

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Westwood Elementary School
Address	9444 Caywood Drive Stockton, California 95210
County-District-School (CDS) Code	39685856109839
Principal	Jaime Kite-Polinsky
District Name	Lodi Unified School District
SPSA Revision Date	4/25/22
Schoolsite Council (SSC) Approval Date	4/25/22
Local Board Approval Date	June 14, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Westwood Elementary School is a place where students are encouraged to experience success socially, emotionally, physically, and academically in a positive and safe learning environment. The education program is based on high academic standards designed to increase the achievement level of all students. Emphasis is on promoting student self-management in a variety of situations. School staff, parents, students and community members work collaboratively to guide the academic excellence of students to foster an appreciation for the rich diverse cultures of the school community. In order to establish and maintain a positive learning environment, acceptable academic goals, expectations and behaviors are clearly defined and communicated so students can practice using good judgment; develop a sense of responsibility, and show respect and courtesy toward others.

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Profile

Westwood Elementary school is a part of Lodi Unified School District.
We are a Preschool-Sixth grade school that serves 495 students.
We are very diverse with 28.9% of our students being English Learners and 92% of our students being Socioeconomically Disadvantaged.
We currently have 24 or our 25 teachers that have their full credential.
Westwood school was built in 1991 and we take great effort to ensure that our school is clean, safe, and functional.

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

Westwood Elementary School
Westwood Elementary has developed a written Title I parental involvement policy with input from Title I parents. The policy was created with a collaboration from parents and staff. We distributed the policy to parents of Title I students in our first day packets. It is also available on our web site and a hard copy is available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].
Involvement of Parents in the Title I Program
To involve parents in the Title I program at Westwood Elementary, the following practices have been established:
The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the

right of parents to be involved in the Title I program.

Our Title I meeting is always held just before our back to school night in August.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy through our School Site council, PTA, and ELAC groups.

The school provides parents of Title I students with timely information about Title I programs.

We do this through our Web Site, Notes home, and our Phone Call system.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. We do this every year at our Back to School night and parent conferences.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This happens through School Site Council, ELAC, and PTA. A request can be submitted in our school office.

School-Parent Compact

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

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Our policy was developed with parent and staff input through the School Site Council, ELAC and is reviewed yearly.

Building Capacity for Involvement:

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

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This happens at our back to school night, SST, Parenting Partners, and parent teacher conferences throughout the year.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This happens at our back to school night, SST, Parenting Partners, and parent teacher conferences throughout the year.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. This happens at our back to school night, SST, Parenting Partners, and parent teacher conferences throughout the year. It is also an important part of our compact.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. We offer the following:

Back to School Night:

- Purpose: Offer parents the opportunity to view their students' classrooms, meet their teachers, and learn about grading, classroom expectations, and instructional strategies to be used. Emphasis will be placed on student work, learning, and when homework is due.
- How it Works: Parents and guardians will be greeted during by administration and teachers in the multi purpose room. After a brief presentation by the principal, students and families will be dismissed to participate in a mini school day.

Parenting Partners:

- Purpose: To support parents/guardians in the encouragement of their child's social and academic skills. This is a fun learning class that promotes increased bonding among students, families and teachers/staff.
- How it Works: Participants come to a once a week class that is run by teachers and parent leaders. The work through the Parenting Partners curriculum.

Open House:

- Purpose: To showcase the talent of students and their achievement. Emphasis is placed on student work that has been completed or is in progress.
- How it Works: Participants will be greeted by their students teacher as they enter their students classroom to view work and projects.

School Site Council

- Purpose: To provide parents an opportunity to nominate and vote on a parent to represent them during school site council meetings. The focus of the council is to develop and monitor the school plan. That includes utilizing appropriate funds to support student achievement and parent involvement.
- How it Works: The School Site Council establishes a calendar in order to meet every six weeks. Meetings are generally 1 hour long and meeting agendas are posted for public review 72 hours in advance. Parents along with educators discuss student academics, funding, and program evaluation.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Notes and phone calls are made for each event.

The school provides support for parental involvement activities requested by Title I parents.

We always encourage input from our parents on events and trainings at Westwood Elementary. Please come into our office or come to a ELAC, School Site Council, or PTA meeting.

Accessibility

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

Please come into our office and speak with our staff. We will also provide notes, permission forms, and phone calls in languages other than English.

In looking at our school plan, we met with Many parents and staff members. We met with teachers at a staff meeting to discuss how last years plan worked and what needed to be changed. We met with ELAC at a meeting to explain the plan and ask for their input. We also met with our SSC to discuss all aspects of the plan. The plan was also available for anyone who wanted to look and make suggestions in our office.

Resource Inequities

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

Based upon the California School Dashboard state indicators, Westwood has been identified as an Additional Targeted Support and Improvement site, exiting from CSI. Our subgroup, Students with Disabilities, qualified Westwood to enter into ATSI due to meeting the criteria based on a color combination from 2018-2019. In order to move the levels on each of the indicators for our Students with Disabilities, it is necessary to address the needs of students, staff, and school community. It will be through professional development opportunities to further enhance our educators in the areas of positive behaviors and interventions and supports, techniques and strategies to engage students in the classroom, social and emotional curriculum, and STEAM.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Westwood Elementary School will show a 5% increase in proficiency on the following universal measures in English Language Arts:

