

School Year: **2022-23**



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
Westwood Elementary School	37682966070858	10/06/22	12/15/2022

School Vision and Mission

Westwood Elementary School staff, parents, and community are dedicated to the intellectual pursuit and social growth of all students. Through diversified experiences, our students discover their potential, achieve career success and / or college readiness, and succeed in a safe and caring environment.

School Profile

Westwood Elementary school has a long-standing reputation for high quality teaching and learning. Built in 1971 and modernized in 2006, Westwood supports approximately 850 students in preschool through fifth grade. The Westwood community recently joined the on campus celebration of 50 years of educating local students. In a tradition of excellence, Westwood has been recognized locally, statewide, and nationally. Westwood Elementary School is a shining example of a school serving a community with diverse needs and interests, bolstered by a strong tradition of volunteerism. Adults are visible throughout our campus, supporting student learning. Students, staff, and families are supported by an active PTA and generous Foundation. Students, in turn, give back to the community by entertaining residents, raising funds for service organizations, collecting Valentines for troops, and other community service projects. Dynamic partnerships involve the North County Chamber of Commerce, Oasis Tutors, Casa De Las Campanas, a retirement community, and Hewlett Packard. Staff, parents, and the Rancho Bernardo community agree that our collaborative spirit is our greatest strength! Working together we create a school environment that is stimulating, child-centered, and values the contributions of all of our members.

In the spring of 2006, Westwood completed an extensive construction and modernization program as part of the Proposition U Building for Success program. Results include a new multi-purpose room and student lunch

area, an upgraded library facility and technology center, 12 new permanent classrooms, and complete renovation of all existing facilities. During the 2022 - 2023 school year all flooring will be updated throughout the campus. Westwood was previously recognized by the California Business for Education Foundation and Just for Kids California as an Honor Roll School. These organizations, which represent the California business community, have noted our school as a high performing public school. Westwood Elementary School was recently designated as a No Place for Hate School. Students, staff, and the parent community are all working together to create a positive and welcoming environment for everyone in our community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Westwood Elementary School staff understands the importance of including all stakeholders in the process of developing and monitoring our Site plan and budget.

Parents are encouraged to be a part of our site planning in the following ways:

- participating in the Thought Exchange process
- participating in the California Healthy Kids survey (CHKS) - every other school year
- participation in the student perception survey 2x per year - students grades 1st - 5th
- attending Back to School night in August
- as a member of our School Site Council
- joining our Site Safety Committee
- attending Parent Education opportunities
- attending / accessing Principal Presentations (held throughout the school year)
- parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings
- parents are invited to join the principal in YouTube Live sessions

Parents are made aware of these opportunities through weekly call-out/emails, site website, classroom newsletters, PTA monthly newsletters.

All students will complete a site student survey in Fall 2022 and Spring 2023. Fifth graders also completed the California Healthy Kids Survey (CHKS).

Our SPSA and accompanying budgets are shared with School Site Council and our English Learner Advisory Committee while being developed in order to receive feedback and make needed adjustments. The initial presentation of the School Plan for Student Improvement is presented by the leadership team for all parent groups during the October and November open meetings. Plans are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

During the school year, the principal meets with the community live presentations, Friday Flag events and open zoom meetings. Parents are given multiple opportunities to meet with the administration for questions and clarification as the year progresses. The Weekend Wire provides ongoing, up to date information regarding student safety, instruction, services, and community opportunities. Guest writers often contribute information as well. A student produced weekly news video segment, entitled Roadrunner TV is sent to all classes and families detailing our events and areas of focus.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	2.33%	1.8%	1.51%	19	14	12
Asian	17.26%	22.8%	22.67%	141	180	180
Filipino	4.28%	4.3%	4.79%	35	34	38
Hispanic/Latino	15.54%	15.1%	14.86%	127	119	118
Pacific Islander	0%	%	0.25%	0		2
White	43.33%	44.3%	44.21%	354	349	351
Multiple/No Response	9.79%	11.6%	11.59%	80	91	92
	Total Enrollment			817	788	794

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	154	153	170
Grade 1	127	121	128
Grade 2	128	119	120
Grade 3	135	127	127
Grade 4	139	133	118
Grade 5	134	135	131
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	817	788	794

Conclusions based on this data:

1. We are noticing virtually no change in student enrollment. There was a slight decrease in the number of fourth grade students in 21-22. However, enrollment in fourth grade has increased for the 22-23 school

year. We are proud to share that Westwood has maintained enrollment through COVID and begins this year with slightly more students.

School and Student 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	122	94	71	14.9%	11.5%	9.00%
Fluent English Proficient (FEP)	63	108	117	7.7%	13.2%	14.80%
Reclassified Fluent English Proficient (RFEP)	18	54	22	12.8%	44.3%	23.40%

Conclusions based on this data:

1. There are no significant changes in the data. However, there is a slight decrease in the number of English Learners at Westwood. The number of students progressing to both Fluent English Proficient and Reclassified English Proficient have increase significantly over a two-year span. We notice a significant drop in the number of students reclassifying.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	127			124			124			97.6		
Grade 4	120			117			117			97.5		
Grade 5	132			129			129			97.7		
Grade 11												
All Grades	379			370			370			97.6		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2500.			58.87			20.97			11.29			8.87		
Grade 4	2538.			58.97			20.51			12.82			7.69		
Grade 5	2581.			54.26			27.91			11.63			6.20		
Grade 11															
All Grades	N/A	N/A	N/A	57.30			23.24			11.89			7.57		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48.39			47.58			4.03		
Grade 4	42.74			53.85			3.42		
Grade 5	44.19			45.74			10.08		
Grade 11									
All Grades	45.14			48.92			5.95		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41.13			46.77			12.10		
Grade 4	41.88			52.14			5.98		
Grade 5	45.74			48.84			5.43		
Grade 11									
All Grades	42.97			49.19			7.84		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.39			71.77			4.84		
Grade 4	21.37			74.36			4.27		
Grade 5	32.56			63.57			3.88		
Grade 11									
All Grades	25.95			69.73			4.32		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44.35			48.39			7.26		
Grade 4	29.06			66.67			4.27		
Grade 5	44.96			48.06			6.98		
Grade 11									
All Grades	39.73			54.05			6.22		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter (2021-2022)

	Reading					
	Fall			Winter		
	Met or Exceeded Standards			Met or Exceeded Standards		
	Tested	#	%	Tested	#	%
All Students	496	307	61.9	514	380	73.9
African-American	9	*	*	11	4	36.4
Asian	99	70	70.7	105	81	77.1
Caucasian						

