

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westwood Elementary School	43-69674-6049043	May 15, 2023	June 8, 2023

## 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  
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.

Westwood's goals, activities, and outcomes are strategically aligned with the district's LCAP goals in an effort to address site, over-all student, and targeted students' needs in a systematically aligned manner.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components ..... 3
  - Data Analysis ..... 3
  - Surveys ..... 3
  - Classroom Observations..... 4
  - Analysis of Current Instructional Program..... 4
- Educational Partner Involvement ..... 10
- Resource Inequities ..... 10
- School and Student Performance Data ..... 11
  - Student Enrollment..... 11
  - CAASPP Results..... 13
  - ELPAC Results ..... 17
  - Student Population ..... 20
  - Overall Performance ..... 22
  - Academic Performance ..... 24
  - Academic Engagement ..... 29
  - Conditions & Climate..... 31
- Goals, Strategies, & Proposed Expenditures..... 33
  - Goal 1..... 33
  - Goal 2..... 41
  - Goal 3..... 48
  - Goal 4..... 53
- Budget Summary ..... 57
  - Budget Summary ..... 57
  - Other Federal, State, and Local Funds ..... 57
- Budgeted Funds and Expenditures in this Plan ..... 58
  - Funds Budgeted to the School by Funding Source..... 58
  - Expenditures by Funding Source ..... 58
  - Expenditures by Budget Reference ..... 58
  - Expenditures by Budget Reference and Funding Source ..... 58
  - Expenditures by Goal ..... 59
- School Site Council Membership ..... 60
- Recommendations and Assurances ..... 61

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We have a number of surveys which help determine goals and activities for student achievement and engagement:

SCUSD Socio-Emotional Learning Survey grades 3-5 (given every other year in odd years)

CA Healthy Kids Survey grade 5 (given every other year in even years)

School Parent Survey

Student discipline data (SWIS) which tracks all behaviors by grade level, time of day, type of behavior, and perceived motivation.

### SCUSD Socio-Emotional Learning Survey (February 2023)

% Positive Feedback (Very High/High Perception)

	2019-20	2022-23
Relationship Skills	50%	31%
Responsible Decision Making	56%	32%
Self-Awareness Future	86%	72%
Self-Awareness Learning	41%	27%
Self-Management	42%	21%
Social-Awareness Classroom	43%	32%
Social-Awareness School	50%	51%

### CA Healthy Kids Student Survey (2021-2022)

Meaningful participation in school 37%

School Boredom 34% (most/all of the time)

Violence/Victimization 53% reporting "yes"

Students report bullying 37% report "yes" most/all the time

### CA Healthy Kids Parent Survey (2021-2022)

Parental Involvement Scale 33% strongly agree

School Learning Environment 32% strongly agree

Fairness, Rule Clarity, and Respect for Diversity 31-40% positive

Average reporting any problems is 20%

### SWIS Data April 2023

Minor physical contact/aggression	44%
Major Defiance/Non-Compliance	19%
Minor Disrespect	13%
Major Physical aggression	13%
Minor Inappropriate language	6%

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are observed by the Principal throughout the school year. The Principal conducts both formal observations in a variety of classrooms annually, in addition to informal observations on a more regular basis (twice monthly). The Principal is continually impressed by the level of teaching in each classroom, in addition to student responses and their level of independence in all classrooms. Since returning to full in-person learning, teachers have continued to utilize district provided supports and SEL curriculum to help engage students. Additionally, teachers have incorporated active engagement through classroom meetings, collaborative activities, and

Teachers participate in Professional Learning Communities, using student data to plan for instruction and intervention at each grade level. Professional Learning Communities meet twice each month, minimally, to review student data and plan for instruction and intervention. Teachers also utilize the cycle of inquiry to track target students progress, classroom supports, and interventions.

As part of Westwood's PBIS Implementation (beginning in 2018), district PBIS coaches also conducted Walk-Through observations.

It is noted through principal observation that teachers have continued teaching and acknowledging the School-wide expectations. This is also noted in the decreased number of student behavior referrals over the course of the last five years (since implementation of the program).

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Typically, all students are assessed using state-mandated and district-adopted assessments. CAASPP Testing was waived for 2019-2020 and 2020-2021. We re-entered into testing in the 2021-2022 school year, which are listed below. Westwood has utilized data from iReady Assessments for 2021-2022 and 2022-2023, along with district-wide reading assessments each quarter and end-of-module math assessments to better understand our students' proficiency. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

#### English Language Arts:

##### 2021-2022 CAASPP

Met or exceeded grade level standard in ELA:

Overall: 62% (69% 2018-19)

Special Education: 20% (23% 2018-19)

English Learners: 30% (39% 2018-19)

Economically Disadvantaged: 44% (61% 2018-19)

Hispanic/Latino: 51% 61% 2018-19

#### Mathematics:

##### 2021-2022 CAASPP

Met or exceeded grade level standard in math:

Overall: 49% (62% 2018-19)

Special Education: 13% (5% 2018-19)

English Learners: 32% (43% 2018-19)

Economically Disadvantaged: 30% (55% 2018-19)

Hispanic/Latino: 37% (48% 2018-19)

#### iREADY ELA Diagnostic 3 (March 2023) compared to end of year Diagnostic 3 in May 2022

Met/exceeded Benchmark

Overall: 57% (60% 2022)

Students w/IEP's: 24% (25% 2022)

English Learners: 28% (39% 2022)

Econ Disadvantaged: 44% (46% 2022)

Hispanic/Latino: 42% (46% 2022)

#### iREADY Math Diagnostic 3 (March 2023) compared to end of year Diagnostic 3 in May 2022

Met/exceeded Benchmark

Overall: 49% (54% 2022)

Students w/IEP's: 22% (16% 2022)

English Learners: 27% (37% 2022)

Econ Disadvantaged: 19% (42% 2022)

Hispanic/Latino: 31% (38% 2022)

#### Fountas & Pinnell (March 2023)

Met/exceeded Tri 2 Benchmark (gr K-5)

Overall: 63%

Students w/IEP's: 30%

English Learners: 30%

Economically Disadvantaged: 43%

Hispanic/Latino: 48%

#### Fountas & Pinnell (March 2022)

Met/exceeded Tri 2 Benchmark (gr K-5)

Overall: 60%  
Students w/IEP's: 17%  
English Learners: 35%  
Economically Disadvantaged: 34%  
Hispanic/Latino: 45%

Note: Baseline and Expected Outcomes will be updated once we have updated CAASPP, iReady, and F&P data in fall 2023.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction. See data in previous section for current comparative data.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

District-wide professional development has focused on SEL and trauma-informed practices, as well as had opportunities for teachers to self-select areas for growth and learning in one of the following content areas: anti-racist identity, technology and innovation, English Learner skills, and Project-Based Learning. Westwood has also begun work through CCEIS (Comprehensive Coordinated Early Intervention Services) planning to consider UDL (Universal Design for Learning) strategies (which will continue through 2022-2023). Additionally, Westwood teachers have collaborated twice monthly in Professional Learning Communities in order to implement the cycle of inquiry and multi-tiered systems of support for target students.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support implementation of the California Standards and 21st century teaching and learning practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants. Additionally, all teachers participate in the Professional Learning Community at their grade level, supporting each other in determining essential standards and planning for intervention.

2022-2023 saw the beginning of work with our K-3 Instructional Coach as a part of Comprehensive Coordinated Early Intervening Services (CCEIS). This instructional coach took every grade level through one professional learning cycle in an area heavily impacted in their grade level (in reading). In 2023-2024, the services extend to all grade levels in support of literacy improvement.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Designated time for teacher collaboration occurs on a regular basis. Time is built into the day for teachers to meet in professional learning community meetings (every other Wednesday afternoon for for one hour). Additionally, teachers often collaborate as part of monthly professional development and during staff meetings. For the 2023-2023 school year, Westwood teachers will be continuing with the structure of every-other Wednesday morning collaboration time built into the day, along with designated collaboration and professional learning communities monthly on Wednesday afternoons.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.



Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include PIP, support classes, SOAR after school intervention (when available), clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

## **Funding**

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

## Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

## Educational Partner Involvement

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

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

Throughout the year, the Principal works with the Site Leadership Team (SLT), the School Site Council (SSC), and the English Learner Advisory Committee (ELAC) to determine site priorities and needs. During the discussions, these stakeholders look at school achievement data to discuss school wide goals, review the annual budget and come to consensus on how to best utilize the Targeted Funds provided to the site. These discussions occur monthly throughout the year, with an emphasis placed on goals in the fall, and prioritizing new activities in the spring.

#### 2022-2023 SSC/ELAC Meeting Dates and Topics

October 11 3:00-4:00 Review of 2022-23 Plan; Goals and Activities, iReady data review (updated 2022-23 needs) MTSS: Supports and Intervention - NOT HELD DUE TO ILLNESS

December 13 3:00-4:00 Safety Plan Input

February 28 3:00-4:00 Review of Literacy Data, F&P and iReady/MTSS/Safety Plan Approval

March 8 3:00-4:00 Review of Trimester 2 Literacy Data, Input for Goals/Activities for 2022-2024 (needs assessment data review)

April 25 3:00-4:00 iReady Data Review, Introduction of 2023-2024 SPSA

May 10 2:30-3:30 Approval of 2023-2024 SPSA

## Resource Inequities

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	68	56	86
Grade 1	68	68	54
Grade 2	60	62	64
Grade 3	70	54	64
Grade 4	66	60	56
Grade 5	51	56	58
<b>Total Enrollment</b>	<b>383</b>	<b>356</b>	<b>382</b>