- K-2 DIBELS Assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 3rd- 6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-3 DIBELS Assessment	During the 2021-22 school year, 40% of Kindergarten-3rd grade students will perform at or above grade level on the End of the Year (EOY) DIBELS assessment.	During the 2021-22 school year, 48% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
2nd - 6th Grade Reading Inventory (RI)	During the 2021-22 school year, 27% of 2nd-6th grade students will score proficient on the End of the Year Reading Inventory.	During the 2021-22 school year, 34% of 2nd-6th grade students scored proficient on the MOY of the Year Reading Inventory.
2rd- 6th Grade ELA iReady Universal Screener	During the 2021-22 school year, 22% of 2nd-6th grade students will perform at or above on the End of the Year (EOY) iReady Universal Screener in ELA.	During the 2021-22 school year, 28% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2021-22 school year, 35% of 3rd-6th grade students will meet or exceeded standards on CAASPP/SBAC Assessments in ELA.	CAASPP Data update not available due to changes in the Title One approval timeline.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 1.1 - Intervention(s) K-5 Interventions will be monitored and implemented with the assistance of an intervention teacher to increase ELA performance.	Implemented	Intervention Teacher 1100 Teacher Title I 99,109.00	Intervention Teacher 1100 Teacher Title I 99,109.00
		Intervention Teacher Benefits - Total cost of site funded intervention teacher is \$129,600.00 3000 Benefits Title I 31,491.00	Intervention Teacher Benefits - Total cost of site funded intervention teacher is \$129,600.00 3000 Benefits Title I 31,491.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1.2 - Interventions</p> <p>Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills-phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.</p> <p>The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.</p>	<p>Implemented</p>	<p>District Funded 1100 Teacher Title I 0</p> <p>District Funded 3000 Benefits Title I 0</p>	<p>District Funded 1100 Teacher Title I 0</p> <p>District Funded 3000 Benefits Title I 0</p>
<p>ELA 1.3 - AVID</p> <p>All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.</p>	<p>Implemented</p>	<p>District Coaches 1100 Teacher LCFF 0</p> <p>See ELA 1.15 AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Every Student will have: Binders 4th-6th Dividers 4th-6th Pencil boxes 1st-6th Notebooks Journals Organizational materials 4300 Materials Title I 0</p>	<p>District Coaches 1100 Teacher LCFF 0</p> <p>See ELA 1.15 AVID supplies- Teachers will implement the organizational component of AVID to support all learners. Every Student will have: Binders 4th-6th Dividers 4th-6th Pencil boxes 1st-6th Notebooks Journals Organizational materials 4300 Materials Title I 0</p>
<p>ELA 1.4 - DIBELS</p> <p>All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three</p>	<p>Implemented</p>	<p>DIBELS 5875 Technology Licenses LCFF 0</p>	<p>DIBELS 5875 Technology Licenses LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
times a year to determine the students readiness to read			
<p>ELA 1.5 - Reading Inventory</p> <p>All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd-6th grade students to obtain an independent reading Lexile level.</p>	Implemented	District Funded Licenses 5875 Technology Licenses LCFF 0	District Funded Licenses 5875 Technology Licenses LCFF 0
<p>ELA - 1.6 ELA iReady</p> <p>All 2-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards.</p>	Implemented; K-1 teachers administered the MOY ELA iReady assessment	District Funded iReady Licenses 5875 Technology Licenses LCFF 0	District Funded iReady Licenses 5875 Technology Licenses LCFF 0
<p>ELA 1.7 - DIBELS Licenses</p> <p>Purchase additional DIBELS licenses to assess and monitor progress of all 3rd grade students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention.</p>	Partially Implemented; 3rd grade licenses were no additional cost and 4th-6th grade teachers used the ELA iReady assessment		
<p>ELA 1.8 - Data Analysis and Tracking</p> <p>Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers will disaggregate and analyze student performance</p>	Implemented; Teacher timecards were not used at the extent expected as the trainings were scheduled for Certificated PLC days as to make it accessible to all staff.	District Funded - iReady Consultant to train teachers on iReady and how to test students. In addition, the consultant will meet with teachers 3 times a year to review student BOY, MOY, and EOY data. 5800 Prof and Operating/Consultants Title I 0	District Funded - iReady Consultant to train teachers on iReady and how to test students. In addition, the consultant will meet with teachers 3 times a year to review student BOY, MOY, and EOY data. 5800 Prof and Operating/Consultants Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data. In addition, teachers will participate in iReady data chats with the iReady vendor.</p>		<p>Teacher timecards for data analysis beyond the school day 1120 Teacher Temp Title I 5,000.00</p>	<p>Teacher timecards for data analysis beyond the school day 1120 Teacher Temp Title I 1,000.00</p>
<p>Timecard benefits 3000 Benefits Title I 2046</p>		<p>Timecard benefits 3000 Benefits Title I 2046</p>	<p>Timecard benefits 3000 Benefits Title I 300.00</p>
<p>ELA 1.9 - Universal Access Time</p> <p>Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.</p>	<p>Partially Implemented; Due to the prep schedules already in place for the 21-22 school year, block times were scheduled as much as possible.</p>		
<p>ELA 1.10 - SIPPS Intervention/Supports</p> <p>K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.</p>	<p>Implemented</p>		
<p>ELA 1.11 - CORE</p> <p>All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional</p>	<p>Implemented</p>	<p>District Funded CORE Trainer 5800 Prof and Operating/Consultants LCFF 0</p>	<p>District Funded CORE Trainer 5800 Prof and Operating/Consultants LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
development with Consortium on Reading Excellence in Education (CORE) trainers.			
<p>ELA 1.11 - ELA Coaching and Supports</p> <p>Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3</p>	Implemented	District Coaches 1100 Teacher LCFF 0	District Coaches 1100 Teacher LCFF 0
<p>ELA 1.13 - MTSS Data Conferences</p> <p>MTSS Data Conferences: provide release time for teachers and admin: 1. analyze the DIBELS, Reading Inventory, and CAASPP data. 2. Collaborate, plan and respond with best practice 3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child</p>	Implemented at the K-3 grade levels	Teacher Release Time 1150 Teacher Sub Title I 10,000.00	Teacher Release Time 1150 Teacher Sub Title I 10,000.00
		Teacher Sub Benefits 3000 Benefits Title I 4094	Teacher Sub Benefits 3000 Benefits Title I 4094
<p>ELA 1.14 - Reading Corps Tutors</p> <p>Reading Corps Tutors (3) will work with K-2 students for 65 hours a week to administer 1:1 Tier 2 interventions for 20 minutes daily. Tutors are trained tutor to deliver program with at-risk students Evidence-based interventions focused on building foundational skills</p>	Implemented	Reading Corps Tutors compensated by Americorps 5800 Prof and Operating/Consultants 0	Reading Corps Tutors compensated by Americorps 5800 Prof and Operating/Consultants 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Use of formative assessments			
<p>ELA 1.15 - Books/Duplicating/Study Trips/Software Licenses/AVID Supplies</p> <p>Students will have access to needed books, duplicating, study trips, assemblies, and software licenses to support instruction, common core, and interventions. AVID supplies- Teachers will implement the organizational component of AVID to support all learners.</p>	Implemented	<p>Technology Licenses 5875 Technology Licenses Title I 2500.00</p> <p>Classroom library books to support students at their reading levels; \$2520.86 paid out from 20-21 due to arrival of books after July 1, 2021 4200 Books Title I 4500</p> <p>Duplicating 5715 Print Shop Title I 3,000.00</p> <p>\$12,930.00 from district LCFF funds for study trips to support the curriculum 5872 Field Trips LCFF 0</p> <p>Materials to support common core and interventions as well as AVID. Every Student will have access to the following supplies: Binders 4th-6th Dividers 4th-6th Pencil boxes 1st-6th Notebooks Journals Organizational materials 4300 Materials Title I 13483.00</p> <p>Copy paper and etc. 4328 Warehouse Supplies Title I 2482.00</p>	<p>Technology Licenses 5875 Technology Licenses Title I 2981.13</p> <p>Classroom library books to support students at their reading levels; \$2520.86 paid out from 20-21 due to arrival of books after July 1, 2021 4200 Books Title I 4500</p> <p>Duplicating 5715 Print Shop Title I 3837.00</p> <p>\$12,930.00 from district LCFF funds for study trips to support the curriculum 5872 Field Trips LCFF 0</p> <p>Materials to support common core and interventions as well as AVID. Every Student will have access to the following supplies: Binders 4th-6th Dividers 4th-6th Pencil boxes 1st-6th Notebooks Journals Organizational materials 4300 Materials Title I 21,839.00</p> <p>Copy paper and etc. 4328 Warehouse Supplies Title I 2482.00</p>
<p>ELA 1.16 - Mental Health Therapist</p> <p>Westwood will provide students with a mental health therapist to be on campus for 2 full days a week to better suit the growing demands for student mental health support and thus students</p>	Implemented	<p>1 hour site funded Mental Health Clinician 5800 Prof and Operating/Consultants Title I 2,774.00</p> <p>District funded - 4 hours Mental Health Clinician - 11, 096.00 5800 Prof and</p>	<p>1 hour site funded Mental Health Clinician 5800 Prof and Operating/Consultants Title I 2,774.00</p> <p>District funded - 4 hours Mental Health Clinician - 11, 096.00 5800 Prof and</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will be better able to focus on making progress in core subject areas.		Operating/Consultants Title I 0 District funded - 7 hours Mental Health Clinician - \$19,418.00 5800 Prof and Operating/Consultants LCFF 0	Operating/Consultants Title I 0 District funded - 7 hours Mental Health Clinician - \$19,418.00 5800 Prof and Operating/Consultants LCFF 0

Analysis

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

It was through the implementation of Multi-Tiered System of Support (MTSS) that Westwood Elementary School would show a 5% increase in proficiency on the following universal measures in English Language Arts:

K-3 DIBELS Assessment
 2nd - 6th Grade Reading Inventory (RI)
 3rd- 6th Grade ELA iReady Universal Screener
 3rd-6th Grade CAASPP English Language Arts

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Westwood exceeded the articulated goal of 5% growth of the stated universal measures in English Language Arts by the middle of the year, with the exception of the CAASPP data not available due to changes in the Title One approval timeline. During the 2021-2022 school year, the following universal measures either increased the number of students at or above grade level or the number of students proficient from the Beginning of the Year (BOY) to the Middle of the Year (MOY).

K-3 DIBELS Assessment - 35% (BOY) to 48% (MOY) of students at or above grade level
 2nd - 6th Grade Reading Inventory (RI) - 22% (BOY) to 34% (MOY) of students proficient
 3rd- 6th Grade ELA iReady Universal Screener - 17% (BOY) to 28% (MOY) of students at or above grade level
 Overall, the strategies/activities with the implementation of MTSS was effective in meeting/exceeding our goals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to COVID-19, the need to purchase more hands-on materials to support students in ELA and math was essential. Money set aside for conferences was not spent due to unforeseen site circumstances as well as the effects of COVID-19 and travel.

