

# 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	October 14, 2021	December 16, 2021

## 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.

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, 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.

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.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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 2021 and Spring 2022. 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 present 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 via YouTube live sessions 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 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.71%	2.33%	1.8%	14	19	14
Asian	17.2%	17.26%	22.8%	141	141	180
Filipino	4.27%	4.28%	4.3%	35	35	34
Hispanic/Latino	16.1%	15.54%	15.1%	132	127	119
Pacific Islander	0.12%	0%	%	1	0	
White	46.83%	43.33%	44.3%	384	354	349
Two or More Responses	9.39%	9.79%	11.6%	77	80	91
Not Reported	4.39%	7.47%	0.1%	36	61	1
<b>Total Enrollment</b>				820	817	788

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	148	154	153
Grade 1	123	127	121
Grade 2	141	128	119
Grade3	144	135	127
Grade 4	133	139	133
Grade 5	131	134	135
<b>Total Enrollment</b>	820	817	788

### Conclusions based on this data:

1. Due to COVID 19 and the availability of other district programs, enrollment for the 2021 - 2022 school year has dropped slightly. We have seen an increase in our Asian student population. Further there is an increase in families reporting ethnicity, this allows for a more accurate picture of our student population.

# 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%	9.0%
Fluent English Proficient (FEP)	63	108	117	7.7%	13.2%	14.8%
Reclassified Fluent English Proficient (RFEP)	18	54	27	12.8%	44.3%	28.7%

### 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.
2. WWES utilizes the support of two part time English Language Learner Instructional Assistants to administer the ELPAC test and provide language support to students designated as English Learners. Two certificated English Learner Coordinators support the instructional planning of the EL IAs as well as support all teachers with planning for integrated English Language Development.

# Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	141			138			138			97.9		
Grade 4	135			134			134			99.3		
Grade 5	132			131			131			99.2		
All	408			403			403			98.8		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2499.			60.14			21.74			9.42			8.70		
Grade 4	2538.			57.46			22.39			8.96			11.19		
Grade 5	2572.			50.38			32.06			8.40			9.16		
All Grades	N/A	N/A	N/A	56.08			25.31			8.93			9.68		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	63.04			28.99			7.97			
Grade 4	53.73			38.06			8.21			
Grade 5	50.38			38.93			10.69			
All Grades	55.83			35.24			8.93			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	44.20			46.38			9.42		
Grade 4	44.03			45.52			10.45		
Grade 5	51.15			41.22			7.63		
All Grades	46.40			44.42			9.18		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	45.65			50.72			3.62		
Grade 4	42.54			53.73			3.73		
Grade 5	33.59			59.54			6.87		
All Grades	40.69			54.59			4.71		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	51.45			39.13			9.42		
Grade 4	47.01			41.04			11.94		
Grade 5	51.91			38.17			9.92		
All Grades	50.12			39.45			10.42		

## Alternative Metrics English Language Arts/Literacy (All Students)

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	498	297	59.6	504	364	72.2	504	378	75
African-American	11	4	36.4	11	7	63.6	11	7	63.6
Asian	104	71	68.3	105	81	77.1	106	84	79.2
Caucasian	208	125	60.1	210	157	74.8	211	170	80.6
Filipino	15	8	53.3	15	12	80	15	13	86.7
Hispanic	85	41	48.2	87	51	58.6	86	46	53.5
Other	75	48	64	76	56	73.7	75	58	77.3
English Learners	25	6	24	25	7	28	26	9	34.6
Students with Disabilities	94	28	29.8	94	37	39.4	93	44	47.3
Socioeconomically Disadvantaged	73	37	50.7	75	45	60	73	41	56.2
Foster Youth									
Homeless Youth	7	4	57.1	7	3	42.9	6	4	66.7

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level  
Reading – Fall, Winter, Spring, (2020-2021)**

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
<b>Grade 2</b>									
All Students			44.6			61.3			63.2
African-American			0			0			0
Asian			53.8			69.2			63
Caucasian			38.8			64			72.5
Filipino			50			100			50
Hispanic			33.3			40.9			36.4
Other			61.9			68.2			76.2
English Learners			30			30			27.3
Students with Disabilities			21.7			26.1			39.1
Socioeconomically Disadvantaged			46.7			43.8			20
<b>Grade 3</b>									
All Students			51.2			71			71.8
African-American			25			100			75
Asian			59.4			72.7			76.5
Caucasian			48.9			71.1			75.6
Filipino			50			100			100
Hispanic			44.4			55.6			41.2
Other			55			70			75
English Learners			20			30			50
Students with Disabilities			18.5			33.3			40.7
Socioeconomically Disadvantaged			46.7			60			53.3
Homeless Youth			0			0			0
<b>Grade 4</b>									
All Students			68			77.3			82.8
African-American			66.7			66.7			66.7
Asian			78.3			91.3			87
Caucasian			67.8			72.9			83.1
Filipino			50			62.5			87.5
Hispanic			64.7			82.4			76.5
Other			66.7			77.8			83.3
English Learners			0			33.3			0

