- More hands on and practice. 2nd- manipulatives, rotations that provide review, small group with teacher, iready/ other computer review, math power hour tutors, rereading text/ supporting with review of text, vocabulary review of key words. 3rd- consistent iready usuage, use of iReady prerequisite reports to preteach before the start of a lesson. Tutors, small group instruction with classroom teachers, and instructional coaches. 4th-consistent iready usuage, use of iReady prerequisite reports to preteach before the start of a lesson. 5th-3rd- consistent iready usuage, use of iReady prerequisite reports to preteach before the start of a lesson. Use of tutors for skill review. Small group instruction with Instructional Coach.

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

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

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

| | Unrestricted |

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)
	None Specified
	None Specified
	None Specified

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	Unrestricted

Annual Review

SPSA Year Reviewed: 2020-21

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.

Operationalizing instructional efforts to focus on math has built a common lexicon and set of practices that is improving vertical articulation. Intervention with the Math coach is key, and she assists in person tutors and Adopt- A-Class staff supports.

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

n/a

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

Our goal is set based on growth with our school-wide MTSS model to provide support for all students in the form of intervention and differentiation for students in order to improve educational outcomes.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

Overall- SBAC ELA average DFS for all students will increase from the baseline 2.4 (Green) in 2019 by a total of 15 or more (to reach Blue) by the end of the 2021-2022 school year to end at 17.4 distance from standard/met or higher as measured by ELA SBAC Assessments.

SWD- SBAC ELA average DFS for SWD will decrease from the baseline -39.9 (Yellow) in 2019 by a total of 34.9 (to reach Green) with a stretch goal of 49.9 or more (to reach Blue) by the end of the 2021-2022 school year to end at -5 average distance from standard/met or higher as measured by ELA SBAC Assessments.

H/L- SBAC ELA average DFS for H/L will decrease from the baseline -7.9 (Yellow) in 2019 by a total of 2.9 (to reach Green) with a stretch goal of 22.9 or more (to reach Blue) by the end of the 2021-2022 school year to end at 15 distance from standard/met or higher as measured by ELA SBAC Assessments.

ELs- SBAC ELA average DFS for will decrease from the baseline -40.7 (orange) in 2019 by a total of -25 (to reach Green) with a stretch goal of -24 or more (to reach Blue) by the end of the 2021-2022 school year to end at -16 distance from standard/met or higher as measured by ELA SBAC Assessments.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA IRIs	average DFS for all students will increase from the baseline 2.4 (Green)	by a total of 15 or more (to reach Blue) by the end of the 2021-2022 school year to end at 17.4 distance from standard/met or higher as measured by ELA SBAC Assessments.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

K- blending/segmenting activities, snap word recognition, whole/small group phonics instruction
1st- Master letters, sounds, blending, high frequency words. Instructional aid.
2nd- Community Volunteers (Mr. Nutter), small groups, sentence stems with writing and listening/speaking, individual conferencing, reteach, previewing, text at their levels, visuals, realia, vocabulary review, scaffolds.   3rd- Students will read and compare two non-fiction text with a similar subject matter in order to summarize and cite the source to justify their answer. Teachers, volunteers, or resource teachers will meet students at level 1 and 2 in guided reading groups three times a week.
4th- read to self, read to peer, observe fluent readers, evaluate work through rubric, peer focus-editing, strong peers mentor those not meeting standard, group roles rotated so all have opportunity, allow alternate activities/modes of learning when feasible & appropriate
5th- Sentence Frames, Comprehension Skills, Academic Vocabulary, Anchor Charts, Note-Taking Strategies, Explicit Instruction, Writer's Workshop, IRI data chats, Silent Sustained Reading (S.S. R.) Small Group Instructions, Continue IEP Recommendations, Modified Instruction, Scaffolding, Communication with Parents, Assessments (check for understanding), Graphic Organizers, Mentor Texts, Alignment of Reading with Writing.
Implement an inquiry based approach to reading and writing that teaches literacy in a transdisciplinary way to support the IB PYP.
In order to teach literacy through rich, rigorous content like science we will have a Science Lab teacher to promote inquiry and curiosity. Experiments will later be used for a spring board in to writing.
As a way to deepen research and inquiry Willard will have a full time librarian who will check out books and teach research methodologies to support IB requirements.
Coaching and IB Unit planning with be facilitated and supported by the IB Coordinator.

Literacy is taught in a transdisciplinary way as is modeled by Mary Ann Kelly, Science Lab Teacher.

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)
	Title I
	LCFF - Supplemental and Concentration (S/C)
23,256	LCFF - Supplemental and Concentration (S/C)
	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)

Hispanic/ Latino

Strategy/Activity

K- pre-teach, realia, scaffolding, language objectives, sentence frames
1st- Use sentence frames. Master letters, sounds, blending, high frequency words. Instructional aid. Trained Volunteers.
2nd- Community Volunteers (Mr. Nutter), small groups, sentence stems with writing and listening/ speaking, focus on individual conferencing, reteach, previewing, text at their levels, peer partners, work with coaches, structured writing with stem throughout not just at the beginning of writing.
3rd- Language objectives, sentence starters, visuals and realia. Model, Scaffold, Small group and 1:1 instruction with parent volunteer and instructional coaches. Include academic language and rich opportunities for students to speak and listen to peers. Foster rich academic language practice in the areas of Listening, Speaking, Reading and Writing.
4th- Language objectives, sentence starters, visuals and realia. Model, Scaffold, Small group and 1:1 instruction with parent volunteer and instructional coaches. Include academic language and rich opportunities for students to speak and listen to peers. Foster rich academic language practice in the areas of Listening, Speaking, Reading and Writing.
5th- Sentence Frames, Comprehension Skills, Academic Vocabulary, Anchor Charts, Note-Taking Strategies, Explicit Instruction, Writer's Workshop, IRI data chats, Silent Sustained Reading (S.S. R.) Small Group Instructions, Continue IEP Recommendations, Modified Instruction, Scaffolding, Communication with Parents, Assessments (check for understanding), Graphic Organizers, Mentor Texts, Alignment of Reading with Writing.

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

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

K- Scaffolding, Language objectives, sentence frames, realia, access prior knowledge, small group intervention
1st- Use sentence frames. Master letters, sounds, blending, high frequency words. Instructional aid. Trained Volunteers.
2nd- Community Volunteers (Mr. Nutter), small groups, sentence stems with writing and listening/ speaking, individual conferencing, reteach, previewing, text at their levels.
3rd- Use a supplemental program that builds on vocabulary and phonics skills while incorporating

realia. Use sentence frames and graphic organizers as pre-writing and building background tools.
4th- Sentence frames, cloze activites with academic vocabulary, small group preview of vocab & phrases for non-adjustable text, adjust text level when possible, repetition of phrase/word/frame use, use complete sentences when writing & speaking, use frames & vocab in conversation with others, give content requirement for paragraph [topic sentence should..., the body contains..., the conclusion says...], teacher-constructed paragraphs, class-constructed paragraphs, note paragraph construction in non-fiction and fiction, evaluate topic sentences and supporting details, discuss what information should be included/excluded, peers read to each other, teacher reads to students, alternate assessments, realia, VR experiences   5th- Sentence Frames, Comprehension Skills, Academic Vocabulary, Anchor Charts, Note-Taking Strategies, Explicit Instruction, Writer's Workshop, IRI data chats, Silent Sustained Reading (S.S. R.) Small Group Instructions, Continue IEP Recommendations, Modified Instruction, Scaffolding, Communication with Parents, Assessments (check for understanding), Graphic Organizers, Mentor Texts, Alignment of Reading with Writing.

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

SocioEconomically Disadvantaged

Strategy/Activity

K- Scaffolding, Language objectives, sentence frames, realia, access prior knowledge, small group intervention
1st- Use sentence frames. Master letters, sounds, blending, high frequency words. Instructional aid. Trained Volunteers.
2nd- Community Volunteers (Mr. Nutter), small groups, sentence stems with writing and listening/ speaking, individual conferencing, reteach, previewing, text at their levels.   3rd- Provide access to reading and print materials related to their research and learning. Build background knowledge by providing experiential learning opportunities.   4th- realia, VR experiences. Scaffolding, Language objectives, sentence frames, realia, access prior knowledge, small group intervention.
5th- Sentence Frames, Comprehension Skills, Academic Vocabulary, Anchor Charts, Note-Taking Strategies, Explicit Instruction, Writer's Workshop, IRI data chats, Silent   Sustained Reading (S.S. R.) Small Group Instructions, Continue IEP Recommendations, Modified Instruction, Scaffolding, Communication with Parents, Assessments (check for understanding), Graphic Organizers, Mentor Texts, Alignment of Reading with Writing.

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

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2020-21

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.

Willard's partnership with LaSalle (when in person) and other tutors is helping students grow in IRI levels. During remote learning Adopt-A-Class has helped provide needed intervention.

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

n/a

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

As teachers are more proficient in discussing IRI achievement levels in order to meet students' needs we are quicker to apply the MTSS model to supply supports for intervention and reteaching.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL proficiency data (reclassification)	16.15% of ELs reclassify	We expect those students to increase reclassification by 10%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELLs

Strategy/Activity

Reading & Writing

- Teach and practice vocabulary strategies daily (word analysis and context clues)

- Work with ELLs in smaller groups during workshop/ IB research periods to scaffold learning

- Use explicit language and instruction to teach verb tense, sentence structure, vocabulary, idioms, etc.through language objectives allowing them opportunities for language rehearsal.