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

Interventions and student achievement will continue to be more aligned in year 2 of the implementation of the Multi-Tier Systems and Supports Model in the area of English Language Arts. Administration, teachers, and staff will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices to support in achieving goals for ELA. The ongoing supports and needed changes will be reflected in the 2022-2023 SPSA under Goal 1: English Language Arts Goals and Strategies.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS), Westwood Elementary School will show a 5% increase in proficiency on the following universal measures in Mathematics:
 K- 6th Grade Mathematics iReady Universal Screener
 3rd-6th Grade CAASPP Mathematics

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd-6th Grade CAASPP Math Assessment	During the 2021-22 school year, 18% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics.	CAASPP Data update not available due to changes in the Title One approval timeline.
K-6th Grade Math iReady Universal Screener	During the 2021-22 school year, 11% of 2nd-6th grade students will perform at or above on the End of the Year (EOY) iReady Universal Screener in Mathematics.	During the 2021-22 school year, 16% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math 2.1 - iReady Assessment</p> <p>All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards.</p>	Implemented	District Funded - Software Licenses 5875 Technology Licenses LCFF 0	District Funded - Software Licenses 5875 Technology Licenses LCFF 0
<p>Math 2.2 - Dreambox</p> <p>All k-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.</p>	Implemented	District funded iReady Licenses 5875 Technology Licenses LCFF 0	District funded iReady Licenses 5875 Technology Licenses LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math 2.3 - MTSS Data Conferences</p> <p>Provide release time for teachers and admin: 1. analyze universal screeners iReady and CAASPP Math data. 2. Collaborate, plan and respond with best practice 3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child</p> <p>Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly</p>	<p>Implemented</p>	<p>See ELA 1.13 -Teacher release time for data meetings 1150 Teacher Sub Title I 0</p>	<p>See ELA 1.13 -Teacher release time for data meetings 1150 Teacher Sub Title I 0</p>
<p>Math 2.4 - STEM/Books/Duplicating/ Study Trips/Software Licenses/AVID Supplies/Technology</p> <p>Students will have access to needed books, duplicating, study trips, assemblies, software licenses, and technology to support instruction, common core, and interventions. AVID supplies- Teachers will implement the organizational component of AVID to support all learners. STEM - Provide virtual and hands-on opportunities for science,</p>	<p>Implemented</p>	<p>See ELA 1.15 - Materials to support common core and interventions. 4300 Materials Title I 0</p>	<p>See ELA 1.15 - Materials to support common core and interventions. 4300 Materials Title I 0</p>
		<p>See ELA 1.15 - Classroom books to support STEM 4200 Books Title I 0</p>	<p>See ELA 1.15 - Classroom books to support STEM 4200 Books Title I 0</p>
		<p>See ELA 1.15 - Online subscriptions to support STEM: Coding programs, teacher subscriptions to online resources to support science, technology, engineering, and math 5875 Technology Licenses Title I 0</p>	<p>See ELA 1.15 - Online subscriptions to support STEM: Coding programs, teacher subscriptions to online resources to support science, technology, engineering, and math 5875 Technology Licenses Title I 0</p>
		<p>Purchase iPads for our SDC Mod/Severe Kinder</p>	<p>Purchase iPads for our SDC Mod/Severe Kinder</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
technology, engineering, and mathematics.		Classes (2-3 per class) for students to be able to manipulate and have access to mathematical concepts 4375 Technology (under \$500) Title I 2,000.00	Classes (2-3 per class) for students to be able to manipulate and have access to mathematical concepts 4375 Technology (under \$500) Title I 2,000.00
<p>Math 2.5 - Data Analysis and Tracking</p> <p>Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers will disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data. In addition, teachers will participate in iReady data chats with an iReady consultant.</p>	<p>Implemented; Teacher timecards were not used at the extent expected as the trainings were scheduled for Certificated PLC days as to make it accessible to all staff</p>	<p>District Funded - iReady Consultant to train teachers on iReady and how to test students. In addition, the consultant will meet with teachers 3 times a year to review student BOY, Moy, and EOY data. 5800 Prof and Operating/Consultants Title I 0</p> <p>See ELA - Teacher timecards for data analysis beyond the school day 1120 Teacher Temp Title I 0</p>	<p>District Funded - iReady Consultant to train teachers on iReady and how to test students. In addition, the consultant will meet with teachers 3 times a year to review student BOY, Moy, and EOY data. 5800 Prof and Operating/Consultants Title I 0</p> <p>See ELA - Teacher timecards for data analysis beyond the school day 1120 Teacher Temp Title I 0</p>

Analysis

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

It was through the implementation of Multi-Tiered System of Support (MTSS) that Westwood Elementary School would show a 5% increase in proficiency on the following universal measures in Mathematics:
K- 6th Grade Mathematics iReady Universal Screener
3rd-6th Grade CAASPP Mathematics

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Westwood exceeded the articulated goal of 5% growth of the stated universal measures in English Language Arts by the middle of the year, with the exception of the CAASPP data not available due to changes in the Title One approval timeline. During the 2021-2022 school year, students performing at or above grade level on the BOY iReady Universal screener in Mathematics grew from 6% in the beginning of the year to 16% in the middle of the year. Overall, the strategies/activities with the implementation of MTSS was effective in meeting/exceeding our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences were noted in the analysis of Goal 1: English Language Arts.

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

Interventions and student achievement will continue to be more aligned in year 2 of the implementation of the Multi-Tier Systems and Supports Framework in the area of Mathematics. Administration, teachers, and staff will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices to support in achieving goals for ELA. The ongoing supports, additions, and needed changes are reflected in the 2022-2023 SPSA under Goal 2: Mathematics Goals and Strategies. This includes the addition of three Math Corps tutors for Tier 2 4th-6th grade students and the adoption of the new math curriculum, iReady

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Westwood Elementary School will show a 5% increase in proficiency or an increase in growth for our English Learners on the following universal measures in English Language Arts:

- K-3 DIBELS assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 2nd - 6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-3 DIBELS Assessment	During the 2021-2022 school year, 50% of Kindergarten through 3rd grade English Learner students will perform at or above grade level on the End of Year (EOY) DIBELS assessment.	During the 2021-2022 school year, 53% of Kindergarten through 3rd grade English Learner students performed at or above grade level on the Middle of Year (MOY) DIBELS assessment.
2nd - 6th Grade Reading Inventory (RI)	During the 2021-22 school year, 17% of 2nd through 6th grade English Learner students will score proficient on the End of the Year Reading Inventory.	During the 2021-22 school year, 19% of 2nd through 6th grade English Learner students scored proficient on the Middle of the Year Reading Inventory.
2nd-6th Grade ELA iReady Universal Screener	During the 2021-22 school year, 13% of 2nd through 6th grade English Learner students will perform at or above on the Beginning of the Year (BOY) iReady Universal Screener in ELA.	During the 2021-22 school year, 16% of 2nd through 6th grade English Learner students performed at or above on the Beginning of the Year (BOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2021-22 school year, 15% of 3rd-6th grade English Language Development students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	CAASPP Data update not available due to changes in the Title One approval timeline.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>EL 3.1 - Curriculum Implementation and EL Support</p> <p>All k-6 who are designated English Language Learners will receive 30 minutes of designated English</p>	Implemented	<p>Bilingual paraprofessionals will assist in English Language acquisition through primary language support LCFF</p> <p>0</p>	<p>Bilingual paraprofessionals will assist in English Language acquisition through primary language support LCFF</p> <p>0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above. In addition, Embed ELD support from our bilingual paraprofessionals.</p>		<p>Encumbered 21-22 School Year due to delivery date after July 1, 2021 from 20-21 School Plan- Reference 3.2 Primary Language Support - Bilingual Para will assist in EL acquisition through primary language support with the use of laptop computers 4475 Technology (\$500-\$9,999) Title I 14,561.00</p>	<p>Encumbered 21-22 School Year due to delivery date after July 1, 2021 from 20-21 School Plan- Reference 3.2 Primary Language Support - Bilingual Para will assist in EL acquisition through primary language support with the use of laptop computers 4475 Technology (\$500-\$9,999) Title I 14,561.00</p>
<p>EL 3.2 - Data Analysis and Tracking</p> <p>Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data. In addition, teachers will participate in iReady data chats with an iReady consultant.</p>	<p>Implemented; Teacher timecards were not used at the extent expected as the trainings were scheduled for Certificated PLC days as to make it accessible to all staff.</p>	<p>District Funded - iReady Consultant to train teachers on iReady and how to test students. In addition, the consultant will meet with teachers 3 times a year to review student BOY, MOY, and EOY data. 5800 Prof and Operating/Consultants Title I 0</p> <p>See ELA 1.8 - Teacher timecards for data analysis beyond the school day 1920 Other Cert Temp Title I 0</p>	<p>District Funded - iReady Consultant to train teachers on iReady and how to test students. In addition, the consultant will meet with teachers 3 times a year to review student BOY, MOY, and EOY data. 5800 Prof and Operating/Consultants Title I 0</p> <p>See ELA 1.8 - Teacher timecards for data analysis beyond the school day 1920 Other Cert Temp Title I 0</p>
<p>EL - 3.3 - Universal Access Time</p> <p>Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.</p>	<p>Implemented</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>EL - 3.4 - SIPPS/Intervention Supports</p> <p>K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.</p>	<p>Implemented</p>	<p>See ELA 1.15 - SIPPS Books and Materials 4300 Materials Title I 0</p>	<p>See ELA 1.15 - SIPPS Books and Materials 4300 Materials Title I 0</p>
<p>EL 3.5 - CORE</p> <p>All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers</p>	<p>Implemented</p>	<p>District Funded CORE Trainer 5800 Prof and Operating/Consultants LCFF 0</p>	<p>District Funded CORE Trainer 5800 Prof and Operating/Consultants LCFF 0</p>
<p>EL 3.6 - iRead/Amplify</p> <p>iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.</p>	<p>Implemented</p>		
<p>EL 3.7 - ELA & ELD Coaching and Supports</p> <p>Provide instructional English Language Arts and English Language Development coaching and support to teachers in the regular and special education classrooms</p>	<p>Implemented</p>	<p>District ELA and ELD Coaches Title I 0</p>	<p>District ELA and ELD Coaches Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
with a focus on early literacy k-3.			
<p>EL 3.8 - MTSS Data Conferences</p> <p>MTSS Data Conferences: provide release time for teachers and admin:</p> <ol style="list-style-type: none"> 1 analyze the DIBELS, Reading Inventory, and CAASPP data. 2. Collaborate, plan and respond with best practice 3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child 	Implemented	See ELA 1.13 - Teacher Release Time 1150 Teacher Sub Title I 0	See ELA 1.13 - Teacher Release Time 1150 Teacher Sub Title I 0
<p>EL 3.9 - AVID</p> <p>Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:</p> <ol style="list-style-type: none"> 1.objected posted 2. Front loading vocabulary 3. Using complete sentences 4. Think- pair - shared choral responses 5. Sentence frames 6. Use higher order questioning 7. Use wait time 	Implemented	<p>District Coaches 1100 Teacher LCFF 0</p> <p>See ELA 1.15 4300 Materials Title I 0</p>	<p>District Coaches 1100 Teacher LCFF 0</p> <p>See ELA 1.15 4300 Materials Title I 0</p>

Analysis

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

It was through the implementation of Multi-Tiered System of Support (MTSS), that Westwood Elementary School would show a 5% increase in proficiency on the following universal measures for our English Learners in English Language Arts:

K-3 DIBELS Assessment

2nd - 6th Grade Reading Inventory (RI)

3rd- 6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Westwood exceeded the articulated goal of 5% growth of the stated universal measures for our English Learners in English Language Arts by the middle of the year, with the exception of the CAASPP data not available due to changes in the Title One approval timeline. During the 2021-2022 school year, the following universal measures either increased the number of students at or above grade level or the number of students proficient from the Beginning of the Year (BOY) to the Middle of the Year (MOY).

K-3 DIBELS Assessment - 45% (BOY) to 53% (MOY) of students at or above grade level

2nd - 6th Grade Reading Inventory (RI) - 12% (BOY) to 19% (MOY) of students proficient

3rd- 6th Grade ELA iReady Universal Screener - 8% (BOY) to 16% (MOY) of students at or above grade level

Overall, the strategies/activities with the implementation of MTSS was effective in meeting/exceeding our goals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences were noted in the analysis of Goal 1: English Language Arts.

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

Interventions and student achievement will continue to be more aligned in year 2 of the implementation of the Multi-Tier Systems and Supports Model for our English Learners in the area of English Language Arts. Administration, teachers, and staff will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices to support in achieving goals for ELA. The ongoing supports and needed changes will be reflected in the 2022-2023 SPSA under Goal 3: English Language Development Goals and Strategies. The allocation of money has increased to support our English Learners for the 2022-2023 school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Westwood will provide opportunities for parent involvement, participation, and communication in district and school sponsored activities and professional development that will aide in their child(s) academic and social success. Our goal is to have a 5% increase in parent involvement as measured by participation from attendance data.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELAC	9+ parents/guardians will participate in ELAC during the 21/22 school year	Not Met: 7 parents/guardians participated in ELAC during the 21/22 school year as of 3/28/22
Jump Into English	15+parents/guardians will participate in JIE during the 21/22 school year	Met: 15 parents/guardians participated in JIE during the 21/22 school year as of 3/28/22
Back-to-School Night	105+ parents/guardians will participate in BTSN during the 21/22 school year	Met: 113 parents/guardians participated in BTSN during the 21/22 school year
Parent/Teacher Conferences	157+ parents/guardians will participate in parent/teacher conferences during the 21/22 school year	Met: 225 parents/guardians participated in parent/teacher conferences during the 21/22 school year
Parenting Partners	5+ parents/guardians will participate in Parenting Partners during the 21/22 school year	Met: 8 parents/guardians participated in Parenting Partners during the 21/22 school year as of 3/28/22.
Open House	45+ parents/guardians will participate in Open House during the 21/22 school year	Open House participation is not available due to changes in the Title One approval timeline.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 4.1 - Parent Involvement Activities and Learning Opportunities Westwood will offer opportunities for parents/guardians to participate in trainings, school activities, meetings, informational events, and the like for the success of their child(ren).	Implemented	District Funded Parenting Partners - Fall and Spring Classes 5800 Prof and Operating/Consultants LCFF 0	District Funded Parenting Partners - Fall and Spring Classes 5800 Prof and Operating/Consultants LCFF 0
		District Funded Jump Into English Levels 1 and 2 5800 Prof and Operating/Consultants LCFF 0	District Funded Jump Into English Levels 1 and 2 5800 Prof and Operating/Consultants LCFF 0
		Jump Into English Level 3 5800 Prof and Operating/Consultants	Jump Into English Level 3 5800 Prof and Operating/Consultants

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Title I: Parent Involvement 2205	Title I: Parent Involvement 2205
<p>PI 4.2 - Parent Communication</p> <p>Important announcements and monthly newsletters will be printed, copied, and sent home to parents in both English and Spanish. Daily Planners are provided to students for daily communication between school and home.</p>	<p>Implemented</p>	<p>District Funded (15) Rosetta Stone Licenses 5875 Technology Licenses Title I 0</p>	<p>District Funded (15) Rosetta Stone Licenses 5875 Technology Licenses Title I 0</p>
		<p>Student Planners. Additional funding for planners will come from ELA 1.15 - Student Planners 4300 Materials Title I: Parent Involvement 1259.00</p>	<p>Student Planners. Additional funding for planners will come from ELA 1.15 - Student Planners 4300 Materials Title I: Parent Involvement 1259.00</p>

Analysis

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

Westwood provided opportunities for parent involvement, participation, and communication for district and school sponsored activities and professional development that will aide in their child(s) academic and social success. Our goal was to have a 5% increase in parent involvement as measured by participation from attendance data.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions and services that were implemented were effective, Westwood is on track for meeting end of the year goals.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and the estimated actual expenditures.