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Students with Disabilities			50			58.3			58.3
Socioeconomically Disadvantaged			41.2			64.7			64.7
Homeless Youth			66.7			66.7			66.7
<b>Grade 5</b>									
All Students			73.8			78.9			81.9
African-American			50			50			100
Asian			87			78.3			95.5
Caucasian			80			89.3			89.3
Filipino			100			100			100
Hispanic			51.7			60			60
Other			75			81.3			75
English Learners			50			0			50
Students with Disabilities			30			40			52.6
Socioeconomically Disadvantaged			61.5			66.7			73.1
Homeless Youth			66.7			33.3			100

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Spring (2021)**

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	379	6.07	15.04	16.09	62.8
African-American	9	11.11	11.11	33.33	44.44
Asian	79	5.06	10.13	16.46	68.35
Caucasian	160	4.38	12.5	16.88	66.25
Filipino	13	7.69	0	7.69	84.62
Hispanic	64	10.94	29.69	15.63	43.75
Other	54	5.56	16.67	12.96	64.81
English Learners	15	33.33	26.67	13.33	26.67
Students with Disabilities	70	22.86	27.14	18.57	31.43
Socioeconomically Disadvantaged	58	10.34	24.14	20.69	44.83
Foster Youth					



Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
Homeless Youth	6	0	33.33	16.67	50

## Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

### Westwood Elementary School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
<b>Grade 1</b>								
Fall	457	262	464	458	463	449	456	464
Winter	482	471	474	492	490	487	472	470
Spring	483	389	460	522	465	483	487	469
<b>Growth</b>	26	127	-4	64	2	34	31	5
<b>Grade 2</b>								
Fall	495	539	25	494	495	495	491	496
Winter	524	668	13	525	505	527	522	522
Spring	535	719	9	535	512	538	535	532
<b>Growth</b>	40	180	-16	41	17	43	44	36
<b>Grade 3</b>								
Fall	524	676	0	130	30	526	526	521
Winter	549	785	0	93	12	543	555	550
Spring	565	854	0	69	11	561	573	560
<b>Growth</b>	41	178	0	-61	-19	35	47	39
<b>Grade 4</b>								
Fall	569	873	0	39	0	567	576	562
Winter	583	938	0	21	2	584	587	578
Spring	595	989	0	19	2	590	601	594
<b>Growth</b>	26	116	0	-20	2	23	25	32
<b>Grade 5</b>								
Fall	596	995	0	19	0	594	600	593
Winter	602	1023	0	23	0	607	605	595
Spring	608	1051	0	21	6	610	611	603
<b>Growth</b>	12	56	0	2	6	16	11	10

**District**

<b>Term</b>	<b>Overall SS</b>	<b>Lexile Score</b>	<b>Phonological Awareness</b>	<b>Phonics</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Reading Comprehension Literature</b>	<b>Reading Comprehension Informational Text</b>
<b>Grade 1</b>								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
<b>Growth</b>	39	137	22	46	40	38	37	36
<b>Grade 2</b>								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
<b>Growth</b>	33	146	-20	37	14	33	33	30
<b>Grade 3</b>								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
<b>Growth</b>	29	129	0	-64	-6	27	31	29
<b>Grade 4</b>								
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
<b>Growth</b>	25	112	0	-36	-1	22	27	27
<b>Grade 5</b>								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
<b>Growth</b>	21	94	0	-19	-1	21	21	21
<b>Grade 6</b>								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
<b>Growth</b>	9	43	0	-1	1	12	6	10
<b>Grade 7</b>								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	627	1137	0	14	1	637	622	622
<b>Growth</b>	9	39	0	0	1	11	6	9
<b>Grade 8</b>								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
<b>Growth</b>	9	41	0	-1	0	12	5	10
<b>Grade 9</b>								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
<b>Growth</b>	38	187	-1	-27	-1	38	54	21
<b>Grade 10</b>								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591
<b>Growth</b>	111	545	0	-275	-74	130	126	61
<b>Grade 11</b>								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
<b>Growth</b>	95	407	-48	-89	-41	100	101	90
<b>Grade 12</b>								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
<b>Growth</b>	82	395	-102	-224	-101	84	72	91

## Grade 11 – Grade Point Average English Language

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Westwood Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
English Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

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 so developing strong conclusions is difficult. However, 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.
  - Moving forward we need to target vocabulary.
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.
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			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	141			139			139			98.6		
Grade 4	135			134			134			99.3		
Grade 5	132			132			132			100		
All	408			405			405			99.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2489.			44.60			37.41			10.79			7.19		
Grade 4	2546.			51.49			32.09			11.19			5.22		
Grade 5	2575.			53.03			21.21			18.18			7.58		
All Grades	N/A	N/A	N/A	49.63			30.37			13.33			6.67		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	54.68			35.97			9.35			
Grade 4	71.64			18.66			9.70			
Grade 5	64.39			23.48			12.12			
All Grades	63.46			26.17			10.37			