### Conclusions based on this data:

1. Enrollment has increased with the addition of transitional kindergarten (20 additional K students).
2. Over the past three years, enrollment IS declining at the upper grade level.
3. Enrollment continues necessitate a grade 4/5 combination classroom due to classroom cap sizes.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	77	94	106	20.10%	26.4%	27.7%
Fluent English Proficient (FEP)	39	31	48	10.20%	8.7%	12.6%
Reclassified Fluent English Proficient (RFEP)	20		14	5.2%		3.6%

### Conclusions based on this data:

1. Our EL population is increasing. (Our overall number of students who report a home language other than English only is 31%, with only 24% of those classified as current English Learners).
2. The RFEP data shows the number of students in Aeries classified as "RFEP". Data has been inconsistent from the dashboard. This information shows that we have fewer students reclassified as Fluent English Proficient.
3. Total FEP population (initial: 34, and reclassified: 14) is 62, or 12.6% of our population, which is increasing, indicating we have more families who speak another language than English at home than in previous years.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	56		0	53		0	53		0.0	94.6	
Grade 4	65	66		0	63		0	63		0.0	95.5	
Grade 5	49	59		0	59		0	59		0.0	100.0	
All Grades	184	181		0	175		0	175		0.0	96.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2457.			32.08			33.96			20.75			13.21	
Grade 4		2509.			42.86			26.98			15.87			14.29	
Grade 5		2505.			25.42			25.42			22.03			27.12	
All Grades	N/A	N/A	N/A		33.71			28.57			19.43			18.29	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		26.42			62.26			11.32		
Grade 4		28.57			65.08			6.35		
Grade 5		18.64			57.63			23.73		
All Grades		24.57			61.71			13.71		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.53			54.72			20.75	
Grade 4		30.16			57.14			12.70	
Grade 5		20.34			55.93			23.73	
All Grades		25.14			56.00			18.86	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.87			75.47			5.66	
Grade 4		15.87			73.02			11.11	
Grade 5		8.47			81.36			10.17	
All Grades		14.29			76.57			9.14	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.75			64.15			15.09	
Grade 4		25.40			63.49			11.11	
Grade 5		22.03			66.10			11.86	
All Grades		22.86			64.57			12.57	

**Conclusions based on this data:**

1. This is new baseline data as students have not been tested since pre-COVID years. Most students are falling into the "at or near standard" category in all areas.
2. Comparing to pre-COVID performance, overall student performance has decreased.
3. Demonstrating effective communication skills is the area of greatest need amongst all grades.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	56		0	55		0	55		0.0	98.2	
Grade 4	65	66		0	65		0	65		0.0	98.5	
Grade 5	49	59		0	59		0	59		0.0	100.0	
All Grades	184	181		0	179		0	179		0.0	98.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2442.			25.45			21.82			29.09			23.64	
Grade 4		2500.			29.23			38.46			18.46			13.85	
Grade 5		2482.			13.56			16.95			35.59			33.90	
All Grades	N/A	N/A	N/A		22.91			26.26			27.37			23.46	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.27			50.91			21.82	
Grade 4		35.38			47.69			16.92	
Grade 5		15.25			47.46			37.29	
All Grades		26.26			48.60			25.14	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.45			47.27			27.27	
Grade 4		30.77			50.77			18.46	
Grade 5		10.17			66.10			23.73	
All Grades		22.35			54.75			22.91	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.73			49.09			18.18	
Grade 4		30.77			56.92			12.31	
Grade 5		11.86			59.32			28.81	
All Grades		25.14			55.31			19.55	