Filipino	19	12	63.2	19	15	78.9
Hispanic	74	36	48.6	82	50	61
Other	84	58	69	85	64	75.3
English Learners	31	5	16.1	35	11	31.4
Students with Disabilities	96	29	30.2	99	44	44.4
Socioeconomically Disadvantaged	81	33	40.7	85	45	52.9
Foster Youth						
Homeless Youth	8	*	*	9	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, (2021-2022)**

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Grade 2						
All Students	117	49	41.9	124	77	62.1
African-American	1	*	*	1	*	*
Asian	19	10	52.6	22	14	63.6
Caucasian	55	23	41.8	55	35	63.6
Filipino	4	*	*	4	*	*
Hispanic	14	4	28.6	18	10	55.6
Other	24	10	41.7	24	15	62.5
English Learners	12	1	8.3	15	3	20
Students with Disabilities	21	3	14.3	22	9	40.9
Socioeconomically Disadvantaged	22	5	22.7	22	11	50
Foster Youth						
Homeless Youth	1	*	*	1	*	*
Grade 3						
All Students	124	68	54.8	127	94	74
African-American	2	*	*	2	*	*
Asian	26	16	61.5	27	19	70.4
Caucasian	52	30	57.7	52	43	82.7
Filipino	3	*	*	3	*	*
Hispanic	21	8	38.1	23	15	65.2
Other	20	12	60	20	14	70
English Learners	8	*	*	8	*	*

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Students with Disabilities	26	6	23.1	26	13	50
Socioeconomically Disadvantaged	21	6	28.6	21	8	38.1
Foster Youth						
Homeless Youth	2	*	*	2	*	*
Grade 4						
All Students	119	84	70.6	123	94	76.4
African-American	2	*	*	3	*	*
Asian	30	21	70	31	24	77.4
Caucasian	45	31	68.9	45	37	82.2
Filipino	4	*	*	4	*	*
Hispanic	18	10	55.6	19	11	57.9
Other	20	17	85	21	17	81
English Learners	9	*	*	10	*	*
Students with Disabilities	24	9	37.5	25	9	36
Socioeconomically Disadvantaged	18	8	44.4	20	11	55
Foster Youth						
Homeless Youth	1	*	*	2	*	*
Grade 5						
All Students	136	106	77.9	140	115	82.1
African-American	4	*	*	5	*	*
Asian	24	23	95.8	25	24	96
Caucasian	59	43	72.9	60	51	85
Filipino	8	*	*	8	*	*
Hispanic	21	14	66.7	22	14	63.6
Other	20	19	95	20	18	90
English Learners	2	*	*	2	*	*
Students with Disabilities	25	11	44	26	13	50
Socioeconomically Disadvantaged	20	14	70	22	15	68.2
Foster Youth						
Homeless Youth	4	*	*	4	*	*

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Winter (2022)

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	377	7.96	15.92	14.32	61.8
African-American	9	33.33	33.33	22.22	11.11
Asian	78	7.69	8.97	14.1	69.23
Caucasian	152	5.92	15.79	13.82	64.47
Filipino	15	6.67	13.33	20	60
Hispanic	64	14.06	26.56	12.5	46.88
Other	59	3.39	11.86	15.25	69.49
English Learners	18	44.44	16.67	16.67	22.22
Students with Disabilities	73	27.4	31.51	16.44	24.66
Socioeconomically Disadvantaged	58	18.97	31.03	17.24	32.76
Foster Youth					
Homeless Youth	7	28.57	28.57	14.29	28.57

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. Westwood students have demonstrated a steady increase in performance in the area of ELA over the previous three years. However, due to the disruption due to COVID 19 in the school program students were unable to take the CASSP Assessment in 2020 and 2021. Students demonstrated performance using the iReady assessment. 2020 -2021 is the first year using iReady.

Our team has provided the following reflections:

The heavy focus on phonics and phonological awareness at many grade levels has resulted in strong foundational reading skills.

Very few students demonstrated performance in the lowest band of achievement.
2. With the consistent implementation of the district-adopted curriculum, students showed further gains mastering the grade level standards and applying them in language arts.
Teams analyzed the following data to draw conclusions:
3rd Grade students performed the strongest in the area of reading (48% above standard).
3rd Grade students showed the greatest difficulty in Listening (23% below standard).
4th Grade students performed the strongest in the area of reading (43% above standard).
4th Grade students showed the greatest difficulty in Listening (21% below standard).
5th Grade students performed the strongest in the area of writing (46% above standard). However, students demonstrated relative consistency in all areas.

The teams appreciated the data being shared because they are proud of these results. We will continue to focus on students not meeting standard. However, students performed well overall.

3.

Although our English Learner subgroup is small (15 of 379 students tested) they are underperforming in comparison to the schoolwide group. Due to the significantly shortened school day in the 20-21 school year, students had limited access to designated ELD instructing and language support. This suggests a significant impact on student performance in language arts.

Additional demographic groups showing greater learning gaps are the Hispanic subgroup (64 of 379 of the students tested) and the students with disabilities (70 of 379 students tested). 50% of our Hispanic students met benchmark performance of the iReady assessment correlated to Smarter Balance proficiency.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	127			124			124			97.6		
Grade 4	120			117			117			97.5		
Grade 5	132			129			129			97.7		
Grade 11												
All Grades	379			370			370			97.6		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2501.			54.03			25.81			11.29			8.87		
Grade 4	2537.			50.43			26.50			17.09			5.98		
Grade 5	2562.			44.96			24.81			19.38			10.85		
Grade 11															
All Grades	N/A	N/A	N/A	49.73			25.68			15.95			8.65		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56.45			37.10			6.45		
Grade 4	58.12			35.04			6.84		
Grade 5	49.61			36.43			13.95		
Grade 11									
All Grades	54.59			36.22			9.19		

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51.61			39.52			8.87		
Grade 4	42.74			48.72			8.55		
Grade 5	35.66			52.71			11.63		
Grade 11									
All Grades	43.24			47.03			9.73		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57.26			36.29			6.45		
Grade 4	39.32			50.43			10.26		
Grade 5	25.58			62.79			11.63		
Grade 11									
All Grades	40.54			50.00			9.46		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter (2021-2022)

	Math					
	Fall			Winter		
		Met or Exceeded Standards			Met or Exceeded Standards	
	Tested	#	%	Tested	#	%
All Students	494	220	44.5	512	312	60.9
African-American	9	*	*	11	3	27.3
Asian	98	53	54.1	105	79	75.2
Caucasian	210	95	45.2			
Filipino	19	7	36.8	19	12	63.2
Hispanic	74	21	28.4	81	32	39.5
Other	84	43	51.2	84	58	69
English Learners	30	2	6.7	35	14	40
Students with Disabilities	95	22	23.2	98	27	27.6
Socioeconomically Disadvantaged	80	17	21.3	85	31	36.5
Foster Youth						
Homeless Youth	8	*	*	9	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Math – Fall, Winter, (2021-2022)**