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	56.83			34.53			8.63		
Grade 4	55.22			33.58			11.19		
Grade 5	45.45			43.18			11.36		
All Grades	52.59			37.04			10.37		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	58.27			33.81			7.91		
Grade 4	56.72			34.33			8.96		
Grade 5	42.42			48.48			9.09		
All Grades	52.59			38.77			8.64		

### Alternative Metrics Mathematics (All Students)

#### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	501	225	44.9	504	281	55.8	505	282	55.8
African-American	11	4	36.4	11	3	27.3	11	2	18.2
Asian	104	71	68.3	105	71	67.6	106	75	70.8
Caucasian	208	87	41.8	211	120	56.9	212	124	58.5
Filipino	15	4	26.7	15	8	53.3	15	6	40
Hispanic	87	19	21.8	87	35	40.2	86	31	36
Other	76	40	52.6	75	44	58.7	75	44	58.7
English Learners	25	9	36	25	10	40	26	8	30.8
Students with Disabilities	95	26	27.4	94	29	30.9	93	26	28
Socioeconomically Disadvantaged	75	19	25.3	74	21	28.4	73	23	31.5
Foster Youth									
Homeless Youth	7	2	28.6	7	1	14.3	6	3	50

#### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
<b>Grade 2</b>									
All Students			47.2			70.7			56
African-American			100			100			0

	Math								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Asian			73.1			84.6			70.4
Caucasian			40.8			68			56.9
Filipino			50			100			50
Hispanic			27.3			59.1			36.4
Other			45.5			66.7			61.9
English Learners			40			60			27.3
Students with Disabilities			34.8			45.5			30.4
Socioeconomically Disadvantaged			37.5			60			40
<b>Grade 3</b>									
All Students			50.4			57.3			56.8
African-American			25			0			0
Asian			71.9			66.7			70.6
Caucasian			44.4			55.6			55.6
Filipino			0			25			50
Hispanic			22.2			50			33.3
Other			70			70			70
English Learners			50			30			40
Students with Disabilities			22.2			18.5			22.2
Socioeconomically Disadvantaged			26.7			33.3			33.3
Homeless Youth			100			0			0
<b>Grade 4</b>									
All Students			33.6			43.8			58.3
African-American			0			0			33.3
Asian			52.2			47.8			73.9
Caucasian			32.2			42.4			57.6
Filipino			37.5			62.5			37.5
Hispanic			23.5			41.2			62.5
Other			27.8			44.4			50
English Learners			0			0			0
Students with Disabilities			25			37.5			34.8
Socioeconomically Disadvantaged			11.8			11.8			35.3
Homeless Youth			0			0			66.7
<b>Grade 5</b>									
All Students			48.8			51.9			52.3

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
African-American			50			50			50
Asian			73.9			69.6			68.2
Caucasian			50.9			63.2			63.2
Filipino			0			0			0
Hispanic			16.7			20			23.3
Other			68.8			50			50
English Learners			0			50			50
Students with Disabilities			28.6			23.8			25
Socioeconomically Disadvantaged			25.9			18.5			23.1
Homeless Youth			33.3			33.3			50

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Spring (2021)**

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	380	7.11	37.11	11.58	44.21
African-American	9	11.11	66.67	11.11	11.11
Asian	79	5.06	24.05	16.46	54.43
Caucasian	161	6.83	34.16	8.07	50.93
Filipino	13	7.69	53.85	7.69	30.77
Hispanic	64	14.06	50	12.5	23.44
Other	54	1.85	40.74	14.81	42.59
English Learners	15	6.67	60	26.67	6.67
Students with Disabilities	70	27.14	45.71	2.86	24.29
Socioeconomically Disadvantaged	58	12.07	58.62	8.62	20.69
Foster Youth					
Homeless Youth	6	0	50	33.33	16.67



## Grades 2-8 and 11 iReady Math Growth Summary by Grade Level Spring

### Westwood Elementary School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
<b>Grade 1</b>						
Fall	405	0	400	411	401	409
Winter	418	0	415	429	413	415
Spring	431	0	424	436	427	437
<b>Growth</b>	26	0	24	25	26	28
<b>Grade 2</b>						
Fall	422	0	417	429	422	422
Winter	435	0	432	437	437	438
Spring	445	0	441	448	447	446
<b>Growth</b>	23	0	24	19	25	24
<b>Grade 3</b>						
Fall	441	0	435	450	444	436
Winter	452	0	445	462	457	446
Spring	469	0	467	472	472	467
<b>Growth</b>	28	0	32	22	28	31
<b>Grade 4</b>						
Fall	463	0	458	469	467	457
Winter	474	0	471	480	477	468
Spring	491	0	489	493	490	491
<b>Growth</b>	28	0	31	24	23	34
<b>Grade 5</b>						
Fall	483	0	481	486	486	477
Winter	489	0	493	489	490	482
Spring	506	0	505	507	511	501
<b>Growth</b>	23	0	24	21	25	24