**Conclusions based on this data:**

1. This is new baseline data as students have not been tested since pre-COVID years. Most students are falling into the "at or near standard" category in all areas of mathematics.
2. Comparing to pre-COVID performance, overall student performance has decreased.
3. Concepts and procedures continues to be an area of focus as this contains the largest percentage of students below standard.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1429.5	*		1438.1	*		1409.4	*		31	10	
<b>1</b>	1457.5	1445.7		1469.5	1458.6		1444.9	1432.2		14	22	
<b>2</b>	1511.5	1451.4		1493.4	1467.0		1529.1	1435.1		14	13	
<b>3</b>	1478.9	1490.6		1475.5	1480.2		1481.7	1500.4		17	14	
<b>4</b>	1527.3	1485.4		1509.6	1478.1		1544.3	1492.4		12	19	
<b>5</b>	*	1535.7		*	1532.9		*	1537.8		9	12	
<b>All Grades</b>										97	90	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	19.35	*		45.16	*		25.81	*		9.68	*		31	*	
<b>1</b>	14.29	13.64		42.86	40.91		14.29	18.18		28.57	27.27		14	22	
<b>2</b>	28.57	15.38		42.86	15.38		21.43	38.46		7.14	30.77		14	13	
<b>3</b>	17.65	7.14		17.65	42.86		47.06	42.86		17.65	7.14		17	14	
<b>4</b>	16.67	5.26		66.67	31.58		16.67	42.11		0.00	21.05		12	19	
<b>5</b>	*	25.00		*	33.33		*	41.67		*	0.00		*	12	
<b>All Grades</b>	18.56	12.22		43.30	34.44		25.77	35.56		12.37	17.78		97	90	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	12.90	*		61.29	*		12.90	*		12.90	*		31	*	
<b>1</b>	35.71	22.73		21.43	31.82		35.71	27.27		7.14	18.18		14	22	
<b>2</b>	21.43	23.08		35.71	23.08		35.71	46.15		7.14	7.69		14	13	
<b>3</b>	23.53	7.14		41.18	64.29		17.65	21.43		17.65	7.14		17	14	
<b>4</b>	58.33	15.79		16.67	52.63		16.67	10.53		8.33	21.05		12	19	
<b>5</b>	*	41.67		*	41.67		*	16.67		*	0.00		*	12	
<b>All Grades</b>	27.84	18.89		41.24	43.33		20.62	24.44		10.31	13.33		97	90	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.13	*		32.26	*		41.94	*		9.68	*		31	*	
<b>1</b>	0.00	9.09		50.00	31.82		21.43	31.82		28.57	27.27		14	22	
<b>2</b>	28.57	7.69		42.86	15.38		21.43	38.46		7.14	38.46		14	13	
<b>3</b>	5.88	7.14		17.65	28.57		58.82	50.00		17.65	14.29		17	14	
<b>4</b>	16.67	0.00		66.67	21.05		8.33	36.84		8.33	42.11		12	19	
<b>5</b>	*	0.00		*	50.00		*	41.67		*	8.33		*	12	
<b>All Grades</b>	13.40	5.56		38.14	28.89		34.02	36.67		14.43	28.89		97	90	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.13	*		70.97	*		12.90	*		31	*	
<b>1</b>	28.57	27.27		64.29	63.64		7.14	9.09		14	22	
<b>2</b>	21.43	15.38		71.43	76.92		7.14	7.69		14	13	
<b>3</b>	29.41	28.57		52.94	57.14		17.65	14.29		17	14	
<b>4</b>	41.67	21.05		50.00	52.63		8.33	26.32		12	19	
<b>5</b>	*	41.67		*	33.33		*	25.00		*	12	
<b>All Grades</b>	25.77	25.56		63.92	58.89		10.31	15.56		97	90	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	29.03	*		58.06	*		12.90	*		31	*	
<b>1</b>	28.57	18.18		64.29	59.09		7.14	22.73		14	22	
<b>2</b>	28.57	30.77		57.14	61.54		14.29	7.69		14	13	
<b>3</b>	23.53	28.57		58.82	64.29		17.65	7.14		17	14	
<b>4</b>	50.00	15.79		50.00	68.42		0.00	15.79		12	19	
<b>5</b>	*	75.00		*	25.00		*	0.00		*	12	
<b>All Grades</b>	34.02	26.67		55.67	58.89		10.31	14.44		97	90	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	3.23	*		83.87	*		12.90	*		31	*	
<b>1</b>	21.43	13.64		50.00	54.55		28.57	31.82		14	22	
<b>2</b>	35.71	15.38		50.00	46.15		14.29	38.46		14	13	
<b>3</b>	5.88	14.29		47.06	57.14		47.06	28.57		17	14	
<b>4</b>	8.33	0.00		83.33	57.89		8.33	42.11		12	19	
<b>5</b>	*	8.33		*	75.00		*	16.67		*	12	
<b>All Grades</b>	13.40	10.00		64.95	58.89		21.65	31.11		97	90	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	41.94	*		35.48	*		22.58	*		31	*	
<b>1</b>	0.00	4.55		71.43	72.73		28.57	22.73		14	22	
<b>2</b>	35.71	15.38		50.00	53.85		14.29	30.77		14	13	
<b>3</b>	5.88	0.00		82.35	100.00		11.76	0.00		17	14	
<b>4</b>	16.67	10.53		75.00	57.89		8.33	31.58		12	19	
<b>5</b>	*	25.00		*	75.00		*	0.00		*	12	
<b>All Grades</b>	23.71	13.33		58.76	65.56		17.53	21.11		97	90	

**Conclusions based on this data:**

1. Not only is our EL population growing, the majority of our students have moved from the 3-4 level to the 2-3 level.
2. The mean scale score for all grade levels is decreasing, except at 3rd grade.
3. EL students performed the highest in the area of speaking.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>356</b>	<b>31.2</b>	<b>26.4</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Westwood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	94	26.4
<b>Foster Youth</b>		
<b>Homeless</b>	1	0.3
<b>Socioeconomically Disadvantaged</b>	111	31.2
<b>Students with Disabilities</b>	30	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	16	4.5
<b>American Indian</b>		
<b>Asian</b>	61	17.1
<b>Filipino</b>	17	4.8
<b>Hispanic</b>	136	38.2
<b>Two or More Races</b>	28	7.9
<b>Pacific Islander</b>	4	1.1
<b>White</b>	91	25.6