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Grade 2						
All Students	118	50	42.4	124	75	60.5
African-American	1	*	*	1	*	*
Asian	19	10	52.6	22	15	68.2
Caucasian	55	24	43.6	55	35	63.6
Filipino	4	*	*	4	*	*
Hispanic	14	5	35.7	18	7	38.9
Other	25	11	44	24	16	66.7
English Learners	12	1	8.3	15	6	40
Students with Disabilities	21	3	14.3	22	7	31.8
Socioeconomically Disadvantaged	22	3	13.6	22	10	45.5
Foster Youth						
Homeless Youth	1	*	*	1	*	*
Grade 3						
All Students	122	51	41.8	125	77	61.6
African-American	2	*	*	2	*	*
Asian	25	13	52	27	18	66.7
Caucasian	52	21	40.4	52	31	59.6
Filipino	3	*	*	3	*	*
Hispanic	21	5	23.8	22	10	45.5
Other	19	10	52.6	19	15	78.9
English Learners	7	*	*	8	*	*
Students with Disabilities	25	7	28	25	8	32
Socioeconomically Disadvantaged	20	3	15	21	7	33.3
Foster Youth						
Homeless Youth	2	*	*	2	*	*
Grade 4						
All Students	118	52	44.1	123	76	61.8
African-American	2	*	*	3	*	*
Asian	30	15	50	31	26	83.9

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Caucasian	44	19	43.2	45	26	57.8
Filipino	4	*	*	4	*	*
Hispanic	18	4	22.2	19	5	26.3
Other	20	13	65	21	15	71.4
English Learners	9	*	*	10	*	*
Students with Disabilities	24	5	20.8	25	5	20
Socioeconomically Disadvantaged	18	6	33.3	20	8	40
Foster Youth						
Homeless Youth	1	*	*	2	*	*
Grade 5						
All Students	136	67	49.3	140	84	60
African-American	4	*	*	5	*	*
Asian	24	15	62.5	25	20	80
Caucasian	59	31	52.5	60	36	60
Filipino	8	*	*	8	*	*
Hispanic	21	7	33.3	22	10	45.5
Other	20	9	45	20	12	60
English Learners	2	*	*	2	*	*
Students with Disabilities	25	7	28	26	7	26.9
Socioeconomically Disadvantaged	20	5	25	22	6	27.3
Foster Youth						
Homeless Youth	4	*	*	4	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Winter (2022)**

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	375	8.53	35.2	8.8	47.47
African-American	10	30	70	0	0
Asian	78	6.41	28.21	5.13	60.26
Caucasian	149	6.04	33.56	11.41	48.99
Filipino	15	6.67	40	6.67	46.67

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
Hispanic	63	19.05	39.68	6.35	34.92
Other	60	3.33	36.67	11.67	48.33
English Learners	19	31.58	42.11	5.26	21.05
Students with Disabilities	73	35.62	41.1	4.11	19.18
Socioeconomically Disadvantaged	60	23.33	48.33	8.33	20
Foster Youth					
Homeless Youth	8	37.5	25	0	37.5

Conclusions based on this data:

- The Westwood Elementary staff set a goal of 75% of students would meet or exceed standards in the area of mathematics on the 2022 CAASPP assessment. Students met this goal, demonstrating an overall achievement of 75%.

Reflecting on the 2021 -2022 CAASPP data:

75.41% of Westwood students in grades 3 - 5 met or exceeded grade level standards.

50% exceeded standards

26% met standards

16% Nearly Met standards

9% did not meet standards.

We noticed our lowest performing group included our students with learning differences. Students are resilient and have demonstrated how to be flexible in a variety of learning environments. Consistent and strong instructional practices have supported students.
- Grade level teams have developed an ongoing focus on the key standards necessary for strong math skills. This process has helped focus instruction in the areas of highest need at each grade level. This includes a focus on the Mathematical Practices.

Teams analyzed the following data to draw conclusions:

3rd Grade students performed the strongest in the areas of Concept and Procedures and Communicating Reasoning (48% above standard).

3rd Grade students showed the greatest difficulty in Listening (57% above standard).

4th Grade students performed the strongest in the area of Problem solving and Modeling & Data Analysis (8% and 43% above standard).

4th Grade students showed the greatest difficulty in Communicating Reasoning (10% below standard).

5th Grade students performed the strongest in the area of Concepts and Procedures (50% above standard). However, more fifth grade students demonstrated below grade level performance in this area as well. (14%)
- Although our English Learner subgroup is small (15 of 380 students tested) they are underperforming in comparison to the schoolwide group. (33% at or above grade level standard) Due to the significantly

shortened school day in the 20-21 school year, students had limited access to designated ELD instructing and language support. This suggests a significant impact on student performance in mathematics.

Additional demographic groups showing greater learning gaps are the Hispanic sub group (64 of 380 of the students tested) and the students with disabilities (70 of 380 students tested). 36% of our Hispanic students met benchmark performance of the iReady assessment correlated to Smarter Balance proficiency. 27.15% of our Students with Disabilities met or exceeded grade level standards. 29.3% of our Socioeconomically disadvantaged youth performed at our above grade level in mathematics.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1461.7	1481.7	1441.2	1462.3	1480.4	1441.7	1460.2	1484.7	1439.7	26	31	27
1	1505.4	1519.8	1477.9	1520.0	1532.4	1467.2	1490.1	1507.0	1488.1	14	14	13
2	*	1541.4	1518.9	*	1535.9	1500.7	*	1546.3	1536.4	10	11	17
3	1532.7	1504.3	*	1541.1	1506.7	*	1524.0	1501.6	*	14	11	7
4	1546.0	*	*	1549.6	*	*	1541.8	*	*	14	*	10
5	*	*	*	*	*	*	*	*	*	10	*	*
All Grades										88	73	76

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	30.77	48.39	29.63	42.31	35.48	33.33	23.08	12.90	25.93	3.85	3.23	11.11	26	31	27
1	50.00	35.71	15.38	28.57	57.14	53.85	21.43	7.14	23.08	0.00	0.00	7.69	14	14	13
2	*	54.55	35.29	*	27.27	58.82	*	9.09	0.00	*	9.09	5.88	*	11	17
3	50.00	18.18	*	21.43	45.45	*	28.57	27.27	*	0.00	9.09	*	14	11	*
4	64.29	*	*	14.29	*	*	21.43	*	*	0.00	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.59	41.10	31.58	29.55	42.47	39.47	21.59	12.33	18.42	2.27	4.11	10.53	88	73	76