- Provide ELs with 30 minutes of ELD instruction daily in their classroom.

- Create ILPs for each students who have not made growth in two consecutive years to attain strengths and weaknesses in order to improve outcomes.

- Support teachers in differentiated instructional groupings through modeling and coaching.

- Push in language groups will be used to support and deepen language development.

- Data Chats will be used at A meetings to support ELLs development.

- We will articulate with the RSP team to share strategies with general education to seamlessly support ELLs.

- Provide professional development and support for Language Objectives

- Enrichment opportunities will be provided to students to build schema, practice listening and speaking while learning about diverse topics.

- After school tutoring funded by the LADD office.

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2020-21

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.

As our students adapt to ELPAC we have dipped in reclassification. This has given us a strong foundation for the need to increase reading and writing expectations for ELLs. We have seen success with after school tutoring provided by LADD, so we would like to continue that support.

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

n/a

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

The articulation between RSP teachers and teachers about those students who are ELLs is new. We have worked to increase teacher knowledge of students' programmatic needs, so that they know who each student is by name and need.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

By the end of the 2021-2022 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by .5%

Identified Need

Chronic absenteeism rate needs to decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Willard's baseline chronic absenteeism is 9.6%.	Chronic absenteeism will decrease to 9.1%.

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)

- Willard's partnership with CWA will celebrate improved attendance with a twice yearly celebration.
- USC interns will help with chronically absent students.

Our implementation of attendance measures is monitoring attendance and providing the school with data from A2A conferences.

Strategy/Activity

- Recognize perfect attendance at our awards assemblies each semester.
- Celebrate attendance with extra recess.

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)
	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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.

We had begin implementing broad incentives for attendance, but the year was interrupted by COVID19. Attendance is calculated differently this year so there are many opportunities to be counted, but if has been difficult for some students to stay connected with the school during remote learning.

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

Incentives are new to supporting 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.

We need another year of data to tweak this goal.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- Revise lunch schedules for kindergarten students to reduce the number of students on the playground during morning and afternoon recess.

- Have Safe School Ambassador students serve as helpers and mentors.

- invite parents to volunteer for morning supervision.

- Engage audience with creative and interactive presentations

- Fidelity to selected interventions

- Share successes/ needs for improvement through vertical articulation at "A" meetings.

- Plan for MTSS model by implementing an online behavioral referral form. Follow-up with the teacher, principal, and families will be conducted when a referral is sent.

- Support from the Social Emotional Leader (SEL) and Guidance Counselor (Mrs. Daniel) will ensure the MTSS model has a tiered approach.

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)
	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with referrals on the MTSS form

Strategy/Activity

- The principal will follow up with the teacher, if a student has had more than one referral.
- The Social Emotional Leader will support classroom teachers when a student needs a break
- Provide a format for the universal screener so that students can be proactively watched when they display internalizing or externalizing behaviors.
- Check in with students needing extra support from the guidance counselor, coach Social/Emotional Leader, or principal. Additionally, provide breaks and supports for those having a tough time during the school day.

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)
36,800	LCFF - Supplemental and Concentration (S/C)
	Title I
9,818	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)

Strategy/Activity

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)
	Other

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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)
	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

This strategy and articulated referral system has further reduced suspensions. This goal hasn't changed so until we see the dashboard results we have the same goal.

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

n/a

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 6

By the end of the 2021-22 school year, parents will be welcomed on campus by a greeter, and weekly updates via calls and a digital newsletter will be sent with a readership goal of over 300. Participation in AERIES Parent Portal will increase through cell phone sign ups.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The newsletter will be widely read.	Over 300 families currently read the weekly newsletter.	Families will be informed of ongoing activities with readership of over 350.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will benefit from ongoing communication and outreach.

Strategy/Activity

- -Meeting times are accessible by offering a variety of times throughout the day to meet based on the parent groups' needs.

- -Established norms for consistent translation at school events.

- Communication in the form of a newsletter, call, and text go out weekly to communicate with families.

- -Invite and reach out to parents of ELLs how to use the internet, parent portal, and access resources websites.

- -Through ELAC, AAPC, SSC, and Coffee with the Principal materials for parents will be shared to help their children access the curriculum, extra curricular activities, and on-line platforms.

- -Fliers will be sent home via PeachJar, Blackboard App, and All Calls.

- -Hallway bulletin boards will be used to display fliers.

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

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students' families

Strategy/Activity

- -Recognize volunteers at Coffee with the Principal.

- -Provide parent workshops based on needs of parent groups.

- -Host "Meet and Greet" events at school including Movie Night, Coffee with the Principal, and PTA Coffee Corners before school

- -increase volunteer opportunities by offering valet service to families, parent workdays, beautification days, green team services, and library assistance.

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)
8,787	Annual Fund
	None Specified

	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Each year this goal changes to meet the needs of the community. Communication and partnering with parents is a continuous improvement process. Our on-line newsletter readership has increased by an average of over 50 readers from last year.

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

This goal does not have a budget tied to it.

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

This goal is being supported by expanding access to online platforms through increasing opportunities for login and assistance at all meetings.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 7

Willard School will create a positive school climate through strong relationships among students, staff, and parents. Using discipline using restorative justice, and provide multiple opportunities for students to receive recognition and show leadership in a wide variety of school activities.

Identified Need

Using the CHKS survey we will increase school connectedness by 10%. (Baseline to be identified)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS Survey	Data from 2019 survey (to come)	increase connectedness by 10%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Activities to continue and expand:
SSA, Student Council, GATE Seminars, Innovation Club, After School Care, and Leaves IB Behavior.

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2020-21

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.

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

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	$102598
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	$
Other State/Local Funds provided to the school	$69,125.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation ($)
Title I	$102598

Subtotal of additional federal funds included for this school: $102,598

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

State or Local Programs Funding Sources	Allocation ($)
LCFF - Supplemental and Concentration (S/C)	$69,125.00

Subtotal of state or local funds included for this school: $69,125

Total of federal, state, and/or local funds available for this school: $171,723

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	102,598.52	-0.48
LCFF - Supplemental and Concentration (S/C)	69,125.00	-749.00

Expenditures by Funding Source

Funding Source	Amount
Annual Fund	8,787.00
LCFF - Supplemental and Concentration (S/C)	69,874.00
Title I	102,599.00

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
Angela Elizondo Baxter	Principal
Sonia Covarrubias	Classroom Teacher
Veronica Villagrana	Other School Staff
Allison Yee	Classroom Teacher
Adriana Flores	Parent or Community Member
Marcus Hatcher	Parent or Community Member
William Sy	Parent or Community Member
Donna Irie	Classroom Teacher
Carlos Maroto	Parent or Community Member
Genevieve Sharrow	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
	Gifted and Talented Education Program 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 April 29, 2021.

Attested:

Principal, Angela Elizondo Baxter on 4/29/2021
SSC Chairperson, Angela Elizondo Baxter on 4/29/2021

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

    I.   The development of the SPSA shall include both of the following actions:

        A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

            1. The comprehensive needs assessment of the entire school shall:

               a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

               b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                   i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                  ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                 iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                 iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                 v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

        B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

    II. The SPSA shall include the following:

        A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/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 (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2021-22, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,700,119.03:

a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;

b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;

c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;

d. Supplemental to schools with the CDE identified Low Performing Students;

e. Families in transition/Homeless and support staff;

f. Parent and Community Engagement;

g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2021-22 is as below:
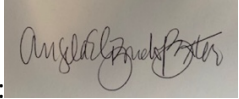
School: <u>Willard</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,700,119.03	9651	$176.16	367	$64,650.72

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Willard IB	Principal: Angela Elizondo Baxter
School Number: 58	Counselor: n/a
Date Completed: May 14, 2021	Principal Signature:

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

2020-21 Current ADA Percentage	2020-21 ADA Short Term Goal	2021-22 ADA Long Term Goal
95.42	96.5	97%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success

"Discover What's Right About Pasadena Schools · Community for Better Schools · Schools for Better Community"

● 351 South Hudson Avenue, Room 206 ● Pasadena California 91109 ● (626) 396-3600, x 88230 ● (626) 793-9858 fax ● www.pusd.us

We will identify any pupil who is chronically truant (a pupil who is absent from school without a valid excuse for 10% or more of the school days in one school year) and apply appropriate interventions (Truancy Letters, USC counselors, SART/SARB)	*Chronically truant students (pupils who are absent from school without a valid excuse for 10% or more of days in one school year)*	*Queries on AERIES will be run on a monthly basis to identify chronic students* *Apply interventions on an ongoing basis*	*Goal is to apply interventions to 100% of students who have been identified as chronically truant on a monthly basis* *Improve the attendance of 50% or more of identified chronically truant students. This will be assessed at each semester's end.*

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Share the importance of attendance expectations in newsletters and posters. We will post in common areas throughout the school.	*All students*	*Update bulletins and newsletters on a monthly basis coinciding with monthly note and reminder.*	*Update all publications for every school month*

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**

Provide students who are at risk of being truant with a call and email. *Acknowledge students who are present each month every day and on time.*	*All students*	*Share a list with the teachers of students eligible for extra recess.*	*Increase overall ADA percentage by 12%, which will be assessed at year's end.* *It will be progress monitored by assessing ADA figures at every attendance month. Info will be provided by CWAS and Aeries.*

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WILLARD'S ACADEMIC COMPACT 2020-2021
Willard Elementary, An International Baccalaureate School

Administration
As the principal of Willard Elementary School, I will:
- Make decisions that are driven by what is best for students;
- Act with integrity and respect in my interactions with students, parents and staff;
- Make information regarding the school easily accessible and encourage diverse input and differing opinions about issues related to Willard's single plan of student achievement;
- Encourage the participation of parents and the community in all aspects of Willard School;
- Maintain a safe school environment; and
- Provide high quality services for students, using Willard's resources prudently, efficiently and equitably.