**Conclusions based on this data:**

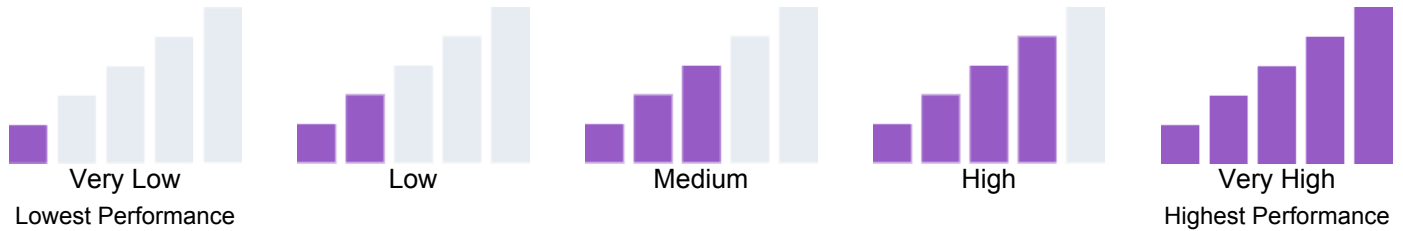
1. Our largest ethnic groups continue to be Hispanic and White.
2. Our population of EL is increasing.
3. Our students receiving free/reduced lunch is greater than in previous years.

# School and Student Performance Data

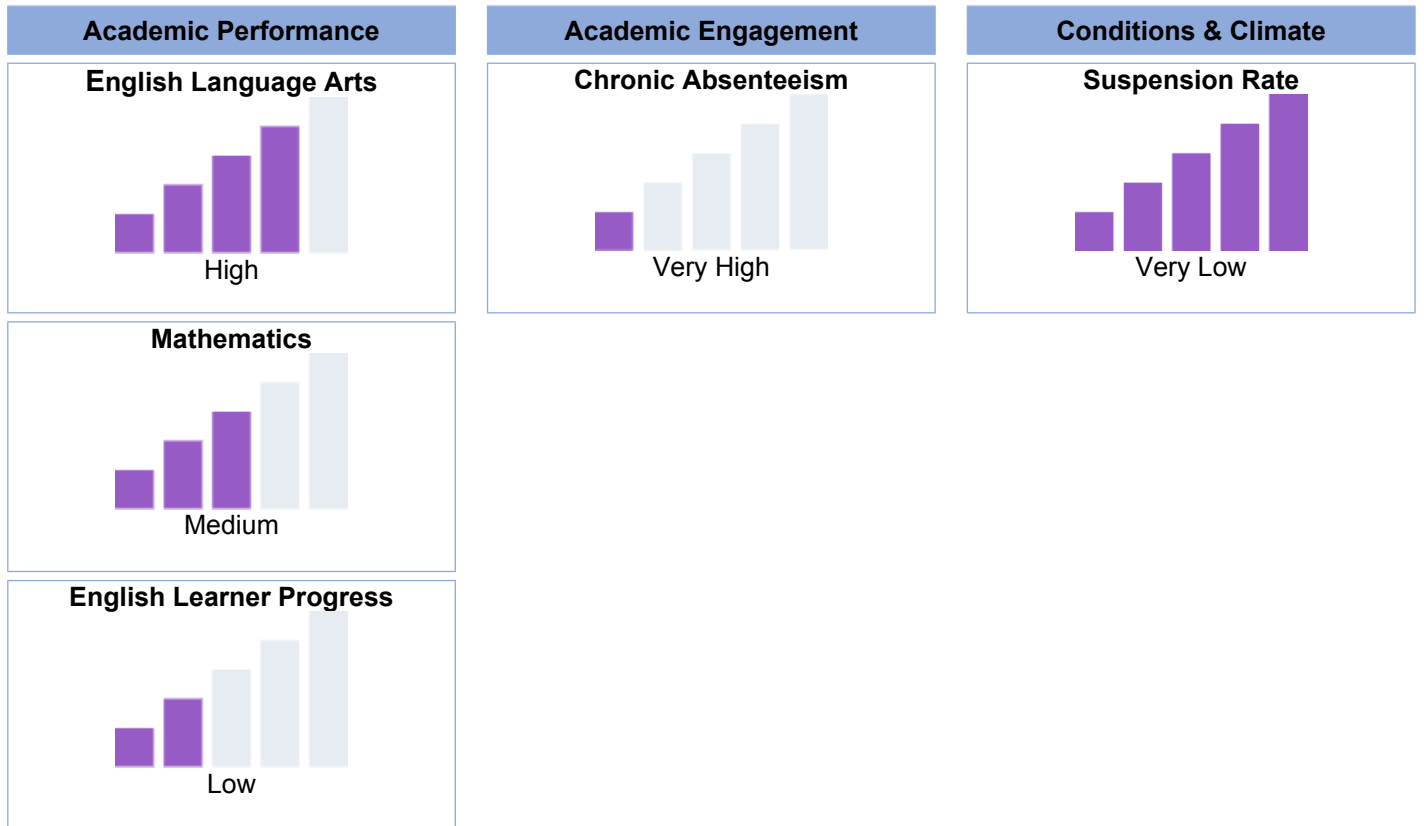
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Westwood needs to continue to improve interventions provided to students (and families) with chronic absenteeism.
2. Westwood's suspension rate continues to decline from previous years.
3. We can continue to grow in the area of Math.