**District**

<b>Term</b>	<b>Overall SS</b>	<b>Lexile Score</b>	<b>Phonological Awareness</b>	<b>Phonics</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Reading Comprehension Literature</b>	<b>Reading Comprehension Informational Text</b>
<b>Grade 1</b>								
Fall	404	0						
Winter	413	0						
Spring	423	0						
<b>Growth</b>	19	0						
<b>Grade 2</b>								
Fall	422	0						
Winter	435	0						
Spring	443	0						
<b>Growth</b>	21	0						
<b>Grade 3</b>								
Fall	443	0						
Winter	454	0						
Spring	467	0						
<b>Growth</b>	24	0						
<b>Grade 4</b>								
Fall	465	0						
Winter	475	0						
Spring	488	0						
<b>Growth</b>	23	0						
<b>Grade 5</b>								
Fall	482	0						
Winter	493	0						
Spring	506	0						
<b>Growth</b>	24	0						
<b>Grade 6</b>								
Fall	501	0						
Winter	506	0						
Spring	511	0						
<b>Growth</b>	10	0						
<b>Grade 7</b>								
Fall	512	0						
Winter	518	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	522	0						
<b>Growth</b>	10	0						
<b>Grade 8</b>								
Fall	512	0						
Winter	516	0						
Spring	536	0						
<b>Growth</b>	24	0						
<b>Grade 9</b>								
Fall	512	0						
Winter	482	0						
Spring	478	0						
<b>Growth</b>	-34	0						
<b>Grade 10</b>								
Fall	513	0						
Winter	459	0						
Spring	475	0						
<b>Growth</b>	-38	0						
<b>Grade 11</b>								
Fall	470	0						
Winter	447	0						
Spring	560	0						
<b>Growth</b>	90	0						
<b>Grade 12</b>								
Fall	442	0						
Winter	373	0						
Spring	519	0						
<b>Growth</b>	77	0						

## Grade 11 – Grade Point Average Mathematics

	Graduation Course							A-G Course								
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Westwood Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
Mathish Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

**Conclusions based on this data:**

- Westwood students have demonstrated a steady increase in performance in the area of Mathematics 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 of the iReady assessment. This is the first year using iReady so developing strong conclusions is difficult. However, our team has provided the following reflections:
  - As a site we need to focus on Numbers and Operations in our daily routines with students.
  - 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.
- 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 subgroup (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 your 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1477.6	1461.7	1472.3	1462.3	1489.8	1460.2	35	26
Grade 1	1528.7	1505.4	1523.8	1520.0	1533.2	1490.1	26	14
Grade 2	1532.5	*	1514.2	*	1550.3	*	26	10
Grade 3	1501.8	1532.7	1505.6	1541.1	1497.5	1524.0	17	14
Grade 4	1545.9	1546.0	1554.4	1549.6	1536.9	1541.8	14	14
Grade 5	1584.6	*	1602.9	*	1565.5	*	15	10
All Grades							133	88

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.71	30.77	*	42.31	*	23.08	*	3.85	35	26
1	92.31	50.00		28.57		21.43	*	0.00	26	14
2	80.77	*	*	*	*	*	*	*	26	*
3	*	50.00	*	21.43	*	28.57	*	0.00	17	14
4	*	64.29	*	14.29		21.43		0.00	14	14
5	73.33	*	*	*	*	*		*	15	*
All Grades	68.42	46.59	19.55	29.55	*	21.59	*	2.27	133	88

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.71	34.62	*	42.31	*	15.38	*	7.69	35	26
1	92.31	71.43		21.43	*	7.14	*	0.00	26	14
2	80.77	*	*	*	*	*	*	*	26	*
3	*	57.14	*	35.71		7.14	*	0.00	17	14
4	*	64.29	*	21.43		7.14		7.14	14	14
5	80.00	*	*	*	*	*		*	15	*
All Grades	73.68	56.82	15.79	30.68	*	7.95	*	4.55	133	88

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	60.00	23.08	*	53.85	31.43	23.08		0.00	35	26
<b>1</b>	84.62	21.43	*	50.00		14.29	*	14.29	26	14
<b>2</b>	76.92	*	*	*		*	*	*	26	*
<b>3</b>	*	28.57	*	42.86	*	21.43	*	7.14	17	14
<b>4</b>	*	35.71	*	28.57	*	28.57		7.14	14	14
<b>5</b>	*	*	*	*	*	*	*	*	15	*
<b>All Grades</b>	55.64	25.00	22.56	44.32	14.29	25.00	*	5.68	133	88