_____

Principal Signature/Date

Teacher
As a Pasadena Unified School District teacher, I will:
- Teach classes through interesting and challenging lessons that engage students in learning and promote student achievement;
- Endeavor to motivate my students to learn;
- Incorporate the I.B. Attitudes and Profile in teaching, academic and behavioral standards;
- Incorporate State of California grade level standards in teaching and learning;
- Have high expectations for student achievement and behavior, enforce rules equitably and help every child to develop a love of learning;
- Communicate regularly with families about student progress;
- Encourage parent involvement in school activities;
- Provide meaningful homework assignments to reinforce and extend learning;
- Participate in professional development opportunities that improve teaching and learning;
- Support the formation of partnerships between families and community organizations;
- Participate in collaborative decision making with other school staff and families for the benefit of students.

_____

Teacher Signature/Date

Student
I agree to carry out the following responsibilities:
- Come to school on time every day, ready to learn and work;
- Bring only necessary materials to school and be responsible for my textbooks, materials, and clothing;
- Know that I am responsible for my own learning, and will ask parents and teachers for help only when needed;
- Submit completed assignments and homework on time
- Know and follow all classroom and school rules;
- Limit my television, video games, and computer time and read at home every day;
- Show respect for the school, my classmates, the staff, and myself;
- Practice the I.B. Attitudes and Profile in my interactions with students and staff and in my pursuit of academic excellence; and
- Make healthful food choices regarding snacks and lunch

_____

Student Signature   Date   Grade

WILLARD'S ACADEMIC COMPACT 2019-2020
Willard Elementary, An International Baccalaureate School

Family/Parent

I agree to carry out the following responsibilities:

- Help students understand their responsibilities as listed above.
- Provide and ensure a quiet time and place for homework and monitor television, video games, and computer time.
- Read to my child or encourage my child to read every day.
- Ensure that my child attends school on time every day, gets adequate sleep at night, gets regular medical attention, and eats nutritious meals and snacks;
- Regularly monitor my child's progress in school;
- Support the school's safety, discipline and dress code policies;
- Participate in school activities such as Back-to-School Night, Parent-Teacher Conferences and Open House;
- Communicate the importance of education and learning to my child; and
- Respect the school, staff and families.

_____

Parent/Guardian Signature   Date

PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Willard Elementary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 25, 2021 Update

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Willard Elementary School and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 25, 2021 at Pasadena, California. Notice was provided by posting/email/telephone/website.

Willard Elementary School's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and evaluated.

Amendments

School Site Council
The members whose signatures appear below have reviewed the Comprehensive School Safety Plan. Prior to approval, each member had the opportunity to discuss, propose amendments and modifications to the proposed plan.

Signatures of Willard Elementary School's Site Council Members

Signature	Date	Signature	Date
Signature	Date	Signature	Date
Signature	Date	Signature	Date
		Ari Yee	2.25.21
Signature	Date	Signature	Date
		Donna R. Drew	
Signature	Date	Signature	Date
Veronica M	2.25.21	_signature_	2.25.2021
Signature	Date	Signature	Date

PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Willard Elementary School

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Signature	Date	Signature	Date
	3/1/2021		
	3/1/2021		
		Donna R. Drew	
	2.25.21		2.25.2021

PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Willard Elementary School

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 25, 2021 Update

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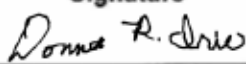
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Signature	Date	Signature	Date
_Sonia Corm___	2/25/21		

2019–2020 School Accountability Report Card

Translation Disclaimer

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Angela Elizondo Baxter, Administrator

- Principal, Willard Elementary

About Our School

Welcome to Willard!

It is my pleasure to welcome you to Willard IB Magnet School. The vibrant campus, talented staff, and bright students make this school a place where curiosity and learning abounds. The International Baccalaureate (IB) learner profile develops students who are inquirers, thinkers, communicators, risk-takers, as well as knowledgeable and caring students who are principled, open-minded, well-balanced, and reflective. Willard's IB Primary Years Programme (PYP) provides opportunities for students to understand and demonstrate the attitudes of global citizenship, which are appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, integrity, independence, tolerance, and respect.

Willard International Baccalaureate Magnet School is located in Pasadena, California, in the San Gabriel Valley. Willard is proud of the rigorous teaching and learning that occurs at our school. The high levels of academic achievement are a testament to the rigorous instructional IB program at Willard. Willard is further enriched by the diverse ethnic, cultural, linguistic, and socio-economic backgrounds of our families. Willard School was established in 1925. In 2005, Willard School became an International Baccalaureate school. As an IB school staff collaborate on writing and integrating IB curriculum with the Pasadena Unified School District (PUSD) curriculum, aligning IB standards with state and national standards, and designing assessments and reflections for each of the six interdisciplinary units of inquiry.

For five consecutive years, The California Department of Education has recognized Willard as a Title I Academic Achievement School. Through our reporting system, California's Assessment of Student Performance and Progress (CAASPP), we were recognized as a California Honor Roll School (2017-2018). This past year, Willard was honored to be named a California Civic Learning Award of Distinction.

Sincerely,
Angela Elizondo Baxter, Ed.D.

Contact

Willard Elementary
301 South Madre St.
Pasadena, CA 91107-4635

Phone: 626-396-5690
Email: baxter.angela@pusd.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald

Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2020–2021)

School Name	Willard Elementary
Street	301 South Madre St.
City, State, Zip	Pasadena, Ca, 91107-4635
Phone Number	626-396-5690
Principal	Angela Elizondo Baxter, Administrator
Email Address	baxter.angela@pusd.us
Website	http://willard.pusd.us/
County-District-School (CDS) Code	19648816021778

Last updated: 12/30/2020

School Description and Mission Statement (School Year 2020–2021)

Willard Elementary School is an International Baccalaureate School. Willard School has continuously held the International Baccalaureate Primary Years Programme (PYP) designation since its authorization by the IB Organization in Geneva, Switzerland in 2005. Willard is proud of the soaring levels of academic achievement of its students, the quality of instruction provided by its teachers, and the rich diversity (ethnic, cultural, linguistic, and socio-economic) of its families. As an IB school, Willard School provides a holistic integrated approach to thinking, teaching, and learning that places a high priority on developing an internationally-minded person, who demonstrates the attributes of the I.B. Learner profile. Students are taught and expected to be inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced, and reflective. Over the course of the six-year PYP, students learn and practice the attitudes that foster peace and global solutions to global challenges: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, integrity, independence, tolerance, and respect.

Willard School is a remarkable learning community. The faculty has enthusiastically embraced the Common Core State Standards (CCSS), 21st Century Skills (Creativity, Communication, Collaboration, and Critical Thinking), Project-Based Learning, and Design-Based Learning. Teachers skillfully integrate the CCSS into the six I.B. transdisciplinary thematic inquiry units: who we are; where we are in place and time; how we express ourselves; how the world works; how we organize ourselves; and sharing the planet. Students experience learning in the traditional disciplines and are given the opportunity to pursue lines of inquiry that have importance to them, in a personal and/or global context.

The administrative and classified staff support the work of the instructional staff, ensuring that teachers have the professional development, materials, supplies, clean and safe facilities, needed to maximize the teaching and learning experiences in the classroom, on the playground, and in the community.

Willard School offers a variety of co-curricular and extra-curricular activities, including an instrumental music program at 1st– 5th grades, a chorus program, science fair, book fair, a robust scouting program, schoolwide dance festival, recycling, student council, yearbook, and after school GATE Student Seminars. Many of these activities enrich the education of Willard students and bring Willard families together in celebration.

In 2019 Willard was awarded the Civic Learning Award of Distinction by the California Department of Education for three promising practices: Student Council, School-wide Recycling and Composting, and 5th grade IB Exhibition Projects about a global issue of importance that illustrates Sharing the Planet. The California Department of Education (CDE) has recognized Willard School for its student achievement. In 2005, 2006, 2007, 2008, and 2009, CDE selected Willard School to receive the Title I Academic Achievement Award. This award acknowledged that all students at Willard School are making significant progress toward proficiency on California's academic content standards and that the subgroups within the school are meeting or exceeding the achievement targets set by the State of California and the federal government. The Willard staff is committed to the success of all students.

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.