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	34.62	48.39	25.93	42.31	41.94	33.33	15.38	6.45	29.63	7.69	3.23	11.11	26	31	27
1	71.43	71.43	23.08	21.43	28.57	46.15	7.14	0.00	23.08	0.00	0.00	7.69	14	14	13
2	*	63.64	41.18	*	18.18	41.18	*	9.09	11.76	*	9.09	5.88	*	11	17
3	57.14	36.36	*	35.71	54.55	*	7.14	9.09	*	0.00	0.00	*	14	11	*
4	64.29	*	*	21.43	*	*	7.14	*	*	7.14	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.82	53.42	32.89	30.68	38.36	38.16	7.95	5.48	18.42	4.55	2.74	10.53	88	73	76

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.08	45.16	14.81	53.85	19.35	48.15	23.08	32.26	22.22	0.00	3.23	14.81	26	31	27
1	21.43	21.43	38.46	50.00	64.29	38.46	14.29	14.29	15.38	14.29	0.00	7.69	14	14	13
2	*	45.45	23.53	*	36.36	58.82	*	18.18	11.76	*	0.00	5.88	*	11	17
3	28.57	0.00	*	42.86	63.64	*	21.43	0.00	*	7.14	36.36	*	14	11	*
4	35.71	*	*	28.57	*	*	28.57	*	*	7.14	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	32.88	23.68	44.32	38.36	43.42	25.00	21.92	21.05	5.68	6.85	11.84	88	73	76

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	42.31	48.39	33.33	50.00	48.39	62.96	7.69	3.23	3.70	26	31	27
1	78.57	85.71	30.77	21.43	14.29	69.23	0.00	0.00	0.00	14	14	13
2	*	63.64	47.06	*	27.27	47.06	*	9.09	5.88	*	11	17
3	21.43	54.55	*	71.43	45.45	*	7.14	0.00	*	14	11	*
4	50.00	*	*	42.86	*	*	7.14	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.73	60.27	40.79	46.59	36.99	52.63	5.68	2.74	6.58	88	73	76

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	34.62	51.61	11.11	53.85	45.16	70.37	11.54	3.23	18.52	26	31	27
1	50.00	42.86	15.38	50.00	57.14	76.92	0.00	0.00	7.69	14	14	13
2	*	45.45	41.18	*	45.45	52.94	*	9.09	5.88	*	11	17
3	78.57	54.55	*	21.43	45.45	*	0.00	0.00	*	14	11	*
4	78.57	*	*	14.29	*	*	7.14	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	62.50	52.05	25.00	31.82	45.21	63.16	5.68	2.74	11.84	88	73	76

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	11.54	25.81	14.81	88.46	70.97	70.37	0.00	3.23	14.81	26	31	27
1	42.86	57.14	53.85	35.71	42.86	38.46	21.43	0.00	7.69	14	14	13
2	*	45.45	47.06	*	54.55	47.06	*	0.00	5.88	*	11	17
3	28.57	0.00	*	50.00	63.64	*	21.43	36.36	*	14	11	*
4	35.71	*	*	57.14	*	*	7.14	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.14	31.51	30.26	63.64	61.64	53.95	10.23	6.85	15.79	88	73	76

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	80.77	74.19	51.85	19.23	22.58	29.63	0.00	3.23	18.52	26	31	27
1	21.43	21.43	23.08	71.43	78.57	69.23	7.14	0.00	7.69	14	14	13
2	*	36.36	29.41	*	54.55	64.71	*	9.09	5.88	*	11	17
3	35.71	18.18	*	64.29	72.73	*	0.00	9.09	*	14	11	*
4	35.71	*	*	64.29	*	*	0.00	*	*	14	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.59	43.84	38.16	50.00	52.05	50.00	3.41	4.11	11.84	88	73	76

2019-20 Data:

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

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Alternative Metrics EL Students

The Westwood Elementary staff uses alternative metrics to review student achievement data in the areas of reading and writing.

Teachers utilize the information from the ELPAC assessment while comparing it to iReady assessments, in class assessments, and fluency assessments.

Conclusions based on this data:

1. Students demonstrated significant difficulty through and after academic years affected by COVID. Student performance in the highest band decreased in all tested areas while student performance in the lowest band increased in all areas.
2. Students demonstrated the most significant difficulty in the areas of Reading and Speaking.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	*19-20	20-21	21-22	*19-20	20-21	21-22	*19-20	20-21	21-22
African American	19	15	15	2	2	5	10.53	13.33	33.33
American Indian or Alaskan			2			*			*
Asian	158	187	209	17	6	21	10.76	3.21	10.05
Filipino	37	35	38	4	0	3	10.81	0	7.89
Hispanic or Latino	141	123	133	6	8	29	4.26	6.5	21.8
Did not Report		1			0			0	
Pacific Islander			2			*			*
Two or More Races	95	98	92	8	5	16	8.42	5.1	17.39
White	385	371	361	24	21	63	6.23	5.66	17.45
Male									
Female									
English Learners	73	78	79	13	1	12	17.81	1.28	15.19
Students with Disabilities		128			7			5.47	27.34
Socioeconomically		125	139	7	17	38		13.6	27.34
Total	844	830	852	63	42	139	7.46	5.06	16.31

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. We have seen a steady rise in attendance concerns. In looking at the 21-22 data we are unable to make valid comparisons due to COVID in previous years. However, all demographic groups demonstrated a rise in chronic absenteeism.
2. Moving forward, we intend to focus on supports provided to those with chronic absenteeism not related to illness. We will put our positive attendance program on hold in an effort to reinforce families keeping students home with symptoms of illness.
3. We recognize that two groups (Students with disabilities and African American students) are demonstrating a higher level of chronic absenteeism.

Student Performance Data

Suspension Data

	*2019-20	2020-21	2021-22
Suspensions Rate	0.36	0.12	0.47

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. Westwood has developed many systems to support character building and interpersonal relations. This along with strong partnerships and ongoing focus on positive behavior supports account for the low number of suspensions over the past three years. During the 2020 - 2021 school year, a significant number of students were virtual or on campus part time.

Student Performance Data

Graduation Rate

	*2019-20	2020-21	2021-22
Graduation Rate			

* Preliminary Data

Conclusions based on this data:

- 1. Does not apply to Westwood Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 1: Mathematics

Based upon Spring of 2023 iReady Assessment, 80% of all students in grades kindergarten through fifth will meet their Typical Growth Target or achieve grade level standard as reflected on this assessment.