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	77.14	42.31	*	50.00	*	7.69	35	26	
<b>1</b>	92.31	78.57	*	21.43	*	0.00	26	14	
<b>2</b>	84.62	*	*	*	*	*	26	*	
<b>3</b>	*	21.43	*	71.43	*	7.14	17	14	
<b>4</b>	*	50.00	*	42.86		7.14	14	14	
<b>5</b>	*	*	*	*	*	*	15	*	
<b>All Grades</b>	74.44	47.73	20.30	46.59	*	5.68	133	88	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
<b>K</b>	60.00	34.62	*	53.85	*	11.54	35	26	
<b>1</b>	84.62	50.00	*	50.00	*	0.00	26	14	
<b>2</b>	65.38	*	*	*	*	*	26	*	
<b>3</b>	70.59	78.57	*	21.43	*	0.00	17	14	
<b>4</b>	*	78.57	*	14.29		7.14	14	14	
<b>5</b>	86.67	*	*	*		*	15	*	
<b>All Grades</b>	71.43	62.50	20.30	31.82	8.27	5.68	133	88	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	51.43	11.54	45.71	88.46	*	0.00	35	26
<b>1</b>	92.31	42.86		35.71	*	21.43	26	14
<b>2</b>	84.62	*	*	*	*	*	26	*
<b>3</b>	*	28.57	*	50.00	*	21.43	17	14
<b>4</b>	*	35.71	*	57.14	*	7.14	14	14
<b>5</b>	*	*	*	*	*	*	15	*
<b>All Grades</b>	57.89	26.14	33.08	63.64	9.02	10.23	133	88

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	68.57	80.77	*	19.23	*	0.00	35	26
<b>1</b>	76.92	21.43	*	71.43	*	7.14	26	14
<b>2</b>	73.08	*	*	*	*	*	26	*
<b>3</b>	*	35.71	*	64.29	*	0.00	17	14
<b>4</b>	*	35.71	*	64.29		0.00	14	14
<b>5</b>	80.00	*	*	*		*	15	*
<b>All Grades</b>	64.66	46.59	30.08	50.00	*	3.41	133	88

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. The following priorities are measured throughout the year:

- Reading: Demonstrating understanding of literary and non-fiction texts
- Writing: Producing clear and purposeful writing
- Listening: Demonstrating effective communication skills
- Research/Inquiry: Investigating, analyzing, and presenting information

### Conclusions based on this data:

1. Westwood teachers have committed to an overall focus on reading and writing to support our English Learners.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	15	19	15	1	2	2	6	10.53	13.33
American Indian or Alaskan									
Asian	141	158	187		17	6	3	10.76	3.21
Filipino	26	37	35	2	4	0	5	10.81	0
Hispanic or Latino	132	141	123	8	6	8	6	4.26	6.5
Did not Report	36		1	1		0	4		0
Pacific Islander	*			*			*		
Two or More Races	86	95	98	3	8	5	3	8.42	5.1
White	386	385	371	19	24	21	15	6.23	5.66
Male									
Female									
English Learners	122	73	78	5	13	1	5	17.81	1.28
Students with Disabilities			128	11		7	7		5.47
Socioeconomically	123		125	10	7	17	6		13.6
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	823	844	830	39	63	42	5	7.46	5.06

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

### Conclusions based on this data:

1. After implementing positive attendance programs over the previous three years, we have seen a steady rise in attendance. The demographic group with the most significant rise in chronic absenteeism included our socio-economically disadvantaged students. However, most other groups showed significant improvements.
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.



# Student Performance Data

## Suspension Data

	2018-19	*2019-20	2020-21
<b>Suspensions Rate</b>	0.6	0.36	0.1

\* 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 two years.
2. 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 reviewed.
3. 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.

# Student Performance Data

## Graduation Rate

	2018-19	*2019-20	2020-21
<b>Graduation Rate</b>			

\* 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 2022 California Assessment of Student Performance and Progress (CAASPP) report, 75% of 3rd - 5th grade students will perform at "Standard Met" or "Standard Exceeded" in the overall area of Mathematics. This reflects a return to student achievement levels prior to the COVID 19 school closure considering learning losses, and the percentage of students identified as being in the following subgroups will increase 5%: English Learner, EDY, and Students with Disabilities.

## Identified Need

The Westwood staff analyzed student performance data reflected in the Spring 2021 iReady benchmark assessment in mathematics. Approximately 30% of WWES students in grades kindergarten through 5th are not meeting grade level standard.

Based on the Fall iReady benchmark assessment, 54% of current students in grades kindergarten through need targeted instruction on grade level standards.

## 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 2021 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) 43.97%
- EL: 23.38%
- EDY: 10.53%
- Students with Disabilities: 24.79%
- Hispanic: 25.89%
- African American: 27.27%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Math portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP).  iReady assessments  Curriculum based assessments	Data from the Spring 2019 CAASPP Math test shows 80 % of all students at "Standard Met" or "Standard Exceeded."  39% of students in grades kindergarten - fifth grade scored at or above standard on the mathematics portion of the iReady Fall 2021 diagnostic assessment.	75% of all students will score "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP in the Spring of 2022.  75% of all students will score at or above standard on the Spring 2022 iReady mathematics assessment.
<b>English Learner</b>	Data from the Spring 2019 CAASPP Math test shows 46%	The percentage of all English Learners at Westwood with