Last updated: 1/18/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	89
Grade 1	97
Grade 2	95
Grade 3	94
Grade 4	122
Grade 5	95
Total Enrollment	592
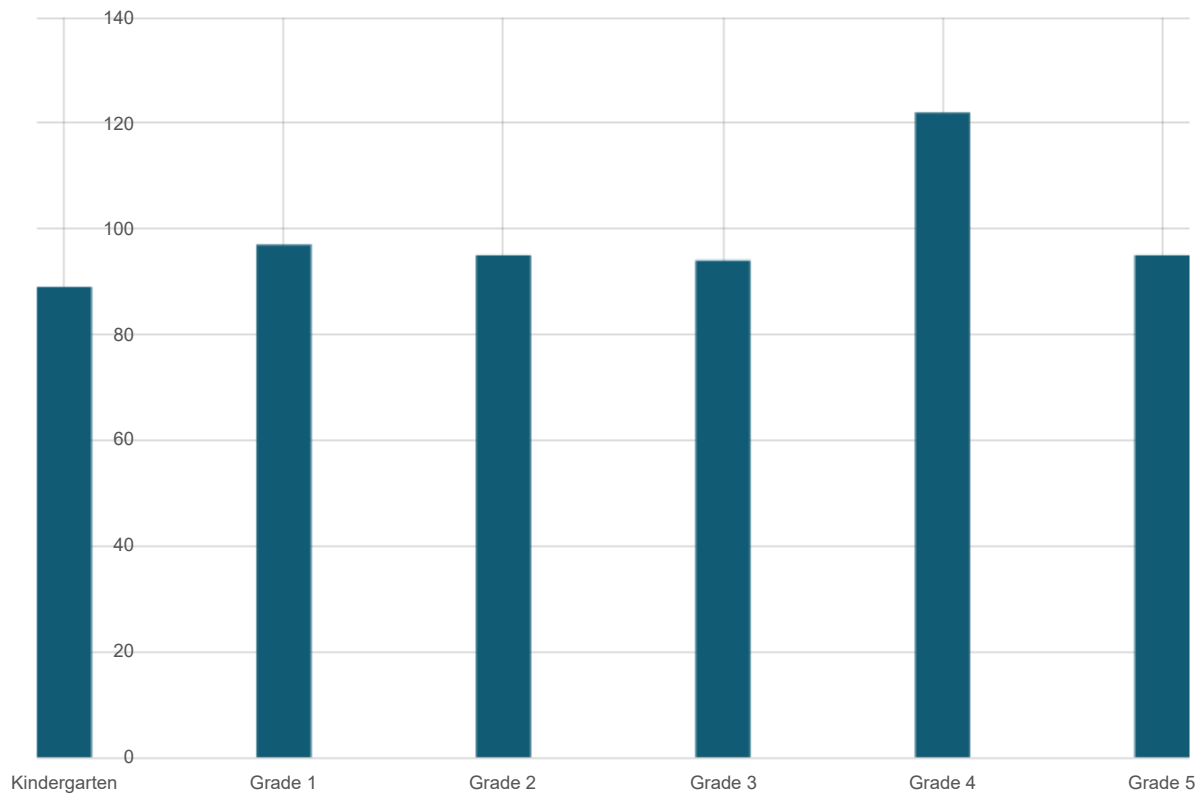
Last updated: 12/30/2020

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	7.40 %
American Indian or Alaska Native	0.50 %
Asian	3.90 %
Filipino	1.50 %
Hispanic or Latino	67.10 %
Native Hawaiian or Pacific Islander	%
White	14.70 %
Two or More Races	4.20 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	74.00 %
English Learners	23.00 %
Students with Disabilities	13.00 %
Foster Youth	0.50 %

Student Group (Other)	Percent of Total Enrollment
Homeless	5.40 %

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

2020-2021 Teacher Assignment Monitoring is scheduled to be completed at the end of the school year. The change in reporting timelines is due to a statewide transition to a new assignment monitoring system.

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	28	29	30	681
Without Full Credential	3	1	2	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	4
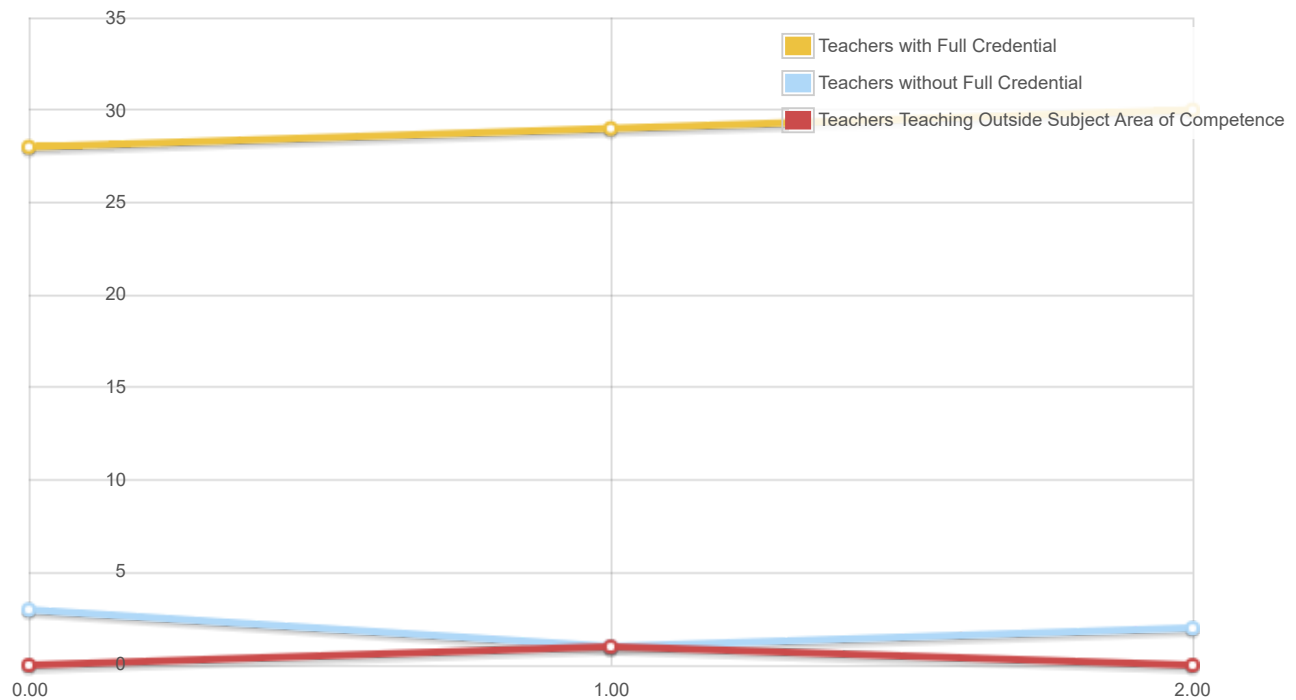
Last updated: 1/18/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	1
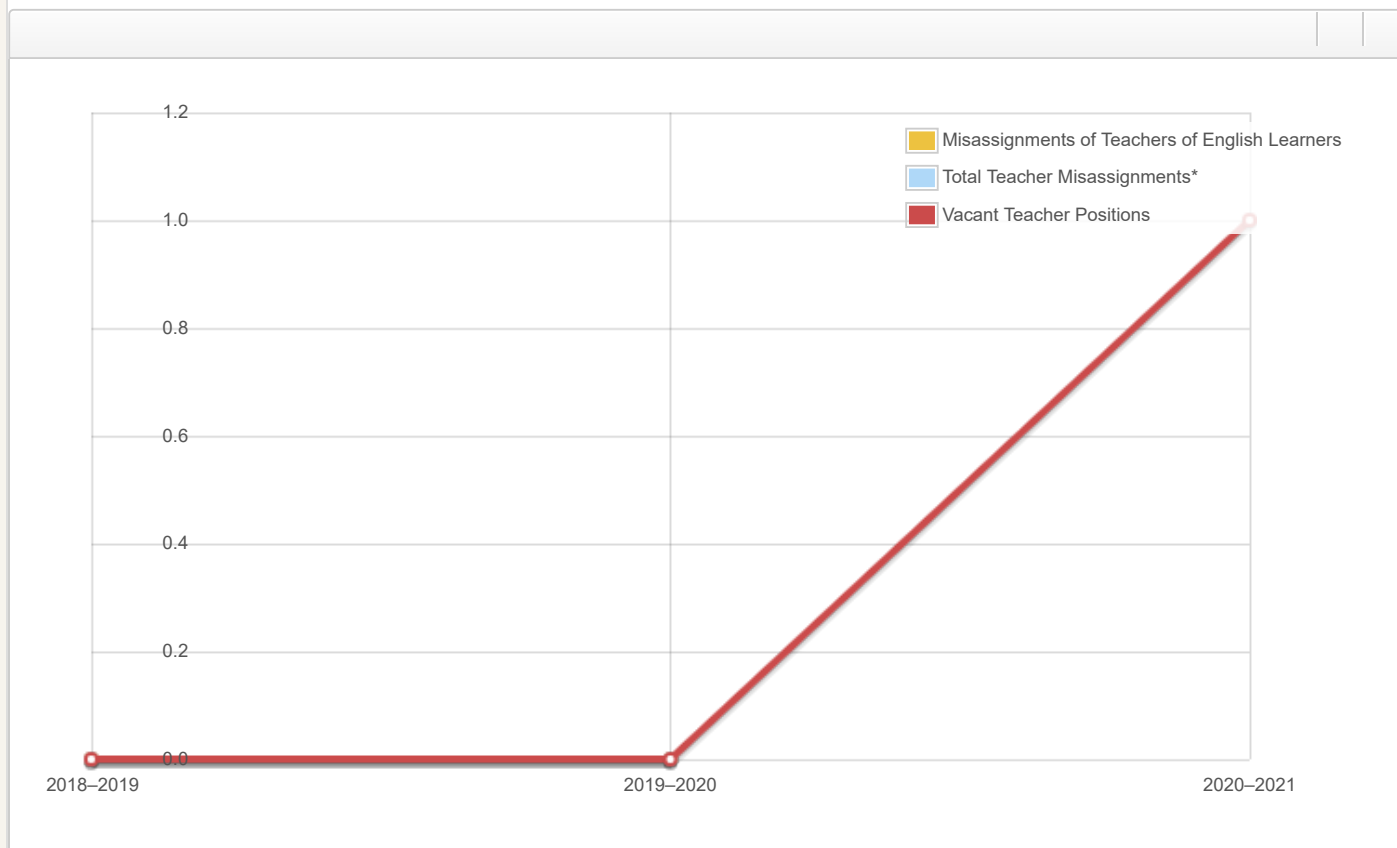
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/20/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION -Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION -Student book 2017	Yes	0.00 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007	Yes	0.00 %
History-Social Science	TCI Alive!-Social Student K-5: Student Materials, Online Subscription, Interactive Notebook (consumable), Student Hardcover Text., Teacher Subscription, Lesson Guide, Picture Cards TCI Alive!-Social Student Hardcover Text- Social Studies K: Me and My World. TCI Alive!-Social Student Hardcover Text- Social Studies 1-My School and Family. TCI Alive!-Social Student Hardcover Text- Social Studies 2-My Community. TCI Alive!-Social Student Hardcover Text- Social Studies 3-Community TCI Alive!-Social Student Hardcover Text- Social Studies 4-California Promise TCI Alive!-Social Student Hardcover Text- Social Studies 5-American Past	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/20/2021