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

Due to COVID-19 and the ramifications of the variant, Westwood was limited on available parent involvement opportunities. With the pandemic subsiding, Westwood will have The changes will be reflected in the 2022-2023 SPSA under Goal 4: Parent Involvement Goals and Strategies.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Westwood School will increase by 5% the number of professional development hours of training for instructional leaders and faculty to learn techniques and strategies to address the needs of Westwood's students in the areas of ELA, Mathematics, ELD, social emotional learning, and to further enhance their repertoire of strategies and techniques to engage students in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teacher logged PD hours	21+ hours of PD per teacher for the 21/22 school year	20+ hours of PD per teacher for the 21/22 school year as of 3/28/22
Chronic Absenteeism Rate	>30% of students will be chronically absent for the 21/22 school year	45.7% of students have been chronically absent for the 21/22 school year as of 3/28/22
Suspension Rate	1% of students will be suspended during the 21/22 school year.	5% of students were suspended during the 21/22 school year as of 3/28/22

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PD 5.1 - Professional Development</p> <p>Provide professional development for teachers to learn strategies and techniques to address the needs of Westwood's students in the area of ELA, Mathematics, ELD, SEL, and engagement strategies. PD will be aligned with the Multi-Tier Systems and Supports Model in each of the mentioned areas.</p>	<p>Partially Implemented; PD was offered during the school day and during scheduled certificated PLC/staff meetings in order for the information to be attainable to more staff. In addition; due to the increase in professional development for MTSS, SEL training was very limited.</p>	<p>Professional Developments offered by the District Title I 0</p> <p>District Coaches LCFF 0</p> <p>See ELA 1.8 - Teacher time cards to attend PDs outside of contractual day. This is important due to sub shortages and to keep teachers with students during the school day 1120 Teacher Temp Title I 0</p> <p>District Paid Consultants - Novak, CORE, and iReady 5800 Prof and Operating/Consultants LCFF 0</p> <p>See ELA 1.15 - Staff book study to support PD 4200 Books Title I 0</p> <p>See ELA 1.13 - Teacher time to attend PDs</p>	<p>Professional Developments offered by the District Title I 0</p> <p>District Coaches LCFF 0</p> <p>See ELA 1.8 - Teacher time cards to attend PDs outside of contractual day. This is important due to sub shortages and to keep teachers with students during the school day 1120 Teacher Temp Title I 0</p> <p>District Paid Consultants - Novak, CORE, and iReady 5800 Prof and Operating/Consultants LCFF 0</p> <p>See ELA 1.15 - Staff book study to support PD 4200 Books Title I 0</p> <p>See ELA 1.13 - Teacher time to attend PDs</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		and/or to support school wide PBIS events 1150 Teacher Sub Title I 0	and/or to support school wide PBIS events 1150 Teacher Sub Title I 0
		District Funded RCA to support student engagement and social emotional development 5220 Conference LCFF 0	District Funded RCA to support student engagement and social emotional development 5220 Conference LCFF 0
		District funded SEL Program - Caring School Communities 4300 Materials LCFF 0	District funded SEL Program - Caring School Communities 4300 Materials LCFF 0
		District funded timecards for teachers to attend SEL program professional developments 1120 Teacher Temp LCFF 0	District funded timecards for teachers to attend SEL program professional developments 1120 Teacher Temp LCFF 0
		Site Funded Conferences 5220 Conference Title I 5000.00	Site Funded Conferences 5220 Conference Title I 5000.00

Analysis

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

Westwood's goal was to increase by 5% the number of professional development hours of training for instructional leaders and faculty to learn techniques and strategies to address the needs of Westwood's students in the areas of ELA, Mathematics, ELD, social emotional learning, and to further enhance their repertoire of strategies and techniques to engage students in the classroom by the end of the school year. The strategies and activities noted to attain these goals was site and district funded conferences and professional developments, dedicated time during the school day for teachers, and Westwood's PLC Wednesdays to provide professional development to the teaching staff as a whole in the area of MTSS and SEL.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Westwood is on track to attain the goal for teacher logged professional development. Due to COVID-19 and the ramifications on student absences, the effectiveness of our implementation appears to be limited on our chronic absenteeism and suspension rate.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Less money was spent on teacher timecards due to teachers participating in district paid trainings and the ability to use teacher contract Wednesdays and teacher subs to offer a majority of our PDs.

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.

Westwood's adoption of the Multi Tier Systems and Supports will continue to drive the needs for professional development. The changes and ongoing supports are reflected in the 2022-2023 SPSA under Goal 5: Professional Development Goals and Strategies

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 6

Westwood will improve on one or more indicators in the student group, Students with Disabilities, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020-2021 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon the needs, Westwood will provide training and professional development opportunities for administration, teachers, and school staff, to further enhance their repertoire of strategies and techniques to engage students in the classroom and thus will have a positive effect on each of the indicators.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism 2018-2019	Yellow Students for Students with Disabilities	Due to COVID-19, the CDE has not updated the dashboard for the 2020-2021 school year.
Suspension Rate 2018-2019	Yellow Students for Students with Disabilities	Due to COVID-19, the CDE has not updated the dashboard for the 2020-2021 school year.
English Language Arts 2018-2019	Yellow Students for Students with Disabilities	Due to COVID-19, the CDE has not updated the dashboard for the 2020-2021 school year.
Mathematics 2018-2019	Yellow Students for Students with Disabilities	Due to COVID-19, the CDE has not updated the dashboard for the 2020-2021 school year.

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ATSI 7.1 - Professional Development</p> <p>Provide professional development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies.</p>	Implemented	<p>Professional Development 5220</p> <p>Conference Title I 0</p>	<p>Professional Development 5220</p> <p>Conference Title I 0</p>
<p>ATSI 7.2 - Collaboration</p> <p>Provide additional funds for admin., teachers, and staff, to collaborate</p>	Implemented; Teacher timecards were not used at the extent expected as the trainings were scheduled for Certificated		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
beyond the work day to plan and/or review data in regards to the engagement strategies and its effect on each of the indicators. In addition, opportunities will be provided to teachers and staff to collaborate and analyze data in each of the indicators.	PLC days as to make it accessible to all staff.		

Analysis

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

Westwood's goal was to improve on one or more indicators in the student group, Students with Disabilities, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020-2021 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon district and site needs, the implementation of MTSS drove the training and professional development opportunities for administration, teachers, and school staff to further enhance our repertoire of strategies and techniques to engage students in the classroom and thus will have a positive effect each of the indicators.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19, the CDE dashboard was cancelled for the 2021-2022 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences were noted in the analysis of Goal 5: Professional Development.

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.

Westwood will continue with its goal as stated above and will be reflected in the 2022-2023 SPSA under the ATSI Goals and Strategies.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By March 31, 2023, with the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Westwood Elementary School will show a 5% increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS Assessment

2nd - 6th Grade Reading Inventory (RI)

3rd- 6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from the following:

2020-2021 3rd - 6th CAASPP ELA Assessment

2021-2022 2nd-6th iReady MOY ELA Assessment

2021-2022 K-3 MOY DIBELS Assessment

2021-2022 2-6 MOY Reading Inventory (RI) Assessment

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-3 DIBELS Assessment	During the 2021-22 school year, 48% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2022-23 school year, 53% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
2nd - 6th Grade Reading Inventory (RI)	During the 2021-22 school year, 34% of 2nd-6th grade students scored proficient on the Middle of the Year Reading Inventory.	During the 2022-23 school year, 39% of 2nd-6th grade students will score proficient on the Middle of the Year Reading Inventory.
2nd- 6th Grade ELA iReady Universal Screener	During the 2021-22 school year, 28% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2022-23 school year, 33% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2020-2021 school year, 30% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2022-23 school year, 35% of 3rd-6th grade students will met or exceeded standards on CAASPP/SBAC Assessments in ELA.

Planned Strategies/Activities

Strategy/Activity 1

ELA 1.1 - Intervention(s)

K-6 Interventions will be monitored and implemented with the assistance of an intervention teacher to increase ELA performance.

Students to be Served by this Strategy/Activity

K-6 students who need Tier 1, Tier 2 and/or Tier 3 support

Timeline

August 2022 - May 2023

Person(s) Responsible

Administration/Intervention Teacher/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	99,109.00
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention Teacher
Amount	36,304
Source	Title I
Budget Reference	3000 Benefits
Description	Intervention Teacher Benefits - Total cost of site funded intervention teacher is \$134,413.00

Strategy/Activity 2

ELA 1.2 - Interventions

Add two 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.