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Data from the Math portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP).</p> <p>iReady assessments</p> <p>Curriculum based assessments</p>	<p>of WWES English Learners at "Standard Met" or "Standard Exceeded."</p> <p>16.1% of all English Learner students scored at or above standard on the iReady Fall 2021 Diagnostic assessment in Mathematics.</p>	<p>scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will grow by 12 points, from 46% in 2019 to 58% in 2022.</p> <p>58% of all ELL students will score at or above standard on the Spring 2022 iReady mathematics assessment.</p>
<p><b>EDY/Title I</b></p> <p>Data from the Math portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP).</p> <p>iReady assessments</p> <p>Curriculum based assessments</p>	<p>26.6% of all Economically Disadvantaged students scored at or above standard on the iReady Fall 2021 Diagnostic assessment in Mathematics.</p>	<p>The percentage of all Economically Disadvantaged Learners at Westwood with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will grow by 12 points in 2022.</p> <p>38% of all Economically Disadvantaged students will score at or above standard on the Spring 2022 iReady mathematics assessment.</p>
<p><b>Student with Disabilities</b></p> <p>Data from the Math portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP).</p> <p>iReady assessments</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>29.9% of all special education students scored at or above standard on the iReady Fall 2021 Diagnostic assessment in Mathematics.</p>	<p>The percentage of all students in special education with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will grow by 12 points, from 44% in 2019 to 56% in 2022.</p> <p>42% of students with disabilities will score at or above standard on the Spring 2021 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)

Students who are below proficient in the area of Math (grades 1-5). Data analysis at each grade level has shown weaknesses in specific math skill areas. Teachers will focus instruction on the areas of need after best first instruction.

### Strategy/Activity

Using our district curriculum, instruction will be delivered in both whole group and small group settings. Instruction will be flexible, and data is 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.

Students will engage in iReady lessons on a consistent basis adapting to their readiness area.

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: 2020-21

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

### ANALYSIS

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

Due to the suspension of the CAASPP testing due to COVID-19, we were unable to measure growth based on the assessment. As a means by which to consider growth in the area of mathematics, we continue to analyze and monitor alternative metrics.

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

Students received mathematics instruction both virtually and in person. Although all strategies above were implemented, a tremendous loss of instructional time greatly affected student achievement due to COVID 19. No categorial funds were used to support math instruction.

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, collectively our site has modified our goal from the 2020- 2021 school year in alignment with the student data demonstrated during the fall of 2021. We have identified learning loss in the area of math and thus have adjusted our goal accordingly. However, our expectation is to return to pre-COVID student achievement levels within a year. Last year was out pilot year for iReady. We learned the great benefit to this program was its ability to support each and every student in their individual progress.

# 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

Our goal for student performance as measured by the Spring of 2022 California Assessment of Student Performance and Progress (CAASPP) report, 75 % of 3rd - 5th grade students will perform at "Standard Met" or "Standard Exceeded" in the overall area of English Language Arts. This reflects the acknowledgement of learning losses due to the COVID 19 school closure, and students identified as being in the following underserved groups will increase their proficiency 5% above the rate of improvement for all students: English Learner, EDY, and Students with Disabilities.

## Identified Need

Due to the physical school closure in spring 2020 due to COVID19, annual testing and data collection were unable to be conducted. Thus, data from the 2018 - 2019 California Assessment of Student Performance and Progress (CAASPP) report showing an overall baseline of 18% of Westwood students are below proficiency levels as measured by the ELA portion of the CAASPP test. However, during to the school closures of 2020 and 2021 student performance dropped significantly as reflected in our all 2021 iReady diagnostic assessments.

## Alternative Metrics

As derived from the fall 2021 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 - 32.4%  
 EDY - 39.29%  
 Students with disabilities - 35.2%  
 Hispanic - 46.6%  
 African American – 33.3%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the ELA portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP).  iReady Assessments  CORE Assessments Curriculum-based assessments	Data from the Spring 2019 CAASPP ELA test shows 82% of all students at "Standard Met" or "Standard Exceeded."  62% of students in grades second through fifth grade scored at or above standard on the iReady Fall 2021 Diagnostic assessment.	75% of all students will score "Standard Met" or "Standard Exceeded" on the English Language Arts portion of the CAASPP in the Spring of 2022.  75% of all second through fifth grade students will score "Standard Met" or "Standard Exceeded" on the ELA portion of the iReady assessment in Spring of 2022.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>English Learner</b> Data from the ELA portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP).</p> <p>iReady 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>32.4% of all English Learner students in grades second through fifth grade scored at or above standard on the iReady Fall 2021 Diagnostic assessment in English Language Arts.</p>	<p>The percentage of English Learners with scores of "Standard Met" or "Standard Exceeded" on the ELA portion of the CAASPP will grow by 10 points, from 32.4% in 2019 to 44% in 2022.</p> <p>44% of all second through fifth English Learner students in grades 2 - 5 will score "Standard Met" or "Standard Exceeded" on the ELA portion of the iReady assessment in Spring of 2022.</p>
<p><b>EDY/Title I</b> Data from the ELA portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP).</p> <p>iReady 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>45.6% of all Economically Disadvantaged students in grades second through fifth grade scored at or above standard on the iReady Fall 2021 Diagnostic assessment in English Language Arts.</p>	<p>The percentage of Economically Disadvantaged Youth with scores of "Standard Met" or "Standard Exceeded" on the ELA portion of the CAASPP will grow by 3 points, from 67% in 2019 to 70% in 2022.</p> <p>70% of all second through fifth Economically Disadvantaged students in grades 2 - 5 will score "Standard Met" or "Standard Exceeded" on the ELA portion of the iReady assessment in Spring of 2022.</p>
<p><b>Student with Disabilities</b> Data from the ELA portion of the Spring 2022 California Assessment of Student Performance and Progress (CAASPP).</p> <p>iReady Assessments</p>	<p>Data from the Spring 2019 CAASPP ELA test shows 48% of WWES Students with Disabilities performed at "Standard Met" or "Standard Exceeded."</p> <p>35.2% of all special education students in grades second through fifth grade scored at or above standard on the iReady Fall 2021 Diagnostic assessment in English Language Arts.</p>	<p>The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the ELA portion of the CAASPP will grow by 10 points, from 48% in 2019 to 58% in 2022.</p> <p>58% of all second through fifth English Learner students in grades 2 - 5 will score "Standard Met" or "Standard Exceeded" on the ELA portion of the iReady assessment in Spring of 2022.</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)