School Facility Conditions and Planned Improvements

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. PUSD has adopted cleaning standards for all schools in the District.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repairs Needed
Interior: Interior Surfaces	Good	No Repairs Needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No Repairs Needed
Electrical: Electrical	Good	No Repairs Needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No Repairs Needed
Safety: Fire Safety, Hazardous Materials	Good	No Repairs Needed
Structural: Structural Damage, Roofs	Good	No Repairs Needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No Repairs Needed

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Exemplary

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	51.0%	N/A	46.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	39.0%	N/A	35.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/30/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	41	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 12/30/2020

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 12/30/2020

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

The district provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, the district, in cooperation with individual school sites, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the district level.

The district provides professional development for school and district staff on customer service, how to better engage parents and families, strategies on establishing two-way, and meaningful communication between families and schools.

Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

Last updated: 1/19/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;

- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0.40%	0.10%	4.50%	4.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	0.60%	4.80%	2.50%
Expulsions	0.00%	0.00%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/18/2021

School Safety Plan (School Year 2020–2021)

The safety of students and staff is a primary concern of Altadena Arts Magnet. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. There are designated areas for student drop-off and pick-up. The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in 2020. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. District support teams have worked together with the Pasadena Public Health Department to develop school safety plans that address and minimize the potential spread of COVID-19 as a separate school re-opening plan.

Last updated: 1/20/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		5	
1	25.00		4	
2	23.00		5	
3	23.00		4	
4	35.00			3
5	26.00	1	2	1
6				
Other**	9.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		5	
1	23.00		4	
2	24.00		4	
3	24.00		5	
4	31.00		3	
5	28.00	1	1	2
6				
Other**	10.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	3	
1	24.00		4	

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
2	28.00		3	1
3	22.00		4	
4	30.00		4	
5	31.00		3	
6				
Other**	11.00	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 12/30/2020

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/30/2020

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.00
Other	13.50

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13356.29	$5494.97	$7861.31	$71625.05
District	N/A	N/A	$8319.07	$72871.00
Percent Difference – School Site and District	N/A	N/A	-5.66%	-1.72%
State	N/A	N/A	$7750.12	$84577.00
Percent Difference – School Site and State	N/A	N/A	1.42%	-16.58%

Note: Cells with N/A values do not require data.

Last updated: 1/20/2021

Types of Services Funded (Fiscal Year 2019–2020)

Willard is proud of the rigorous teaching and learning that occurs at our school. The high levels of academic achievement are a testament to the rigorous instructional IB program at Willard. Willard is further enriched by the diverse ethnic, cultural, linguistic, and socio-economic backgrounds of our families. Willard School was established in 1925. In 2005, Willard School became an International Baccalaureate school. As an IB school staff collaborate on writing and integrating IB curriculum with the Pasadena Unified School District (PUSD) curriculum, aligning IB standards with state and national standards, and designing assessments and reflections for each of the six interdisciplinary units of inquiry.

For five consecutive years, The California Department of Education has recognized Willard as a Title I Academic Achievement School. Through our reporting system, California's Assessment of Student Performance and Progress (CAASPP), we were recognized as a California Honor Roll School (2017-2018). In 2019, Willard was honored to be named a California Civic Learning Award of Distinction.
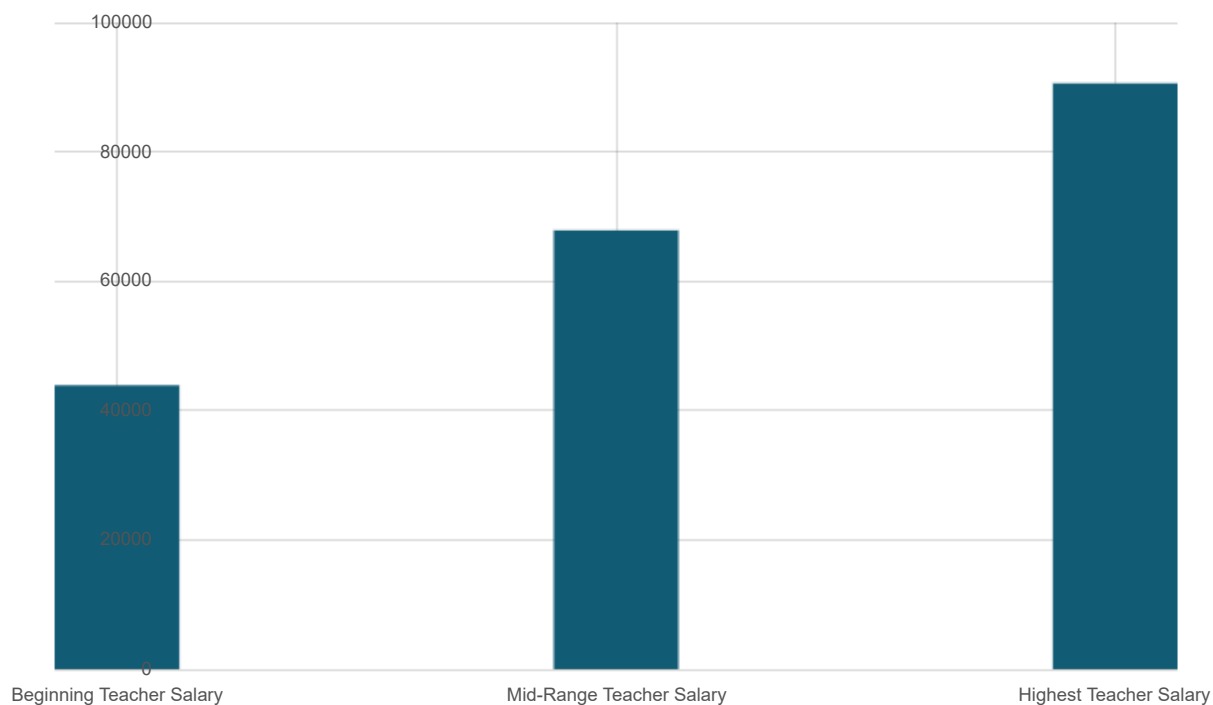
Last updated: 1/19/2021

## Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,901	$52,484
Mid-Range Teacher Salary	$67,859	$81,939
Highest Teacher Salary	$90,585	$102,383
Average Principal Salary (Elementary)	$113,223	$129,392
Average Principal Salary (Middle)	$115,692	$136,831
Average Principal Salary (High)	$123,024	$147,493
Superintendent Salary	$261,768	$254,706
Percent of Budget for Teacher Salaries	27.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

| | Average Principal Salary (Elementary) | Average Principal Salary (Middle) | Average Principal Salary (High) |
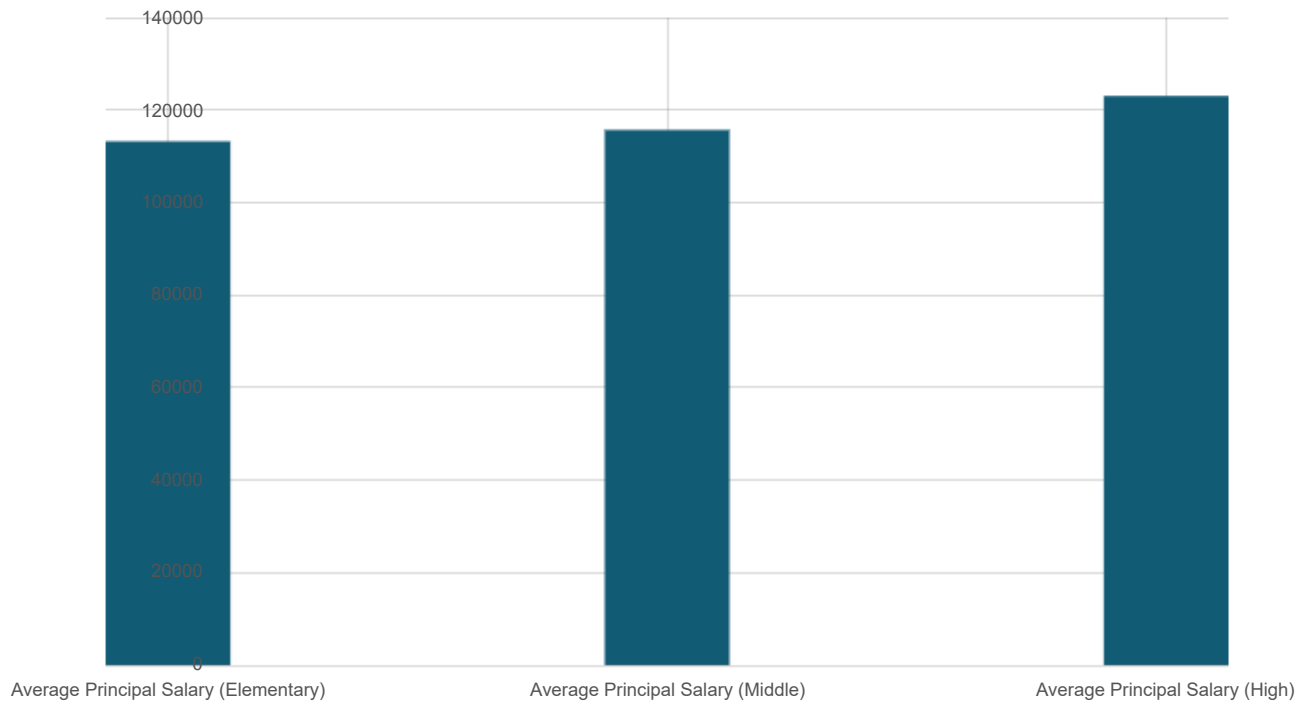
Last updated: 12/30/2020

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	19

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
	Gifted and Talented Education Program 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 April 29, 2021.