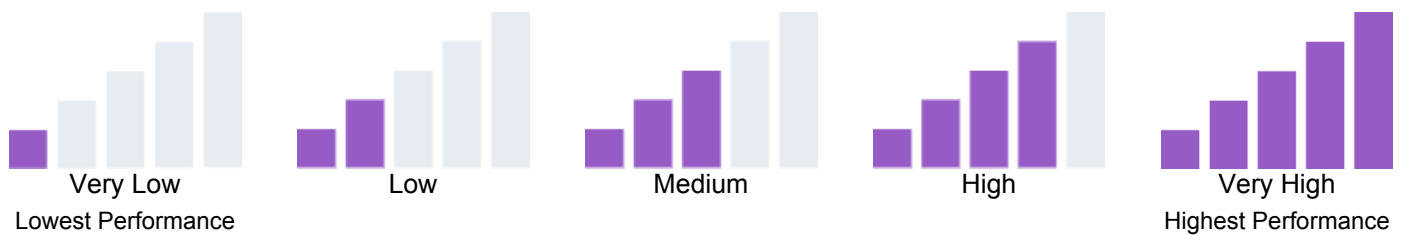


# School and Student Performance Data

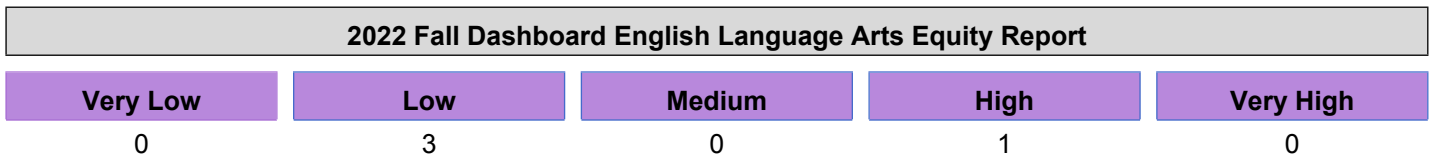
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

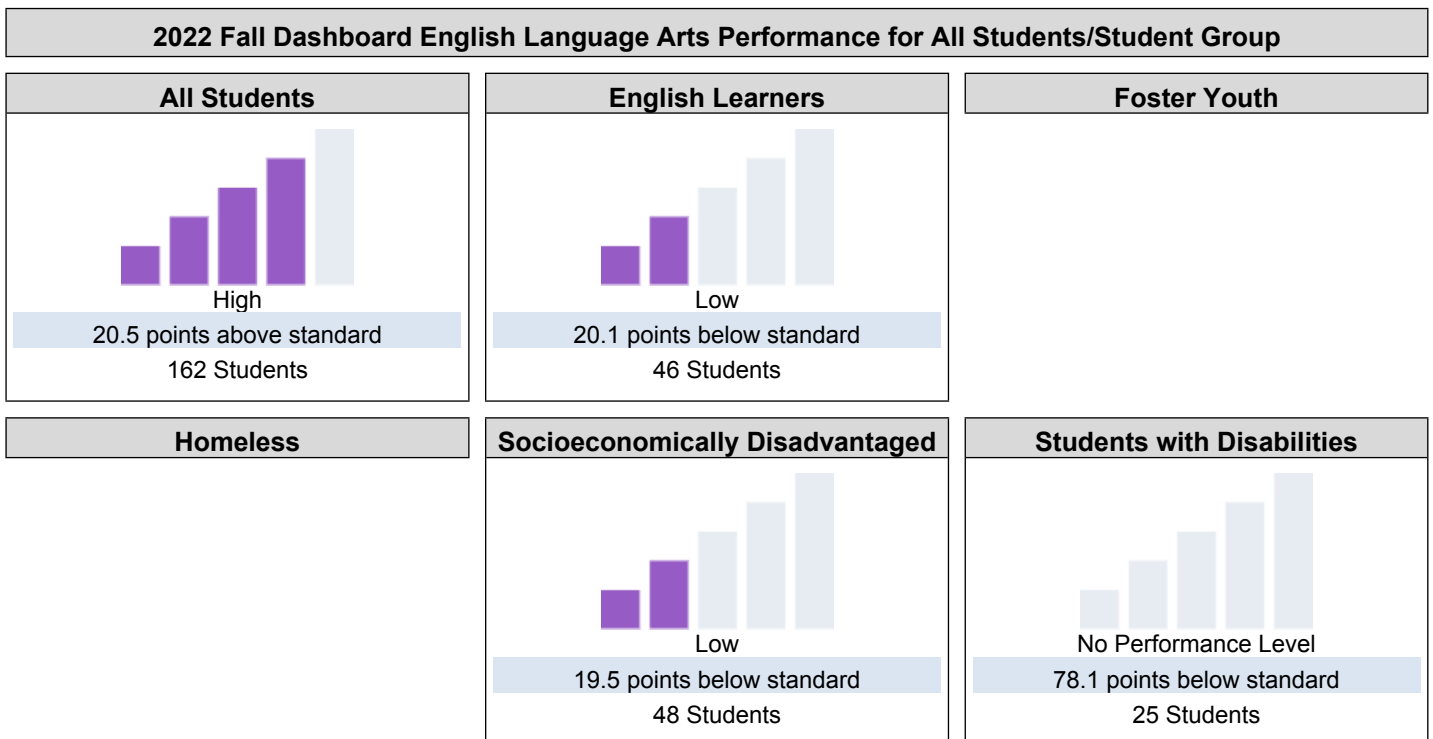
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