Learners who are below proficiency in the area of Literacy/ELA (K-5). Data analysis has shown areas of focus are on targeted literacy skills. Teams of teacher frequently monitor student performance and adjust instruction accordingly.



## 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 universal screeners 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.

## 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)
7360.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
1600.00	English Learners 0001-0999: Unrestricted: Locally Defined
80.00	Educationally Disadvantaged Youth 4000-4999: Books And Supplies
3480.00	English Learners 2000-2999: Classified Personnel Salaries
1400.00	English Learners 4000-4999: Books And Supplies

# Annual Review

## SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

Due to the suspension of the CAASP testing due to COVID-19, we were unable to measure growth based on the assessment. As a means by which to consider growth in the area of English language Arts, we continue to analyze and monitor alternative metrics.

The WWES staff analyzed student performance as measured by the spring 2021 iReady benchmark assessment. Although students did not meet the overall goal of 80% of students will perform at or above grade level, student performance on the spring 2021 ELA assessment reflected 70% of students in grades 2 - 5 performed at or above 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.

During the 20-21 school year, the WWES staff participated in on-going data chats ensuring students' needs were met in areas of weakness. Students were able to participate in the Reading Impact program whether they attended school virtually or in person. 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 reference to our analysis of the alternative metrics, collectively our site has modified our goal from the 2020-2021 school year in alignment with the student data demonstrated during the fall of 2021. We have identified learning loss in the area of English Language Arts and thus have adjusted our goal accordingly.

# 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 3: Socio-Emotional/Behavior

As measured by the spring 4-5th Westwood student perception survey, 90% of students will have a sense of belonging at Westwood.

By June 2022, the percentage of students overall who report feel a sense of belonging at school will increase by 5% on the student perception survey, resulting in an increase in site attendance rate reflecting the 2021 data and a decrease in site chronic absenteeism rate of 5% reflecting the 2021 data. For specific student groups, the percentage of students who report feeling safe at school will increase by 5%. resulting in an increase in site attendance rate 5% and a decrease in site chronic absenteeism rate of 2%.

## Identified Need

This need was identified with the support of the school counselors. Last year, many of our students were virtual the entire school year due to COVID-19. All students were virtual for part of the year, and then had a modified schedule for the remainder of the year. As a result of this, more than ever before, it is important to help students develop a sense of community and belonging at school. With this need in mind, we are implementing strategies to assist students in engaging with others so that each student feels like they are an integral part of the Westwood community.

## Alternative Metrics

The Westwood counseling team will coordinate student surveys with students in fourth and fifth grade aligned to the schoolwide goal.

Student surveys are administered to fifth grade students. District collected data on absenteeism and discipline.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Student Perception Survey  Attendance data 2021 - 2022	83% of students surveyed 4th-5th grade felt as though they had strategies to use that help them feel a sense of belonging and help others feel the same.	By the end of the 2021 - 2022 school year the number of students who feel they have increased their sense of belonging at school will increase from 83% (baseline) to 90%.  By the Spring of 2022, the overall attendance rate at Westwood elementary will increase by 5%.  By the Spring of 2022, the overall chronic absenteeism rate at Westwood elementary will decrease by 2%.
<b>English Learner</b>		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

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

Site team consisting of Principal, Assistant Principal, Counselors, School Psychologist, Special Education Team, and Student Services Advisor will provide professional learning and student support on direct and collaborative learning around Whole Body Listening, expected/unexpected behaviors, and collaborative learning around size of the problem. In this regard, students will be able to demonstrate effective problem solving and conflict resolution. This will result in students developing and improving their sense of belonging at school.