This reflects an increase from 60% meeting Typical Growth Targets at the end of the 21-22 school year.

Identified Need

The Westwood staff analyzed student performance data reflected in the Spring 2022 iReady assessment in mathematics. Approximately 30% of WWES students in grades kindergarten through 5th are not meeting their Typical Growth Targets.

In reviewing students performing below standard, teams shared the following data:

Mathematics

3rd Grade

Concepts and Procedures 6%

Problem Solving and Modeling & Data Analysis 9%

Communicating Reasoning 6%

4th Grade

Concepts and Procedures 7%

Problem Solving and Modeling & Data Analysis 9%

Communicating Reasoning 10%

5th Grade

Concepts and Procedures 14%

Problem Solving and Modeling & Data Analysis 12%

Communicating Reasoning 12%

We will continue to focus on students not meeting standard.

Alternative Metrics

The Westwood Staff reviewed student achievement on the performance tasks given at each grade level, common unit tests within the Math Expressions program, and iReady Fall benchmark assessments.

As derived from the fall 2022 iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students: (grades K-5) 40%

EL: 15.4%

EDY: 10%

Students with Disabilities: 12.5%

Hispanic: 10%

School Wide

Data from the Spring 2022 CAASPP Math test shows 75 % of all students at "Standard Met" or "Standard Exceeded."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Data from the Math portion of the Spring 2023 iReady assessments grades K - 5.</p> <p>Data from the Math portion of the Spring 2023 California Assessment of Student Performance and Progress (CAASPP) grades 3 - 5.</p> <p>Curriculum based assessments</p>	<p>40% of students in grades kindergarten - fifth grade scored at or above standard on the mathematics portion of the iReady Fall 2022 diagnostic assessment.</p>	<p>80% of all students will meet Typical Growth Targets on the Spring 2023 iReady mathematics assessment.</p>
<p>English Learner Data from the Math portion of the Spring 2023 iReady assessments.</p> <p>Data from the Math portion of the Spring 2023 California Assessment of Student Performance and Progress (CAASPP).</p> <p>Curriculum based assessments</p>	<p>Data from the Spring 2022 CAASPP Math test shows 46% of WWES English Learners at "Standard Met" or "Standard Exceeded."</p> <p>15.4% of all English Learner students scored at or above standard on the iReady Fall 2022 Diagnostic assessment in Mathematics.</p>	<p>80% of all English Language Learners at Westwood will meet their iReady Typical Growth Target on the Spring 2023 iReady mathematics assessment.</p>
<p>EDY/Title I Data from the Math portion of the Spring 2023 iReady assessments.</p> <p>Data from the Math portion of the Spring 2023 California Assessment of Student Performance and Progress (CAASPP).</p> <p>Curriculum based assessments</p>	<p>10% of all Economically Disadvantaged students scored at or above standard on the iReady Fall 2022 Diagnostic assessment in Mathematics.</p>	<p>80% of all Economically disadvantaged Youth at Westwood will meet their iReady Typical Growth Target on the Spring 2023 iReady mathematics assessment.</p>
<p>Student with Disabilities Data from the Math portion of the Spring 2023 iReady assessments.</p> <p>Data from the Math portion of the Spring 2023 California Assessment of Student Performance and Progress (CAASPP).</p> <p>Curriculum based assessments</p>	<p>Data from the Spring 2019 CAASPP Math test shows 44% of WWES Students with Disabilities at "Standard Met" or "Standard Exceeded."</p> <p>12.5% of all special education students scored at or above standard on the iReady Fall 2022 Diagnostic assessment in Mathematics.</p>	<p>80% of all students with identified learning differences at Westwood will meet their iReady Typical Growth Target on the Spring 2023 iReady mathematics assessment.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Teachers will focus instruction on the areas of need after best first instruction to support all students. Students who are below proficient in the area of Math (grades K-5). Data analysis at each grade level has shown weaknesses in specific math skill areas. General education and special education partners will meet regularly to support inclusive practices highlighting areas of need for students.

Strategy/Activity

Using our district curriculum, instruction will be delivered in both whole group and small group settings. Instruction will be flexible, and data will be monitored on an on-going basis. Research-based programs will be used for intervention instruction by the classroom teacher. Site Math leaders will present professional development focused on math tasks during ongoing staff meetings. Teachers will incorporate strategies in classrooms. The major principles of focus, coherence, and rigor will also be an ongoing theme for math professional development.

Teachers will use the iReady data as formative assessments to guide instruction.

Instruction will include a heavy focus on math vocabulary at all grades.

The professional development focus for the Westwood staff is the use of learning intentions supporting daily instruction. Through a year-long focus and support from the administrative team, teachers will label all learning intentions and support students in owning their learning.

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)

--

Educationally Disadvantaged Youth

--

English Learners

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During the 2021- 2022 school year, the Westwood staff made math instruction and student performance the top priority. Grade level teams aligned their goals to the schoolwide goal of 75% of all students would perform at or above grade level as reflected on the 2022 CAASPP assessment. In reviewing this performance data, 75.41% of students in grades 3 - 5 scored at or above grade level on this assessment. In grades K - 2, teams made the same goal. In reflecting upon student performance based on the Spring 2022 iReady mathematics, the following results were found:

Kindergarten 78%

First Grade 71%

Second Grade 77%

All grade levels monitored student performance throughout the year using the Picture of Performance to maintain focus on the most difficult areas at their grade level.

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

Each grade level identified key standards that needed to be supported through a more intense focus of instruction. Teams of teachers met regularly during Xploration to analyze instructional steps, student performance, and possible next steps.

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

In reviewing Westwood's results from the Spring of 2022, the Westwood staff determined a need to focus more intently on students making growth as reflected on iReady. Approximately 60% of students demonstrated Typical Growth. The staff determined a gap between a high level of achievement by most students while many were not meeting their individual Typical Growth Targets. This priority reflects the need for students to make a year plus growth whether they are performing on grade level or not.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 2: English Language Arts

Based upon Spring of 2023 iReady Assessment, 80% of all students in grades two through five will meet their Typical Growth Target or achieve grade level standard as reflected on this assessment.

This reflects an increase from 69% meeting Typical Growth Targets at the end of the 21-22 school year.

80% of students in grades TK - 1 will demonstrate grade level proficiency as reflected on Lexia assessments.