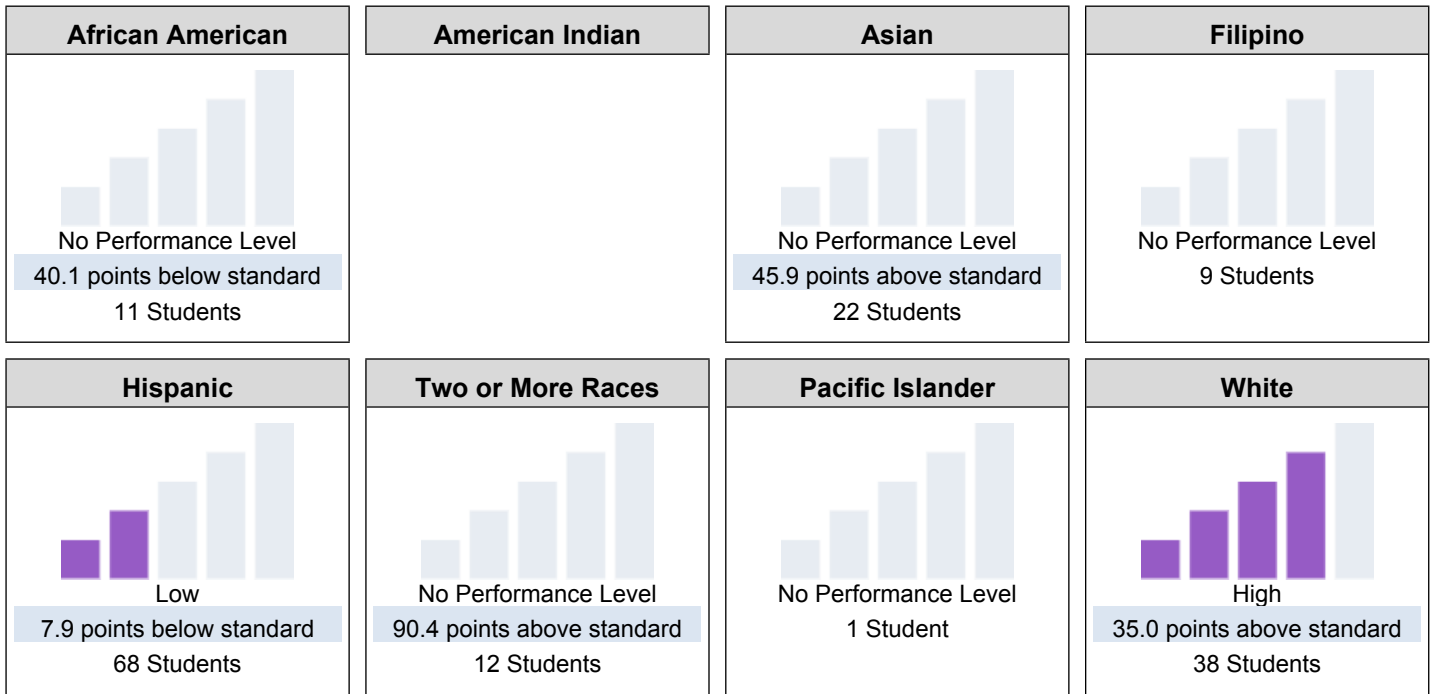


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
65.8 points below standard 32 Students	60.4 points above standard 15 Students	31.5 points above standard 104 Students