The intervention teachers will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

Students to be Served by this Strategy/Activity

K-3 students who need Tier 2 and/or Tier 3 support

Timeline

August 2022 - May 2023

Person(s) Responsible

Administration/Classroom Teachers/Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	District Funded
Amount	0
Source	Title I
Budget Reference	3000 Benefits
Description	District Funded

Strategy/Activity 3

ELA 1.3 - AVID

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

Students to be Served by this Strategy/Activity

K-6 Students

Timeline

August 2022- June 2023

Person(s) Responsible

Administration /Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	District Coaches
Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	See ELA 1.15

AVID supplies- Teachers will implement the organizational component of AVID to support all learners.
Every Student will have:
Binders 4th-6th
Dividers 4th-6th
Pencil boxes 1st-6th
Notebooks
Journals
Organizational materials

Strategy/Activity 4

ELA 1.4 - DIBELS

All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read.
DIBELS licenses are provided by the district to assess and monitor 4th-5th grade students who receive additional Tier 2 and Tier 3 Intervention.

Students to be Served by this Strategy/Activity

All K-3
4th-5th grade students who were identified to need additional Tier 2 and Tier 3 Intervention

Timeline

August 2022
February 2023
May 2023

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District Funded DIBELS

Strategy/Activity 5

ELA 1.5 - Reading Inventory

All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading Lexile level.

Students to be Served by this Strategy/Activity

All 2-6

Timeline

August 2022

February 2023
May 2023

Person(s) Responsible

Teachers/Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District Funded Licenses

Strategy/Activity 6

ELA - 1.6 ELA iReady

All 2-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 2-6 grade students to correlate the students proficiency to the California State Common Core Standards.

Students to be Served by this Strategy/Activity

All 2nd-6th grade students

Timeline

August 2022
February 2023
May 2023

Person(s) Responsible

Administration/Classroom Teachers/Intervention Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District Funded iReady Licenses

Strategy/Activity 7

ELA 1.6 - Artists in Schools

Through art, kids generate ideas, organize thoughts, and communicate more effectively.

Students to be Served by this Strategy/Activity

K-6 Students

Timeline

August 2022-May 2023

Person(s) Responsible

Classroom Teacher/Administration

Proposed Expenditures for this Strategy/Activity

Amount	7000.00
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	17 classes x 8 weeks

Strategy/Activity 8

ELA 1.8 - Data Analysis and Tracking

Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected three times yearly. Teachers will disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data. In addition, teachers will participate in iReady data chats with the iReady vendor.

Students to be Served by this Strategy/Activity

K-6 students

Timeline

September 2022
February 2023
May 2023

Person(s) Responsible

Administration/Classroom Teachers/iReady Consultant

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded iReady Consultants
Amount	1,500.00
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Teacher timecards for data analysis beyond the school day

Amount	381
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for timecards

Strategy/Activity 9

ELA 1.9 - Universal Access Time

Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

K-3 Students
1st-2nd small SIPPS reading groups daily 30 minutes

Timeline

Starting August 2022

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

ELA 1.10 - SIPPS Supplement/Supports

K-3 teachers will use the program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as a supplement for the core curriculum for all students as a Tier One best practice.

SIPPS instruction will be given at the specific grade level

Kinder: Beginning Lesson 40

First Grade: Extension

Second Grade: Finish Extension

Third Grade: Challenge

The intervention teacher will push in or pull out depending upon the level of support.

Students to be Served by this Strategy/Activity

K-3 students
Plus students who need additional Tier 2 support in early reading development
3rd grade whole class SIPPS/intervention supporting tier 2 students

Timeline

Starting August 2022

Person(s) Responsible

Teachers/Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

ELA 1.11 - CORE

All K-3 teachers, intervention, special education, and bilingual and special education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers.

4th Grade teachers will participate with CORE when needed for their Tier 2 students.

Students to be Served by this Strategy/Activity

K-3 students

Tier 2 4th grade students

Timeline

August 2022 - May 2023

Person(s) Responsible

Administration/Classroom Teachers/Paras

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Budget Reference

5800 Prof and Operating/Consultants

Description

District Funded CORE Trainer

Strategy/Activity 12

ELA 1.12 - ELA Coaching and Supports

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-May 2023

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Budget Reference

1100 Teacher

Description

District Coaches

Strategy/Activity 13

ELA 1.13 - MTSS Data Conferences

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, resource specialists, intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2022
February 2023
May 2023

Person(s) Responsible

Administration/Classroom Teachers/Student Support Team Members

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Teacher Release Time
Amount	2543.00
Source	Title I
Budget Reference	3000 Benefits
Description	Sub Benefits for Teacher Release Time

Strategy/Activity 14

ELA 1.14 - Reading Corps Tutors

Reading Corps Tutors (3) will work with K-2 students for 85 hours a week to administer 1:1 Tier 2 interventions for 20 minutes daily.

Tutors are trained tutor to deliver program with at-risk students
Evidence-based interventions focused on building foundational skills
Use of formative assessments

Students to be Served by this Strategy/Activity

K-2 Students who need Tier 2 supports

Timeline

August 2022-June 2023

Person(s) Responsible

Administration/Classroom Teachers/Reading Corps Tutors/Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Budget Reference	5800 Prof and Operating/Consultants
Description	Reading Corps Tutors compensated by Americorps

Strategy/Activity 15

ELA 1.15 - Books/Duplicating/Study Trips/Software Licenses/AVID Supplies

Students will have access to needed books, duplicating, study trips, assemblies, and software licenses to support instruction, common core, and interventions.

AVID supplies- Teachers will implement the organizational component of AVID to support all learners.

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2022-June 2023

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Examples: ESGI Licenses to support K-2 progress monitoring

Amount	1000.00
Source	Title I
Budget Reference	4200 Books
Description	Classroom library books to support students at their reading levels

Amount	3500.00
Source	Title I
Budget Reference	5715 Print Shop
Description	Duplicating

Amount	0
Source	LCFF
Budget Reference	5872 Field Trips
Description	District LCFF funds for study trips to support the curriculum
Amount	5597.00
Source	Title I
Budget Reference	4300 Materials
Description	Materials to support common core and interventions as well as AVID. Every Student will have access to the following supplies: Binders 4th-6th Dividers 4th-6th Pencil boxes 1st-6th Notebooks Journals Organizational materials
Amount	2000.00
Source	Title I
Budget Reference	4328 Warehouse Supplies
Description	Copy paper and etc.

Strategy/Activity 16

ELA 1.16 - Positive Behavioral Interventions and Supports (PBIS)

In order to foster a healthy learning environment, Westwood will create a strong Tier 1 foundation of regular proactive support. In addition, Westwood will work towards putting Tier 2 and 3 practices and systems in place to support students at risk and those who need more intensive, individualized support.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-May 2023

Person(s) Responsible

Admin/Teachers/Staff/PBIS Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher

Description

District funded PBIS Instructional Coach

Strategy/Activity 17

ELA 1.17 - Social Emotional Learning

Westwood will provide a social-emotional learning curriculum through Caring School Communities to students. Ongoing training and support will be provided to teachers throughout the school year in order to implement the curriculum.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-May 2023

Person(s) Responsible

Administration//Classroom Teachers/Staff/Counselor/Mental Health Therapist

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Budget Reference

1120 Teacher Temp

Description

District funded timecards for the training beyond the school day

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By February 28, 2023, with a continued implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Westwood Elementary School will show a 5% increase in proficiency on the following universal measures in Mathematics

k- 6th Grade Mathematics iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from the following:

2020-2021 3rd - 6th CAASPP Math Assessment

2021-2022 K-6th iReady BOY Math Assessment

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
3rd-6th Grade CAASPP Math Assessment	During the 2020-21 school year, 13% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.	During the 2022-23 school year, 18% of 3rd-6th grade students will meet or exceeded standards on CAASPP/SBAC Assessments in Mathematics.
K-6th Grade Math iReady Universal Screener	During the 2021-22 school year, 16% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2022-23 school year, 21% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.

Planned Strategies/Activities

Strategy/Activity 1

Math 2.1 - iReady Assessment and Core Curriculum

All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to correlate the students proficiency to the California State Common Core Math Standards.

iReady Math Curriculum k-6 - Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits.