Identified Need

The Westwood staff analyzed student performance data reflected in the Spring 2022 iReady assessment in mathematics. Approximately 30% of WWES students in grades kindergarten through 5th are not meeting their Typical Growth Targets.

Reflecting on the 2021 -2022 CAASPP data:

81% of Westwood students in grades 3 - 5 met or exceeded grade level standards.

57% exceeded standards

23% met standards

12% Nearly Met standards

8% did not meet standards.

In reviewing students performing below standard, teams shared the following data:

Reading

3rd Grade

Reading 4%

Writing 12%

Listening 5%

Research and Inquiry 7%

4th Grade

Reading 3%

Writing 6%

Listening 4%

Research and Inquiry 4%

5th Grade

Reading 10%

Writing 5%

Listening 4%

Research and Inquiry 4%

Alternative Metrics

As derived from the fall 2022 iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students - 62.4%
 EL - 7%
 EDY - 35%
 Students with disabilities - 25%
 Hispanic - 55%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Data from the English Language Arts portion of the Spring 2023 iReady assessments.</p> <p>Data from the ELA portion of the Spring 2023 California Assessment of Student Performance and Progress (CAASPP).</p> <p>CORE Assessments Curriculum-based assessments</p>	<p>Data from the Spring 2022 CAASPP ELA test shows 85% of all students at "Standard Met" or "Standard Exceeded."</p> <p>51.55% of students in grades second through fifth grade scored at or above standard on the iReady Fall 2022 Diagnostic assessment.</p>	<p>80% of all students will meet Typical Growth Targets on the Spring 2023 iReady English Language Arts assessment.</p>
<p>English Learner Data from the English Language Arts portion of the Spring 2023 iReady assessments.</p> <p>Data from the ELA portion of the Spring 2023 California Assessment of Student Performance and Progress (CAASPP).</p> <p>CORE Assessments Curriculum-based assessments ELPAC Assessments</p>	<p>Data from the Spring 2019 CAASPP ELA test shows 54% of WWES English Learners performed at "Standard Met" or "Standard Exceeded."</p> <p>7.1% of all English Learner students in grades second through fifth grade scored at or above standard on the iReady Fall 2022 Diagnostic assessment in English Language Arts.</p>	<p>The percentage of all English Language Learners at Westwood meeting their iReady Typical Growth Target will increase from 7% to 80% on the Spring 2023 iReady English Language Arts assessment.</p>
<p>EDY/Title I Data from the English Language Arts portion of the Spring 2023 iReady assessments.</p> <p>Data from the ELA portion of the Spring 2023 California Assessment of Student Performance and Progress (CAASPP).</p> <p>CORE Assessments Curriculum-based assessments</p>	<p>Data from the Spring 2019 CAASPP ELA test shows 67% of WWES Economically Disadvantaged Learners performed at "Standard Met" or "Standard Exceeded."</p> <p>35% of all Economically Disadvantaged students in grades second through fifth grade scored at or above standard on the iReady Fall 2022 Diagnostic assessment in English Language Arts.</p>	<p>The percentage of all Economically Disadvantaged Youth at Westwood meeting their iReady Typical Growth Target will increase from 35% to 80% on the Spring 2023 iReady English Language Arts assessment.</p>
<p>Student with Disabilities</p>	<p>Data from the Spring 2019 CAASPP ELA test shows 48% of</p>	<p>The percentage of all students receiving special education</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from the English Language Arts portion of the Spring 2023 iReady assessments.	WWES Students with Disabilities performed at "Standard Met" or "Standard Exceeded."	support at Westwood meeting their iReady Typical Growth Target will increase from 25% to 80% on the Spring 2023 iReady English Language Arts assessment.
Data from the ELA portion of the Spring 2023 California Assessment of Student Performance and Progress (CAASPP).	25% of all special education students in grades second through fifth grade scored at or above standard on the iReady Fall 2022 Diagnostic assessment in English Language Arts.	
CORE Assessments Curriculum-based assessments		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Learners who are below proficiency in the area of Literacy/ELA (K-5). Data analysis has shown areas of focus are in targeted literacy skills. Teams of teacher frequently monitor student performance and adjust instruction accordingly. General education and special education partners will meet regularly to support inclusive practices highlighting areas of need for students.

Strategy/Activity

As a staff we have agreed to implement, with fidelity the district adopted curriculum. Core assessments and the iReady fall diagnostic assessments are used as a universal screener to then determine best first tier 1 instruction followed by targeted, differentiated individual instruction.

The professional development focus for the Westwood staff is the use of learning intentions supporting daily instruction. Through a year-long focus and support from the administrative team, teachers will label all learning intentions and support students in owning their learning.

Trained, certificated IMPACT teachers will support targeted learners on specific literacy skills approximately 4 days per week from October - May. Economically Disadvantaged Youth will be given the first priority based on reading performance. Learner grouping will be flexible and consistently monitored based on data throughout the year. Research-based curriculum will be used with our learners, for example: Read Naturally, Phonics for Reading, SIPPS, Benchmark, CORE Sourcebook.

English Learners will be provided extra support through the work of the English Learner Instructional Assistant via a push-in academic support model. Additionally, identified EL students will be provided with targeted language acquisition opportunities outside of the instructional day. Language Launch will be hosted two times per week under the direction of the EL Coordinators at Westwood and supervised by the English Learner Instructional Assistants. Students will be provided with language development activities and online subscriptions to support individual needs.

Students with learning disabilities will be supported by all service providers. All students are provided the time, attention, and supports to be successful.

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)
12000.60	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
2400.03	English Learners 1000-1999: Certificated Personnel Salaries
784.00	Educationally Disadvantaged Youth 4000-4999: Books And Supplies
4493.00	English Learners 2000-2999: Classified Personnel Salaries
1400.00	English Learners 4000-4999: Books And Supplies
7000.00	Parent-Teacher Association (PTA) 1000-1999: Certificated Personnel Salaries
300.00	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries
700.00	English Learners 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During the 2021- 2022 school year, grade level teams aligned their goals to the schoolwide goal of 75% of all students would perform at or above grade level as reflected on the 2022 CAASPP assessment. In reviewing this performance data, 80.54% of students in grades 3 - 5 scored at or above grade level on this assessment. In grades K - 2, teams made the same goal. In reflecting upon student performance based on the Spring 2022 iReady English Language Arts of grade level assessments, the following results were found:

Kindergarten 78%
 First Grade 86%
 Second Grade 87%

All grade levels monitored student performance throughout the year using the Picture of Performance to maintain focus on the most difficult areas at their grade level.

Students demonstrated firm strengths in foundational reading skills. Upon further analysis, students demonstrated a relative weakness in vocabulary and comprehension of informational text.