Attested:

	Principal, Angela Elizondo Baxter on
	SSC Chairperson, Angela Elizondo Baxter on

![Pasadena Unified School District seal]

Pasadena Unified School District
School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2021-22

Problem Statement	Long-term Outcome (Outcome/Need)
Educators need support for evidence-based programs including interventions and practices for instruction to support academic development and growth.	Students are supported by content experts, effective teachers and leaders throughout their learning experience and improve achievement overall.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
If we create systemic structures that impact the school and classroom in ways that influence students' social - emotional development and academic performances in the IB Attitudes and Learner Profile.	Then Educators will have systems in place that influence first effective teaching practices in the classroom that will support social emotional learning.	Teachers improve their capacity to use evidence based practices, resources and strategies through quality teacher professional development and coaching opportunities.	Students are supported by content experts, effective teachers and leaders throughout their learning experience and improve achievement overall.
Professional development is provided on effective use of MTSS frameworks for building school intervention plans in ways that influence students' social emotional development in the IB Attitudes and Learner Profile.	Then educators and the school site will have a systematic approach for accessing what behavioral interventions and supports are available/appropriate for each student (when needed)	Teachers integrate appropriate intervention when students' needs are clear and documented while utilizing standards-aligned, evidence based practices aligned to improved student outcomes and IB pedagogy.	Students who are supported by content experts (Edwina Daniel), effective teachers and leaders throughout their learning experience and improved behavioral expectations are met.
If we assess social-emotional learning programs / initiatives /	Then educators and stakeholders will have a clear understanding of	Teachers improve their capacity to use social-emotional evidence	Students are supported by content experts, effective teachers and

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structures already in place to support the IB Attitudes and Learner Profile.	Instructional practices that promote social/ emotional learning and positive discipline practices.	based programs, resources and practices through quality professional development from an expert coach (Edwina Daniel) in social emotional development.	leaders throughout their learning experience and improve achievement overall.

If… Then… So that… Which leads to…

IF If we create systemic structures that impact the school and classroom in ways that influence students' social - emotional development and academic performances in the IB Attitudes and Learner Profile.

THEN Then Educators will have systems in place that influence socio-emotional practices in the classroom.

AND

IF If professional development is provided on effective use of MTSS frameworks that build school intervention systems in ways that influence students' social emotional development in the IB Attitudes and Learner Profile.

THEN Then educators and the school site will have a systematic approach for accessing what behavioral interventions and supports are available/appropriate for each student (when needed)

SO THAT Teachers integrate appropriate intervention when students' needs are clear and documented while utilizing standards-aligned, evidence based practices aligned to improved student outcomes and IB pedagogy.

WHICH LEADS TO Students who are supported by content experts (Edwina Daniel), effective teachers and leaders throughout their learning experience and improved behavioral expectations are met.

IF If we assess social-emotional learning programs / initiatives / structures already in place to support the IB Attitudes and Learner Profile.

THEN Then educators and stakeholders will have a clear understanding of instructional practices that promote social/emotional learning and positive discipline practices.

SO THAT Teachers improve their capacity to use social-emotional evidence based approaches, resources and systems through continued quality professional development from an expert coach (Edwina Daniel) in social emotional development.

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WHICH LEADS TO Students are supported by content experts, effective teachers and leaders throughout their learning experience and improve achievement overall.

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Problem Statement	Long-term Outcome (Outcome/Need)
Educators often lack access to evidence-based programs and practices for instruction to support social-emotional development and growth in the IB Attitudes and Learner Profile.	Students are supported by content experts, effective teachers and leaders throughout their learning experience and improve achievement overall.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
If we put in place systemic structures that include ensuring students' basic needs are met, that will influence students' social - emotional development in the IB Attitudes and Learner Profile.	Then Educators will have systems in place that influence students' basic needs and socio-emotional practices in the classroom.	Teachers improve their capacity to use social-emotional evidence based programs, resources and practices through quality teacher opportunities.	Students are supported by content experts (Mrs. Campos), effective teachers and leaders throughout their learning experience and improve achievement overall.
If we ensure our students' nutritional and clothing needs are met, that will influence students' social-emotional development in the IB Attitudes and Learner Profile.	Then Educators will have systems in place that influence socio-emotional practices in the classroom.	Teachers improve their capacity to use social-emotional evidence based programs, resources and practices through quality teacher opportunities.	Students are supported by content experts (Mrs. Campos), effective teachers and leaders throughout their learning experience and improve achievement overall.

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If we have open communication with parents, decrease parent language barriers and ensure students' basic needs are met that will influence social-emotional development in the IB Attitudes and Learner Profile.	Then educators and stakeholders will have a clear understanding of Instructional practices that promote social/ emotional learning and positive discipline practices.	Teachers improve their capacity to use social-emotional evidence based programs, resources and practices through quality teacher opportunities.	Students are supported by content experts (Ms. Campos), effective teachers and leaders throughout their learning experience and improve achievement overall.

If… Then… So that… Which leads to…

IF   If we put in place systemic structures that include ensuring students' basic needs are met, that will influence students' social - emotional development in the IB Attitudes and Learner Profile.

THEN   Then Educators will have systems in place that influence students' basic needs and socio-emotional practices in the classroom.

AND

IF   If we ensure our students' nutritional and clothing needs are met, that will influence students' social-emotional development in the IB Attitudes and Learner Profile.

THEN   Then Educators will have systems in place that influence socio-emotional practices in the classroom.

SO THAT   Teachers improve their capacity to use social-emotional evidence based programs, resources and practices aligned to improved student outcomes and IB pedagogy.

WHICH LEADS TO Students are supported by content experts (Mrs. Campos), effective teachers and leaders throughout their learning experience and improve achievement overall.

IF   If we have open communication with parents, decrease parent language barriers and ensure students' nutritional and clothing needs are met that will influence social-emotional development in the IB Attitudes and Learner Profile.

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THEN Then educators and stakeholders will have a clear understanding of Instructional practices that promote social/ emotional learning and ensure students' nutritional and clothing needs are met (Mrs. Campos), that will influence students' social-emotional development.

SO THAT Teachers improve their capacity to use social-emotional evidence based approaches, resources and systems through continued quality professional development from an expert coach in social emotional development.

WHICH LEADS TO Students are supported by content experts (Mrs. Campos), effective teachers and leaders throughout their learning experience and improve achievement overall.

==Social-Emotional Learning: Alejandra Campos LCFF $9,818.00==

==Social-Emotional Learning: Samantha Petersen LCFF $15,519.00==

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Problem Statement	Long-term Outcome (Outcome/Need)
Educators often need access to evidence-based physical education pedagogy and practices for instruction to support effective PE instruction.	Students are supported by content experts, effective teachers and leaders throughout their learning experience and improve achievement overall.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
If we put in place systemic structures that include ensuring teachers provide rich and rigorous P.E. our students' physical	Then Educators will have systems in place that influence standards based physical educational practices in the classroom.	Teachers improve their capacity to use physical education evidence based programs, resources and practices through quality teacher	Students are supported by content experts (Mrs. Samantha), effective teachers and leaders throughout their learning experience and

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educational standards and development will be met.		opportunities.	improve achievement overall.
If we ensure our students' Physical Education mandated minutes are met, that will influence students' physical educational development.	Then Educators will have systems in place that influence standards based physical educational practices in the classroom.	Teachers improve their capacity to use physical education evidence based programs, resources and practices through quality teacher opportunities.	Students are supported by content experts (Mrs. Samantha), effective teachers and leaders throughout their learning experience and improve achievement overall.
If we assess the physical educational learning programs / initiatives / structures already in place.	Then educators and stakeholders will have a clear understanding of P.E.Instructional practices learning programs / initiatives / structures already in place.	Teachers improve their capacity to use physical education evidence based programs, resources and practices through quality teacher opportunities.	Students are supported by content experts (Ms. Samantha), effective teachers and leaders throughout their learning experience and improve PE achievement overall.

If… Then… So that… Which leads to…

IF   If we put in place systemic structures that include ensuring teachers provide rich and rigorous P.E. our students' physical educational standards and development will be met.

THEN   Then Educators will have systems in place that influence standards based physical educational practices in the classroom.