Students to be Served by this Strategy/Activity

K-6

Timeline

Assessment Timeline:

August 2022

February 2023

May 2023

Person(s) Responsible

Administration/Classroom Teachers/Intervention Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District Funded - Software Licenses
Amount	0
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded Professional Development to train and support teachers in the new math adoption
Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	District Math Coach to support teachers with new adoption

Strategy/Activity 2

Math 2.2 - Dreambox

All k-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

Students to be Served by this Strategy/Activity

K-6

Timeline

Ongoing

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District funded iReady Licenses

Strategy/Activity 3

Math 2.3 - MTSS Data Conferences

Provide release time for teachers and admin:

1. Analyze universal screeners iReady and CAASPP Math data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, resource specialists, intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2022
February 2023
May 2023

Person(s) Responsible

Administration/Classroom Teachers/Student Support Team Members

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	See ELA 1.13 -Teacher release time for data meetings

Strategy/Activity 4

Math 2.4 - STEM/Books/Duplicating/Study Trips/Software Licenses/AVID Supplies/Technology

Students will have access to needed books, duplicating, study trips, assemblies, software licenses, and technology to support instruction, common core, and interventions.

AVID supplies- Teachers will implement the organizational component of AVID to support all learners.

STEM - Provide virtual and hands-on opportunities for science, technology, engineering, and mathematics.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-May 2023

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	See ELA 1.15 - Materials to support common core and interventions.
Amount	0
Source	Title I
Budget Reference	4200 Books
Description	See ELA 1.15 - Classroom books to support STEM
Amount	0
Source	Title I
Budget Reference	5875 Technology Licenses
Description	See ELA 1.15 - Online subscriptions to support STEM: Coding programs, teacher subscriptions to online resources to support science, technology, engineering, and math

Strategy/Activity 5

Math 2.5 - Data Analysis and Tracking

Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected three times yearly. Teachers will disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data. In addition, teachers will participate in iReady data chats with an iReady consultant.

Students to be Served by this Strategy/Activity

K-6 Students

Timeline

September 2022
February 2023
May 2023

Person(s) Responsible

Administration/Classroom Teachers/iReady Consultant

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	See ELA - Teacher timecards for data analysis beyond the school day

Strategy/Activity 6

Math 2.6 - Positive Behavioral Interventions and Supports (PBIS)

In order to foster a healthy learning environment, Westwood will create a strong Tier 1 foundation of regular proactive support. In addition, Westwood will work towards putting Tier 2 and 3 practices and systems in place to support students at risk and those who need more intensive, individualized support.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-May 2023

Person(s) Responsible

Admin/Teachers/Staff/PBIS Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	District funded PBIS Instructional Coach

Strategy/Activity 7

Math 2.7 - Social Emotional Learning

Westwood will provide a social-emotional learning curriculum through Caring School Communities to students. Ongoing training and support will be provided to teachers throughout the school year in order to implement the curriculum.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-May 2023

Person(s) Responsible

Administration//Classroom Teachers/Staff/Counselor/Mental Health Therapist

Proposed Expenditures for this Strategy/Activity**Amount**

0

Source

Title I

Budget Reference

1120 Teacher Temp

Description

District funded timecards for the training beyond the school day

Strategy/Activity 8

Math 2.8 - Math Corps Tutors

Math Corps Tutors (3) will work with 4-6 students for 105 hours a week to administer Tier 2 interventions
 Tutors are trained tutor to deliver program with at-risk students
 Evidence-based interventions focused on building foundational skills
 Use of formative assessments

Students to be Served by this Strategy/Activity

4-6 Students who need to Tier 2 supports

Timeline

August 2022-May 2023

Person(s) Responsible

Administration/Classroom Teachers/Reading Corps Tutors/Intervention Teacher

Proposed Expenditures for this Strategy/Activity**Amount**

0

Budget Reference

5800 Prof and Operating/Consultants

Description

Math Corps Tutors compensated by Americorps

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By October 1, 2022 , with a continued implementation of Multi-Tiered System of Support (MTSS), Westwood Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal

All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from the following from our English Learners:
2020-2021 3rd - 6th CAASPP ELA Assessment

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	45% making progress towards English language proficiency for 2018-2018	50% making progress towards English language proficiency for 2022-2023

Planned Strategies/Activities

Strategy/Activity 1

EL 3.1 - Curriculum Implementation and EL Support

All k-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above. In addition, Embed ELD support from our bilingual paraprofessionals.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022- May 2023

Person(s) Responsible

Administration/Classroom Teachers/Bilingual Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Bilingual paraprofessionals will assist in English Language acquisition through primary language support

Strategy/Activity 2

EL 3.2 - Data Analysis and Tracking

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected three times yearly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

English Learners

Timeline

September 2022
February 2023
May 2023

Person(s) Responsible

Administration/Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1920 Other Cert Temp
Description	See ELA 1.8 - Teacher timecards for data analysis beyond the school day

Strategy/Activity 3

EL - 3.3 - Universal Access Time

Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

K-3 English Learners

Timeline

August 2022-May 2023

Person(s) Responsible

Administration/Classroom Teachers /Bilingual Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

EL - 3.4 - SIPPS/Supplemental Curriculum/Supports

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.

The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

K-3 English Learners

In addition, students who need additional Tier 2 support in early reading development and 3rd grade whole class SIPPS/intervention supporting Tier 2 students

Timeline

August 2022-May 2023

Person(s) Responsible

Administration/Classroom Teachers/Intervention Teachers/Bilingual Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

EL 3.5 - CORE

All K-3 teachers, intervention, special education, and bilingual and special education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

Students to be Served by this Strategy/Activity

K-3 Students

Timeline

August 2022-2023

Person(s) Responsible

Administration/Teachers/Bilingual Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Budget Reference

5800 Prof and Operating/Consultants

Description

District Funded CORE Trainer

Strategy/Activity 6

EL 3.6 - iRead/Amplify

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

Students to be Served by this Strategy/Activity

K-2 Students

Timeline

August 2022-2023

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

EL 3.7 - ELA & ELD Coaching and Supports

Provide instructional English Language Arts and English Language Development coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3.

Students to be Served by this Strategy/Activity

K-3 Students

Timeline

August 2022-May 2023

Person(s) Responsible

Administration/Classroom Teachers/District Coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	District ELA and ELD Coaches

Strategy/Activity 8

EL 3.8 - MTSS Data Conferences

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, resource specialists, intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students to be Served by this Strategy/Activity

All Students

Timeline

September 2022
February 2023
May 2023

Person(s) Responsible

Administration/Classroom Teachers/Student Support Team Members

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	See ELA 1.13 - Teacher Release Time

Strategy/Activity 9

EL 3.9 - AVID

Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. Objective posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-May 2023

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	District Coaches
Amount	0
Source	Title I

Budget Reference	4300 Materials
Description	See ELA 1.15

Strategy/Activity 10

EL 3.10 - Positive Behavioral Interventions and Supports (PBIS)

In order to foster a healthy learning environment, Westwood will create a strong Tier 1 foundation of regular proactive support. In addition, Westwood will work towards putting Tier 2 and 3 practices and systems in place to support students at risk and those who need more intensive, individualized support.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-May 2023

Person(s) Responsible

Admin/Teachers/Staff/PBIS Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	District funded PBIS Instructional Coach

Strategy/Activity 11

EL 3.11 - Social Emotional Learning

Westwood will provide a social-emotional learning curriculum through Caring School Communities to students. Ongoing training and support will be provided to teachers throughout the school year in order to implement the curriculum.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-May 2023

Person(s) Responsible

Administration//Classroom Teachers/Staff/Counselor/Mental Health Therapist

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I

Budget Reference

1120 Teacher Temp

Description

District funded timecards for the training beyond the school day

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

Westwood will provide opportunities for parent involvement, participation, and communication in district and school sponsored activities and professional development that will aide in their child(s) academic and social success. Our goal is to have a 5% increase in parent involvement as measured by participation from attendance data.

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEAP Goal B)

Basis for this Goal

There is a great need for parents to be part of the Westwood Community and their child's education. It is through the joint relationship between home and school, that our students will be most successful.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELAC	7 parents/guardians participated in ELAC during the 21/22 school year	8+ parents/guardians will participate in ELAC during the 22/23 school year
Jump Into English	15 parent/guardians participated in JIE during the 21/22 school year	16+ parents/guardians will participate in JIE during the 22/23 school year
Back-to-School Night	100 parents/guardians participated in BTSN for the 21/22 school year	105+ parents/guardians will participate in BTSN during the 22/23 school year
Parent/Teacher Conferences	225 parents/guardians participated in parent/teacher conferences during the 21/22 school year	237+ parents/guardians will participate in parent/teacher conferences during the 22/23 school year
Parenting Partners	8 parent/guardians participated during the 21/22 school year	9+ parents/guardians will participate in Parenting Partners during the 22/23 school year

Planned Strategies/Activities

Strategy/Activity 1

PI 4.1 - Parent Involvement Activities and Learning Opportunities

Westwood will offer opportunities for parents/guardians to participate in trainings, school activities, meetings, informational events, and the like for the success of their child(ren).