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

Each grade level identified key standards that needed to be supported through a more intense focus of instruction. Teams of teachers met regularly during Xploration to analyze instructional steps, student performance, and possible next steps. During the 2021-2022 school year, the WWES staff participated in on-going data chats ensuring students' needs were met in areas of weakness. The Reading Impact program will continue again this year.

English Learner Instructional Assistants provided support to students.

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

In reviewing Westwood's CAASPP results from the Spring of 2022, the Westwood staff determined a need to focus more intently on students making growth as reflected on iReady. The staff determined a gap between a high level of achievement by most students while many were not meeting their individual Typical Growth Targets. This priority reflects the need for each and every student to make a year plus growth if they are performing on grade level or not.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

Goal 3: Socio-Emotional/Behavior

By June of 2023, the percentage of students overall who report they have knowledge of and use emotional management and social awareness skills will increase by 15% to 90% on the student survey. Additionally, student chronic absenteeism will decrease by 2% over the 2022-2023 school year. While the site's 2020-21 attendance rate increased 1.3% to 97.1% from 95.8% in 2019-22021, the chronic absenteeism rate also increased 7% to 16.31% from 2020 to 2021.

Identified Need

This need was identified with the support of the school counselor. Last year, many of our students struggled with reacclimating to the school environment, many coming to school for the first time. All students were virtual for part of the previous school year, and as a result of this, more than ever before, it is important to help students develop a sense of social awareness and interpersonal skills. With this need in mind, we are implementing a Social Emotional curriculum to assist students in developing self-management skills and relating to others. Our goal is for each student to feel they interact with others successfully and effectively at Westwood.

Alternative Metrics

The Westwood counseling team will coordinate student pre and post surveys with students in 2nd through 5th grade aligned to the schoolwide goal.

District collected data on absenteeism and discipline.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Student Perception Survey Attendance data 2022 - 2023	75% of students surveyed in 2nd, 3rd, 4th and 5th grades felt as though they have knowledge of and use emotional management and social awareness skills.	By the end of the 2022-2023 school year the number of students who feel they have knowledge of and use emotional management and social awareness skills will increase from 75% (baseline) to 90%. By the spring of 2023, the overall chronic absenteeism rate at Westwood Elementary will decrease by 2%.
English Learner		
EDY/Title I		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Each and every learner will be served by this social emotional goal.

Strategy/Activity

The site team consisting of Principal, Assistant Principal, Counselor, School Psychologist, Special Education Team, School PBIS team and Student Services Advisor will provide professional learning and student support. The PBIS team will provide site training for teachers on implementing the Sanford Harmony Social Emotional Learning in their classrooms.

The principal and assistant principal visit all classrooms the first month of school to share the Character Counts program as well as the student handbook. Character traits, expectations, and programs are shared with all students. All students receive the school handbook during the presentation. School rules are explicitly taught and reviewed.

If student require support with behavioral needs, administrators, counselors, student support assistant, and character coaches are available. Parents are included in all discussions in hopes of building a collaborative team. Our Response to Intervention program includes behavioral support as well. Working with the Special Education Team, Rtl Team, and PBIS Team, Westwood has a well-developed list of alternatives to suspension. These are all accessed on an individual basis based on the needs of the student.

In addition to the daily classroom community building activities, teachers will teach one to two lessons each week specifically centered around supporting students with self-awareness and relationship skills. Using the Sanford Harmony Social Emotional Learning curriculum, students will learn to recognize and name their own emotions and those of others, and how emotions, thoughts and actions are connected. They will learn strategies to regulate their emotions, engage in healthy and optimistic self-talk, and develop a growth mindset. Teachers will provide visuals to assist students with identifying/labeling their emotions as well as opportunities to put into practice how to regulate one's own emotions. Students will also learn to recognize and appreciate each other's emotions, perspectives and contributions while reflecting on the value of different lived experiences. They will learn to support each other in helpful ways including effective ways for handling bullying situations. Finally, towards the end of the year, students will learn a range of social and communication skills including ways to support effective communication and ways to avoid communication mishaps. They will learn about verbal and nonverbal communication and how to adapt to different settings including when participating in teamwork.

There will be an additional focus on students new to Westwood, English Learners, and students with learning disabilities. The counselor will support these students through group sessions and periodic check ins.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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	Educationally Disadvantaged Youth
	English Learners

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The WWES counseling team with the administration team analyzed the results of the survey given to 4th and 5th graders in the spring of 2022. Our Social Emotional Learning goal for the 21/22 school year focused on supporting students on feeling they belong at school. Our goal for 90% of students to feel a sense of belonging at school by June 2022 was surpassed by 8%. In the spring of 2022 98% of students in grades 4th and 5th indicated that they felt a sense of belonging at Westwood. This is a result of the counseling team along with the Student Support Services Assistant providing lessons to all classes throughout the year. The team provided in person lessons, individual and group counseling, and support. In addition, classroom teachers focusing on building classroom communities through daily class meetings, and supporting students social emotional needs with returning to in person learning helped to create the sense of belonging on campus. Our No Place for Hate and Start With Hello activities further developed a school community where students felt "I belong here, and there is a place for me." With the additional support of having a full time counselor and a student services assistant, students were given consistent exposure to lessons and activities which support their sense of belonging at school. The impact of having a full time counselor and part time Student Support Services assistant can be seen in the amount of lessons taught in classrooms as well as students' results on the survey.

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

Due to the COVID 19 pandemic, the absence rate was higher than in past years, which resulted in some students missing out on the lessons and planned activities. Absences also deter from a sense of belonging in the classroom community as thy have shared they often feel like they are missing activities and important learning.

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

In reference to our analysis of the alternative metrics, as demonstrated in the student survey our goal for the 2022-23 school year has been revised.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2023, Westwood Elementary students and staff will engage in activities and lessons that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school.

Identified Need

As a school, the entire Westwood staff is focusing on anti-bias and anti-racism in order to yield positive school cultures for all students. This further supports our social-emotional goal of improving a sense of belonging for all students.

Alternative Metrics

Teachers will complete a site-based survey reflecting on the effectiveness of the lessons, engagement during the lessons, and implementation of the lessons with students. Students will be surveyed using the counselor created site-based survey to determine their feelings regarding feeling safe at school and feeling a sense of belonging.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Teachers will complete a site-based survey reflecting on the effectiveness of the lessons, engagement during the lessons, and implementation of the lessons with students. Students will be surveyed using the counselor created site-based survey to determine their feelings regarding feeling safe at school and feeling a sense of belonging.	50% of teachers do not feel comfortable discussing race related topics with students. 48% of teachers reported that students at our school are having important conversations about race, even when the conversation might be uncomfortable. 27% of teachers do not feel comfortable incorporating new material about people from different backgrounds into their curriculum without additional training and support.	100% of teachers surveyed will report that they have strategies to talk about race and encourage students to talk about race with one another. 100% of teachers surveyed will reports that they have incorporated new materials about people from different backgrounds into their curriculum.
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal supports all students and staff at Westwood Elementary School.