AND

IF   If we ensure our students' Physical Education mandated minutes are met, that will influence students' physical educational development and physical endurance.

THEN   Then Educators will have systems in place that influence standards based physical educational practices in the classroom.

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SO THAT Teachers improve their capacity to use physical education evidence based programs, resources and practices through quality teacher opportunities.

WHICH LEADS TO Students are supported by content experts (Mrs. Samantha), effective teachers and leaders throughout their learning experience and improve physical endurance and development overall.

IF If we assess the physical educational learning programs / initiatives / structures already in place.

THEN Then educators and stakeholders will have a clear understanding of P.E.Instructional practices learning programs / initiatives / structures already in place.

SO THAT Teachers improve their capacity to use physical education evidence based programs, resources and practices through (Mrs. Samantha) and students physical education and development needs are met.

WHICH LEADS TO Students are supported by content experts (Ms. Samantha), effective teachers and leaders throughout their learning experience and improve PE achievement overall.

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Problem Statement	Long-term Outcome (Outcome/Need)
The IB PYP programme requires teaching subjects in a transdisciplinary way. High quality Science lab experiences are needed to build schema so students can use Science content in a transdisciplinary way by writing about it and incorporating Science into all projects.	Students are supported by Science content experts, effective teachers and leaders throughout their learning experience and improve achievement overall.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]

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If we put in place systemic structures that include ensuring teachers provide rich and rigorous Science our students' Science knowledge will grow and the IB PYP expectations will be met.	Then Educators will have systems in place that influence standards based Science knowledge and schema practices in the classroom.	Teachers deepen their capacity to use Science content in a transdisciplinary way through weekly lab experiences.	Students are supported by content experts (Mrs. Kelly), effective teachers and leaders throughout their learning experience and improve achievement overall in reading, writing, and science.
If we ensure our students' Science standards are met, that will influence students' nonfiction reading and writing.	The Educators will have support for IB and the PYP instruction in NGSS in the classroom.	Teachers improve their capacity to use Science instruction as a springboard for integrated reading and writing opportunities.	Students are supported by content experts (Mrs. Kelly), effective teachers and leaders throughout their learning experience and improve achievement overall.
If we assess the Science NGSS learning through a variety of ways.	Then educators and stakeholders will have a clear understanding of Science NGSS.	Teachers improve their capacity to integrate Science with all other subjects so learning follows the PYP IB curriculum.	Students are supported by content experts (Mrs. Kelly), effective teachers and leaders throughout their instruction of IB PYP and NGSS.

IB Science Lab/ Transdisciplinary Approach to Learning: *Mary Ann Kelly LCFF $23, 256.00*
If… Then… So that… Which leads to…

IF If we put in place systemic structures that include ensuring teachers provide rich and rigorous Science lessons by Mrs. Kelly to our students' Science knowledge will grow and the NGSS Science standards and IB PYP expectations will be met.

THEN Educators will have systems in place (Mrs. Kelly) that influence standards based Science knowledge and schema practices in the classroom.

AND

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IF   If we ensure our students' Science NGSS standards are met through the interactive, hands-on, and transdisciplinary lessons (Mrs. Kelly), that will influence students' science, and nonfiction reading and writing skills.

THEN   Then Educators will have support for IB and the PYP instruction in standards based NGSS Science Standards in the classroom.

SO THAT Teachers improve their capacity to use Science instruction as a springboard for integrated reading and writing opportunities.

WHICH LEADS TO.Students are supported by content experts (Mrs. Kelly), effective teachers and leaders throughout their learning experience and improve achievement overall.

IF   If we assess the Science NGSS learning standards and IB and PYP instruction through a variety of ways.

THEN   Then educators and stakeholders will have a clear understanding of Science NGSS standards.

SO THAT Teachers improve their capacity to integrate Science with all other subjects so learning follows the PYP IB curriculum.

WHICH LEADS TO Students are supported by content experts (Mrs. Kelly), effective teachers and leaders throughout their instruction of IB PYP and NGSS.

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Problem Statement	Long-term Outcome (Outcome/Need)
Educators often lack access to standards-aligned, evidence-based programs and practices for instruction and intervention.	Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experience and improve achievement overall.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
If an Instructional Coach (Mrs. Reynolds) models, coaches and supports teachers in standards-aligned, evidence based programs and practices for school and student improvement.	Educators will have access to appropriate evidence based, standards-aligned programs, practices, and strategies to implement in their classroom	Teachers improve their capacity to use standards-aligned, evidence based programs, resources and practices through quality teacher opportunities	Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experience and improve achievement overall.
If an Instructional coach (Mrs. Reynolds) coaches teachers on how to plan, monitor, and provide feedback for co-teaching models of instruction	Educators will accelerate the implementation and integration of specific evidence based practices in their classroom	Teachers improve their capacity to use standards-aligned, evidence based programs, resources and practices through quality teacher opportunities	Students are supported by a Coach (Mrs. Reynolds),

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If we ensure teachers and students are supported by an Instructional Coach in academic and social emotional development that will lead to a well-rounded IB student.	School site will have consistent support and frameworks for accessing what interventions and supports are available/appropriate for each student	Teachers improve their capacity to teach best practices while utilizing standards-aligned, evidence based programs aligned to student outcomes.	effective teachers and leaders throughout their learning experience and improve achievement overall.

Ms. Reynolds   Title I $106,100.

If… Then… So that… Which leads to…

IF If an Instructional Coach (Mrs. Reynolds) models, coaches and supports teachers in standards-aligned, evidence based approaches and practices for school and student improvement.

THEN Educators will have access to appropriate evidence based, standards-aligned approaches, practices, and strategies to implement in their classroom

AND

IF If an Instructional coach (Mrs. Reynolds) coaches teachers on how to plan, monitor, and provide feedback for co-teaching models of instruction

THEN Educators will accelerate the implementation and integration of specific evidence based practices in their classroom

SO THAT Teachers improve their capacity to use standards-aligned, evidence based programs, resources and practices through quality teacher opportunities

WHICH LEADS TO Students are supported by a Coach (Mrs. Reynolds), effective teachers and leaders throughout their learning experience and improve achievement overall.

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IF   If we ensure teachers and students are supported by an Instructional Coach (Mrs. Reynolds) in academic and social emotional development that will lead to students' needs being met.

THEN   Then Educators will have consistent support for accessing what interventions and supports are available and appropriately tailored for each student in order to meet students' needs.

.

SO THAT   Teachers improve their capacity to teach best practices modeled and coached by Mrs. Reynolds while utilizing standards-aligned, evidence based approaches to learning.

WHICH LEADS TO Students are supported by a Coach (Mrs. Reynolds), effective teachers and leaders throughout their learning experience and improve achievement overall.

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School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2021-22

Problem Statement	Long-term Outcome (Outcome/Need)
The IB PYP programme requires teaching subjects in a transdisciplinary way. High quality research library experiences are needed to build schema so students can use the library to research and write about it and incorporate their research into all projects.	When students have access to a research librarian, and they are supported by research and inquiry experts, to improve and enhance their research through each unit.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
If we put in place systemic structures that include ensuring teachers provide rich and rigorous inquiry and research opportunities will support the IB PYP expectations for research and inquiry-based instruction are met	Then Educators will have systems in place that influence standards based instruction and schema practices in the classroom.	Teachers deepen their capacity to use Science content in a transdisciplinary way through weekly library experiences and book checkouts	Students are supported by content experts (Mrs. Petersen), effective teachers and leaders throughout their learning experience and improve achievement overall in reading, writing, and research.

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If we ensure our students' are taught how to research and question then students' nonfiction reading and writing will be enhanced	The Educators will have support for IB and the PYP instruction	Teachers improve their capacity to use research as a springboard for integrated reading and writing opportunities.	Students are supported by content experts (Mrs. Petersen), effective teachers and leaders throughout their learning experience and improve research achievement overall.
If we assess the writing, performances, and presentations with the expectation research being presented	Then educators and stakeholders will have a clear understanding of research and inquiry.	Teachers improve their capacity to integrate Non-fiction and research with all other subjects so learning follows the PYP IB curriculum.	Students are supported by content experts (Mrs. Petersen), effective teachers and leaders throughout their instruction of IB PYP Research and Presentations.

IB ResearchLibrarian/ Transdisciplinary Approach: *Karen Petersen LCFF$57,000*
If… Then… So that… Which leads to…

IF If we put in place systemic structures that include ensuring teachers provide rich and rigorous inquiry and research opportunities that will support the IB PYP, expectations for research and inquiry-based instruction are met.

THEN Then Educators will have systems in place that influence standards based, rich and rigorous inquiry and research opportunities that will support the IB PYP, expectations for research and inquiry-based instruction

AND

IF If we ensure our students' are taught how to research and inquire then students' nonfiction reading and writing will be enhanced

THEN The Educators will have support for IB and the PYP instruction.

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SO THAT Teachers improve their capacity to use research as a springboard for integrated reading and writing opportunities through the support of Mrs. Petersen.

WHICH LEADS TO   Students are supported by content experts (Mrs. Petersen), effective teachers and leaders throughout their learning experience and improve research achievement overall.

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IF   If we assess the reading, writing, and presentation skills through the lens of IB and PYP research and inquiry-based instruction supported by Mrs. Petersen

THEN   Then Educators will have systems in place (Mrs. Petersen) that influence standards based knowledge through research and inquiry.

SO THAT Teachers improve their capacity to integrate Non-fiction and research and inquiry- based instruction with all other subjects so learning follows the PYP IB curriculum.