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-May 2023

Person(s) Responsible

Administration/Classroom Teachers/Parents

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded Parenting Partners - Fall and Spring Classes
Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded Jump Into English Levels 1 and 2
Amount	2205
Source	Title I: Parent Involvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Jump Into English Level 3
Amount	0
Source	Title I
Budget Reference	5875 Technology Licenses
Description	District Funded (15) Rosetta Stone Licenses
Amount	0
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded Fingerprinting for parents to help with academic supports in the classroom, volunteer on academic study trips, or participate in leading parental involvement opportunities with both parents and students.

Strategy/Activity 2

PI 4.2 - Parent Communication

Important announcements and monthly newsletters will be printed, copied, and sent home to parents in both English and Spanish. Daily Planners are provided to students for daily communication between school and home.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-May 2023

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1130.00
Source	Title I: Parent Involvement
Budget Reference	4300 Materials
Description	Student Planners. Additional funding for planners will come from ELA 1.15 - Student Planners

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

By March 31, 2023, Westwood Elementary School will have 100% of teachers participating in the following Professional Development in:

K-6 MTSS Framework

K-2 The Consortium On Reading Excellence CORE

K-6 iReady - Math Core Curriculum

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

Data noted in the basis for Westwood's ELA, Mathematics, and ELD goals.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-6 MTSS Framework	50% of teachers participated in the K-6 MTSS PD during the 2021-2022 school year	100% of teachers will have participated in the K-6 MTSS PD during the 2022-2023 school year
K-2 The Consortium On Reading Excellence CORE	10% of teachers participated in the K-2 The Consortium On Reading Excellence CORE during the 2021-2022 school year	100% of teachers will have participated in the K-2 The Consortium On Reading Excellence CORE during the 2022-2023 school year
K-6 iReady - Math Core Curriculum	0% of teachers participated in the K-6 iReady Math Core Curriculum training during the 2021-2022 school year	100% of teachers will have participated in the K-6 iReady Math Core Curriculum training during the 2022-2023 school year

Planned Strategies/Activities

Strategy/Activity 1

PD 5.1 - Professional Development

Provide professional development for teachers to learn strategies and techniques to address the needs of Westwood's students in the area of ELA, Mathematics, ELD, SEL, and engagement strategies. PD will be aligned with the Multi-Tier Systems and Supports Model in each of the mentioned areas.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022-June 2023

Person(s) Responsible

Administration/Classroom teachers/ Student Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	Professional Developments offered by the District
Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	District Coaches
Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	See ELA 1.8 - Teacher time cards to attend PDs outside of contractual day. This is important due to sub shortages and to keep teachers with students during the school day
Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	District Paid Consultants - Novak, CORE, and iReady
Amount	0
Source	Title I
Budget Reference	4200 Books
Description	See ELA 1.15 - Staff book study to support PD
Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub

Description	See ELA 1.13 - Teacher time to attend PDs and/or to support school wide PBIS events
Amount	0
Source	LCFF
Budget Reference	5220 Conference
Description	District Funded RCA to support student engagement and social emotional development
Amount	0
Source	LCFF
Budget Reference	4300 Materials
Description	District funded SEL Program - Caring School Communities
Amount	0
Source	LCFF
Budget Reference	1120 Teacher Temp
Description	District funded timecards for teachers to attend SEL program professional developments

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Additional Targeted Support and Improvement

Goal Statement

Westwood will improve on one or more indicators in the student group, Students with Disabilities, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020-2021 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon the needs, Westwood will provide training and professional development opportunities for administration, teachers, and school staff, to further enhance their repertoire of strategies and techniques to engage students in the classroom and thus will have a positive effect on each of the indicators.

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

CDE Dashboard Data for the 2018-2019 school year indicates that Westwood is either in the red or orange in each of the four indicators for Students with Disabilities subgroup. The indicators include; Chronic Absenteeism, Suspension Rate, ELA, and Mathematics. The CDE did not update the Dashboard for the 19/20 or 20/21 school years.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism 2018-2019	Orange for Students with Disabilities 2018-2019	Yellow Students for Students with Disabilities
Suspension Rate 2018-2019	Orange for Students with Disabilities 2018-2019	Yellow Students for Students with Disabilities
English Language Arts 2018-2019	Orange for Students with Disabilities 2018-2019	Yellow Students for Students with Disabilities
Mathematics 2018-2019	Red for Students with Disabilities 2018-2019	Yellow Students for Students with Disabilities

Planned Strategies/Activities

Strategy/Activity 1

ATSI 7.1 - Professional Development

Provide professional development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies.

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

August 2022-June 2023

Person(s) Responsible

Administration/Classroom Teachers/Student Support Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	District Paid Consultants - Novak, CORE, and iReady

Strategy/Activity 2

ATSI 7.2 - Collaboration

Provide additional funds for admin., teachers, and staff, to collaborate beyond the work day to plan and/or review data in regards to the engagement strategies and its effect on each of the indicators. In addition, opportunities will be provided to teachers and staff to collaborate and analyze data in each of the indicators.

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

August 2022-June 2023

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	See ELA 1.8 - Data Analysis and Tracking

Strategy/Activity 3

ATSI 7.3 - Positive Behavioral Interventions and Supports (PBIS)

In order to foster a healthy learning environment, Westwood will create a strong Tier 1 foundation of regular proactive support. In addition, Westwood will work towards putting Tier 2 and 3 practices and systems in place to support students at risk and those who need more intensive, individualized support.

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

August 2022-June 2023

Person(s) Responsible

Admin/Teachers/Staff/PBIS Instructional Coach

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	District funded PBIS Instructional Coach

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	173,269.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	169934	0.00
Title I: Parent Involvement	3335	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	0.00
Title I	169,934.00
Title I: Parent Involvement	3,335.00

Preliminary Plan

Final Plan



 Principal Date 04/26/2022



 SSC Chairperson Date 04/26/2022



 Program Manager Date 05/17/2022 02:45 pm

Principal Date

SSC Chairperson Date

Program Manager Date

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
5800 Prof and Operating/Consultants		0.00
	LCFF	0.00
1100 Teacher	LCFF	0.00
1120 Teacher Temp	LCFF	0.00
4300 Materials	LCFF	0.00
5220 Conference	LCFF	0.00
5800 Prof and Operating/Consultants	LCFF	0.00
5872 Field Trips	LCFF	0.00
5875 Technology Licenses	LCFF	0.00
	Title I	0.00
1100 Teacher	Title I	99,109.00
1120 Teacher Temp	Title I	1,500.00
1150 Teacher Sub	Title I	10,000.00
1920 Other Cert Temp	Title I	0.00
3000 Benefits	Title I	39,228.00
4200 Books	Title I	1,000.00
4300 Materials	Title I	5,597.00
4328 Warehouse Supplies	Title I	2,000.00
5715 Print Shop	Title I	3,500.00
5800 Prof and Operating/Consultants	Title I	7,000.00
5875 Technology Licenses	Title I	1,000.00
4300 Materials	Title I: Parent Involvement	1,130.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	2,205.00

FORM D: School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

Name of Members	Role
Jaime Kite-Polinsky	Principal
Carol Rexroth	Classroom Teacher
Lisa Lehnertz	Classroom Teacher
Jennifer VanBlair	Classroom Teacher
Nancy Polina	Other School Staff
Jessica Flores	Parent or Community Member
Nayeli Flores	Parent or Community Member
Jeffrey Lewis	Parent or Community Member
Elizabeth Frias	Parent or Community Member
Vorn Chhin	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

FORM E: Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Eva G. Gomez	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/25/2022.

Attested:

Preliminary Plan		Final Plan	
	4/26/2022		
Principal	Date	Principal	Date
	4/26/2022		
SSC Chairperson	Date	SSC Chairperson	Date
	05/17/2022 02:45 pm		
Program Manager	Date	Program Manager	Date