Strategy/Activity

Teachers will provide a minimum of three lessons that support racial equity. The Westwood counselor and No Place for Hate committee will develop lessons for schoolwide implementation.

- All students participate in 4 NPFH lessons based on Social Justice standards
- All students will participate in the Start with Hello Campaign
- Class calendars with student holidays will be shared with the WWES school community.

Site equity team fully participates in six two-hour sessions through the San Diego County Equity professional learning opportunity.

The Equity team will demonstrate how to gather information from students through the use of empathy surveys- recognizing our students of color may not feel as strong of a sense of belonging as other students. Techniques and results will be shared with staff.

The WWES Equity Team will present at a minimum of 3 staff meetings throughout the year. One site based professional growth day will be spent supporting the work of the Equity team.

The Equity and Leadership teams will focus on the following:

Knowledge: Understanding the importance of identity and the stories they hold.

Skills: Listening with empathy; continuing to strengthen leadership voice, utilizing specific tools to interrupt othering, harmful language and behaviors with grace.

Disposition: Courage, vulnerability, clarity

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)

Educationally Disadvantaged Youth

English Learners

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Reflecting on the 2022 school year, our school site continued the activities with our No Place for Hate student group. This was facilitated by our counselor and supported by all staff. This group met throughout the year with the counselor and several teachers. Students developed three lessons throughout the year that all students participated in.

The site-based Equity Team attended all three full-day SDCOE training opportunities and shared ideas with the entire staff. The Equity Team lead three staff meetings with both profession growth and instructional supports to bring ideas to students.

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

The No Place for Hate team continued to meet and develop programs for students. The team shared regular updates with staff and the community.

The Equity Team was supported by PUSD funding to provide release time to team members for trainings. The team utilized part of this time to develop presentations to share with staff.

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 site based Equity team will continue this year. We hope to move forward with learning and implementation in creating a safe place for all.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 5: Chronic Absenteeism

By June 2023, Westwood Elementary will have improved attendance systems, structures and programs that will lead to an improvement in student attendance specifically for students who are chronically absent. Our chronic absenteeism rate will be no more than 7% (a 9% improvement as compared to 2021 - 2022).

Identified Need

Based on data collected from the 2021-22 school year, the site attendance rate increased 1.3% to 97.1% from 95.8% in 2019-2021. However, chronic absenteeism increased from 7.46% in 2020-21 to 16.31% in 2021-22. More specifically, our EDY/tier 1 students' chronic absenteeism rate increased from 8.03% in 2020-21 to 27.34% in 21-22. Therefore, as a school, we will focus on decreasing the school wide chronic absenteeism rate for all students and more specifically for our EDY/tier 1 students. This will in turn increase student achievement for identified students.

Alternative Metrics

Utilizing the school attendance system, we will run monthly queries to determine which students need support with improving attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Student attendance data run from Synergy.	16.31%	Decrease chronic absenteeism to no more than 7% schoolwide.
English Learner Student attendance data run from Synergy.	15.9%	Decrease chronic absenteeism to no more than 7% schoolwide.
EDY/Title I Student attendance data run from Synergy.	27.34%	Decrease chronic absenteeism to no more than 7% schoolwide.
Student with Disabilities Student attendance data run from Synergy.	27.34%	Decrease chronic absenteeism to no more than 7% schoolwide.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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 be supported by this goal while special attention will be given to students struggling with regular attendance.

Strategy/Activity

The site will review student data and identify students who are close to, or are have been identified as chronically absent. The team will run monthly reports to proactively reach out to parents prior to students being deemed chronically absent. The team will notify parents and teachers of students who are in jeopardy of being identified as chronically absent. For students who are at risk of becoming chronically absent, we will utilize the PUSD Intervention Plan for Chronic Absence/Truancy.

This includes the following:

- Initial phone call by front office once 6 days have been reached
- Send letter one, once 12 days of absence/3 days of truancy have been reached
- Personal contact made with the family by administrator
- Reason for absences per phone call with student and family documented
- Directly ask the student and family: What are the concerns or barriers to school re-entry? During conversation, identify interventions to address the barriers and concerns.
- Support 1: (Check in check out, staff member check in regularly, school counselor follow up etc.)
- Support 2: (Check in check out, staff member check in regularly, school counselor follow up etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth
English Learners

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

As a result of the COVID-19 pandemic, students returning to in-person learning, and multiple decision trees throughout the year that required students to stay home for 7-10 days, our chronic absenteeism rate did not decrease. Due to limited resources in the area of staffing, we focused most of our time and resources on contact tracing, and following up with students who were absent to be sure they were cleared to return.

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

Towards the end of the 2021-2022 school year, we were able to run chronic absentee letters to report to families and we personally reached out to families to offer support, online and homeschool options, however in most cases this did not have the intended effect on decreasing absences.

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.

For the 2022-23 school year we will be implementing the PUSD Intervention Plan to support students' who have already surpassed 12 absences. The goal will be to prevent any further absences by connecting with families. In addition, by reaching out to families once 6 absences have been reached, we are hoping to support families before students reach chronic absentee status. Both of these updated changes can be found in the SPSA under goal 5 in the Strategy/Activity section.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$29,077.63

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

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$13,084.60
English Learners	\$8,993.03
Parent-Teacher Association (PTA)	\$7,000.00

Subtotal of state or local funds included for this school: \$29,077.63

Total of federal, state, and/or local funds for this school: \$29,077.63

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	13,084.60
English Learners	8,993.03
Parent-Teacher Association (PTA)	7,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,400.63
2000-2999: Classified Personnel Salaries	4,793.00
4000-4999: Books And Supplies	2,184.00
5000-5999: Services And Other Operating Expenditures	700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	12,000.60
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	300.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	784.00
1000-1999: Certificated Personnel Salaries	English Learners	2,400.03
2000-2999: Classified Personnel Salaries	English Learners	4,493.00
4000-4999: Books And Supplies	English Learners	1,400.00
5000-5999: Services And Other Operating Expenditures	English Learners	700.00
1000-1999: Certificated Personnel Salaries	Parent-Teacher Association (PTA)	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	29,077.63

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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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