The principal and assistant principal visit all classrooms to introduce themselves and have “Character Chats” with all students. Additionally, the school counselors implemented “Meet the Counselor” lessons so students know who to come to for mental health assistance. With an increase of support from school counselors (from two days per week to five days per week) we are able to support all classes and students at a greater level. The school counselors and student services assistant provide Second Step and Bullying Prevention lessons to all students grades TK-5th. The school counselors have implemented *Start with Hello* this year to combat social isolation. The school counselors are implementing No Place for Hate (NPFH) and recruiting NPFH student ambassadors to promote acceptance, inclusiveness, and respect for diversity on campus. The school counselors facilitate student support groups based on the needs of our student population and the school counselors and school psychologist work with our high need students on a one-on-one basis. The school counselors and school psychologist are available to support staff with strategies in encouraging a sense of belonging in classrooms.

WWES has established a site Equity Team comprised of classified, certificated, and administrative staff. The team will attend a total of three professional learning sessions with the San Diego County Office of Education. The overall goals of these three sessions were to 1) help raise the consciousness about general topics and issues of equity, diversity, and inclusion, 2) build capacity with each team to be able to begin leading equity professional learning at our site, and 3) begin addressing areas in our school system and/or school culture that perpetuate student inequities.

#### 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: 2020-21

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

### ANALYSIS

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

The WWES counseling team with the administration team analyzed the results of the survey given to fourth and fifth graders in the spring of 2021. Our SEL goal for the 20/21 school year focused on supporting students on feeling safe at school. The counseling team along with the Student Support Services Assistant provided lessons to all classes throughout the year. The team provided in class and virtual instruction, counseling, and support. In the spring of 2021 90% of students in grades 4th and 5th indicated that they felt they had strategies to help them manage their emotions.

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 school closure as a result of COVID 19 we were unable to implement the strategies listed above on a consistent basis.

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, collectively our site has maintained our goal from the 2019-2020 school year in alignment with the student data demonstrated during the fall of 2020.

# 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 2022, Westwood Elementary students and staff will engage in activities 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 district, all sites are 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
<b>School Wide</b> Teacher survey reflecting on the effectiveness of the lessons, engagement during the lessons, and student perceptions of the lessons.		Teacher perception will reflect on the overall effectiveness of the presentation and implementation.
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

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 at Westwood Elementary School.

Strategy/Activity

Teachers will provide a minimum of three lessons supports 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 share with the WWES school community.

Site equity team fully participate in the San Diego County Equity professional learning opportunity.

The WWES Equity Team will present at a minimum of 3 staff meetings throughout the year.

### **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: 2020-21**

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

### **ANALYSIS**

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

Reflecting on the 2021 school year, our school site established a No Place for Hate student group. This was facilitated by our counselor and supported by all staff. This group continued virtually through the 2021 school year. Students developed three lessons throughout the year that all students participated in.

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 restrictions created surrounding health and safety during COVID 19, students were limited to only meeting virtually. The No Place for Hate team continued to meet and develop programs for students. The team shared regular updates with staff and the community.

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 is new 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 2022, Westwood Elementary will have improved attendance systems, structures and programs that will lead to an increase in student attendance.

## Identified Need

As a school, we will focus on decreasing the schoolwide 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
<b>School Wide</b> Student attendance data run from Synergy.	5.06%	Decrease absenteeism to 2.5% schoolwide.
<b>English Learner</b> Student attendance data run from Synergy.	1.28%	Decrease absenteeism to 0%.
<b>EDY/Title I</b> Student attendance data run from Synergy.	13.6%	Decrease absenteeism to 7.2%.
<b>Student with Disabilities</b>		



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)

We will create a Student Absence Review team comprised of admin, classified staff, and teachers to look at student absenteeism data at each trimester. The team will review student data and identify students who are in close to or are have been identify as chronically absent. They team will notify teachers of these students and teachers will implement the PBIS Check in Check out or 10:2 strategy to build relationships with these students. This strategy will support all students at Westwood Elementary.

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Student chronic absenteeism decreased in the 2020-21 school year even with the effects of the COVID 19 pandemic.

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 use of our Attendance HERO program was intended as a positive reinforcement of consistent student attendance. Based on data, this did work to decrease chronic absenteeism.

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

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$13,920.00

## Other Federal, State, and Local Funds

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

Federal Programs	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	\$7,440.00
English Learners	\$6,480.00

Subtotal of state or local funds included for this school: \$13,920.00

Total of federal, state, and/or local funds for this school: \$13,920.00

## 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	7,440.00
English Learners	6,480.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,600.00
1000-1999: Certificated Personnel Salaries	7,360.00
2000-2999: Classified Personnel Salaries	3,480.00
4000-4999: Books And Supplies	1,480.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	7,360.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	80.00
0001-0999: Unrestricted: Locally Defined	English Learners	1,600.00
2000-2999: Classified Personnel Salaries	English Learners	3,480.00
4000-4999: Books And Supplies	English Learners	1,400.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	13,920.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

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](mailto:LCFF@cde.ca.gov).

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **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**asurable, **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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

Developed by the California Department of Education, January 2019