WHICH LEADS TO Students are supported by content experts (Mrs. Petersen), effective teachers and leaders throughout their instruction of IB PYP Research and Presentations

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Problem Statement	Long-term Outcome (Outcome/Need)
The IB PYP programme requires teaching subjects in a transdisciplinary way. High quality coaching and lesson modeling are required to support and sustain the IB PYP at Willard.	Students and teachers are supported by a content expert (Linda Wittry), effective teachers and leaders throughout the program's implementation in order to enhance and support the IB learning experience, which will improve achievement overall.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]

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If we have coaching, modeling, and support for IB our students' knowledge will grow and the IB PYP expectations will be met.	Then Educators will have systems in place that support their IB unit planners and standards based instruction to support their IB PYP practices in the classroom.	Teachers deepen their capacity to use the IB unit planners in a transdisciplinary way through coaching and planning support.	Students are supported by content experts (Ms. Wittry), effective teachers and leaders throughout their learning experience and improve achievement.
If we ensure our students' IB PYP is supported then their academic and social emotional achievement will be enhanced.	The Educators will have support for IB and the PYP instruction in the classroom.	Teachers improve their capacity to use IB unit planners as a springboard for integrated reading and writing opportunities.	Students are supported by content experts (Ms. Wittry), effective teachers and leaders throughout their learning experience and improve achievement overall.
If we assess the IB PYP through Exhibition and Unit reflections.	Then educators and students will have a clear understanding of IB PYP units and learning both academic and social emotionally.	Teachers improve their capacity to integrate instruction with all other subjects so learning follows the PYP IB curriculum.	Students are supported by content experts (Ms. Wittry), effective teachers and leaders throughout their instruction of IB PYP.

IB Coordinator: *Linda Wittry LCFF $126,253.00 ??*
If… Then… So that… Which leads to…

IF If we have coaching, modeling, and IB support (Ms. Wittry) our students' knowledge will grow and the IB PYP expectations will be met.

THEN Then Educators will have systems in place (Ms. Wittry) that support their IB unit planners and standards based instruction to support their IB PYP practices in the classroom.

AND

IF If we ensure our students' IB PYP is supported (Ms. Wittry) then their academic and social emotional achievement will be enhanced.

THEN then the Educators will have support for IB and the PYP instruction in the classroom

SO THAT Teachers improve their capacity to use IB unit planners as a springboard for integrated reading and writing opportunities.

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WHICH LEADS TO. Students are supported by content experts (Ms. Wittry), effective teachers and leaders throughout their learning experience and improve achievement overall.

IF   If we assess the IB PYP through Exhibition and Unit reflections.

THEN   Then educators and students will have a clear understanding of IB PYP units and learning both academic and social emotionally.

SO THAT Teachers improve their capacity to integrate instruction with all other subjects so learning follows the PYP IB curriculum.

WHICH LEADS TO Students are supported by content experts (Ms. Wittry), effective teachers and leaders throughout their instruction of IB PYP.

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Problem Statement	Long-term Outcome (Outcome/Need)
The IB PYP programme requires teaching subjects in a transdisciplinary way. High quality world language instruction is required to support and sustain the IB PYP at Willard.	Students and teachers are supported by a content expert (Mrs. Beltran), effective teachers and leaders throughout the program's implementation of IB World Language in order to enhance and support the IB learning experience, which will improve achievement overall.

Actions/Activities [If …]	Immediate Outcomes [Then …]	Short-term Outcomes (specific goal) [So that ...]	Long-term Outcome [Which leads to ...]
If we have World Language Instruction IB our students' appreciation for other languages will grow and the IB PYP expectations will be met.	Then Educators will have systems in place that support their IB unit planners and standards based instruction to support their IB PYP linguistic practices in the classroom.	Teachers deepen their IB unit planners in a transdisciplinary way through instruction in a World Language.	Students are supported by content experts (Ms. Beltran), effective teachers and leaders throughout their learning experience and improve achievement in the IB Unit.

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If we ensure our students' IB PYP is supported through world language instruction then students' academic and social emotional achievement will be enhanced.	The Educators will have support for IB and the PYP instruction in the classroom.	Students' learning is enhanced because they learn the IB World Language lexicon that parallels their IB Unit.	Students are supported by content experts (Ms. Beltran), effective teachers and language leaders throughout their learning experience and improve international mindedness and appreciation for other languages.
If we assess the IB PYP world language through Exhibition and Unit reflections	educators and students will have a clear understanding of IB PYP units and approaches.	Teachers improve their capacity to integrate instruction with all other subjects so learning follows the PYP IB curriculum.	Students are supported by content experts (Ms.Beltran), effective teachers and leaders throughout their instruction of IB PYP.

IB World Language: Spanish*: Beatriz Beltran LCFF $122,686.00*
If… Then… So that… Which leads to…

IF If we have IB World Language Instruction (Ms. Beltran) our students' appreciation for other languages will grow and the IB PYP expectations will be met.

THEN Then Educators will have systems in place that support their IB unit planners and World Language and standards based instruction to support their IB PYP linguistic practices in the classroom.

AND

IF If we ensure our students' IB PYP is supported through world language instruction (Mrs. Beltran) then students' academic achievement will be enhanced.

THEN The Educators will have support (Mrs. Beltran) for IB and the PYP instruction in the classroom

SO THAT Students' global knowledge and vocabulary expands through learning the IB World Language lexicon that parallels their IB Unit.

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WHICH LEADS TO Students are supported by content experts (Ms. Beltran), effective teachers and language leaders throughout their learning experience and improve international mindedness and appreciation for other languages.

IF If we assess the IB PYP world language through Exhibition and Unit reflections

THEN Then educators and students will have a clear understanding of IB PYP units and approaches.

SO THAT Teachers continue to integrate World Language Instruction to their IB PYP units of study and build capacity and integrate instruction with all other subjects so learning follows the PYP IB curriculum.

WHICH LEADS TO Students are supported by content experts (Ms.Beltran), effective teachers and leaders throughout their instruction of IB PYP.

Title I School-Level Parental Involvement Policy Willard IB

Willard IB has developed a written Title I parental involvement policy with input from Title I parents. Willard IB leadership team has reviewed the 2020-2021 Single Plan for Student Achievement (SPSA), reviewed the parent involvement opportunities presented, and discussed these issues with the School Site Council.

The policy to be distributed to parents through letters, posting on the school website and Facebook pages, and in the weekly phone blast. All forms of sharing the policy will be in both English and Spanish. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1188(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Willard IB, the following practices have been established:

- The School convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- Willard IB provides the following meetings for parents to understand their ability and rights to be involved in Title I programs through:
  - School Site Council (SSC)
  - English Learners Advisory Committee (ELAC)
  - African American Parent Council (AAPC)
  - Parent Teacher Association (PTA)
  - Grade Level Committees
  - Parent Workshops
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - PTA meetings offered in altering morning and afternoon times
  - Parent workshops offered at differing times
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.**
  SSC, ELAC, AAPC, and PTA yearly review parent involvement in the SPSA.

- The school provides parents of Title I students with timely information about Title I Data updates regularly provided in SSC, ELAC, AAPC, and PTA meetings throughout the academic year including:
- Discipline data
- Student grade trends
- District benchmarks

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

    - SSC, ELAC, AAPC, and PTA meetings.
    - Parent workshops to explain student achievement data, student skill progress, and how parents can assist their children.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Through the development of the SPSA, parents in all groups – SSC, ELAC, AAPC, and PTA – provide input as to areas of concern and focus for the upcoming school year.

School-Parent Compact

Willard IB distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievements, It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction.
- The ways parents will be responsible for supporting their children's learning.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- Willard IB reviews the current compact yearly during the development of the SPSA..

- Any changes that any parent focus group deems necessary, is presented, discussed, and voted on by all other parent groups.

Building Capacity for Involvement

Willard IB engages Title I parents in meaningful interactions with the school; it supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Yearly review of statewide testing data at all parent involvement groups – SSC, ELAC, AAPC, and PTA.
- Parent workshops provided throughout the year to assist parents in how to read their students' testing data and how to work with their students to improve their scores.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- Parent workshops provided throughout the year to assist parents in how to read their students' testing data and how to work with their students to improve their scores with the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- At the opening of school meeting, and throughout the school year, parent groups present to school staff during bi-monthly staff meetings.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- School based groups – SSC, ELAC, AAPC, and PTA – work with Pasadena Education Network, Healthy Start, and the Pasadena Educational Foundation to develop parent workshops and other opportunities.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- Willard IB provides all parent communication in English and Spanish.
- Willard IB utilizes student carried flyers, email, weekly phone blasts, Peachjar electronic flyer program, Facebook, Instagram, and the school website to contact parents and keep them informed.

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Frances E. Willard Elementary School
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- The school provides support for parental involvement activities requested by Title I parents.
- School based groups – SSC. ELAC, AAPC, and PTA – regularly provide input to the SPSA, the school/teacher/parent compact, and the selection of workshops offered.

Accessibility

Willard IB provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Willard IB provides translation from English to Spanish for all written and oral communication to parents.
- Spanish translators are provided at all parent meetings.
- Willard IB works closely with local, county, state, and federal child agencies to provide opportunities for parents to stay connected and informed about their children's educational progress..
- Willard IB works to utilize all possible forms of communication including, but not limited to, paper and paperless flyers, email, phone calls, Facebook, and website.
- Willard IB buildings are Americans with Disabilities Act compliant.