**Conclusions based on this data:**

1. Our English Learners remain an area of focus, as the area of greatest gap below standard (20.1 points below, with 4 students)
2. Socioeconomically Disadvantaged students are another focus area as they also show a gap below standard (19.5 points below, with 48 students).
3. Hispanic students remain an area of focus, as the largest student population group with a gap below standard (7.9 points below, with 68 students)

# School and Student Performance Data

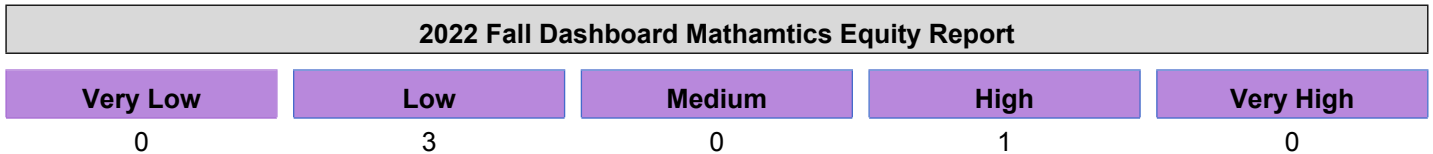
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

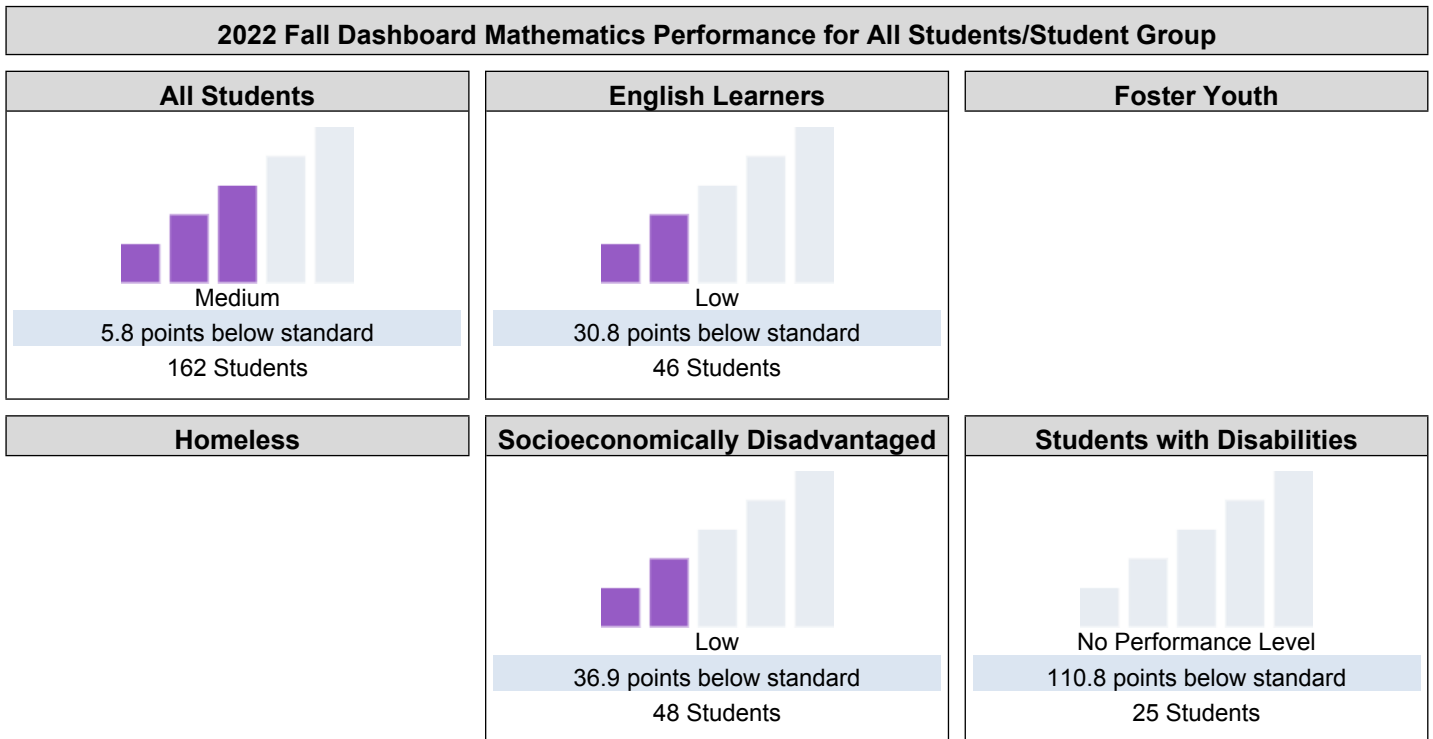
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



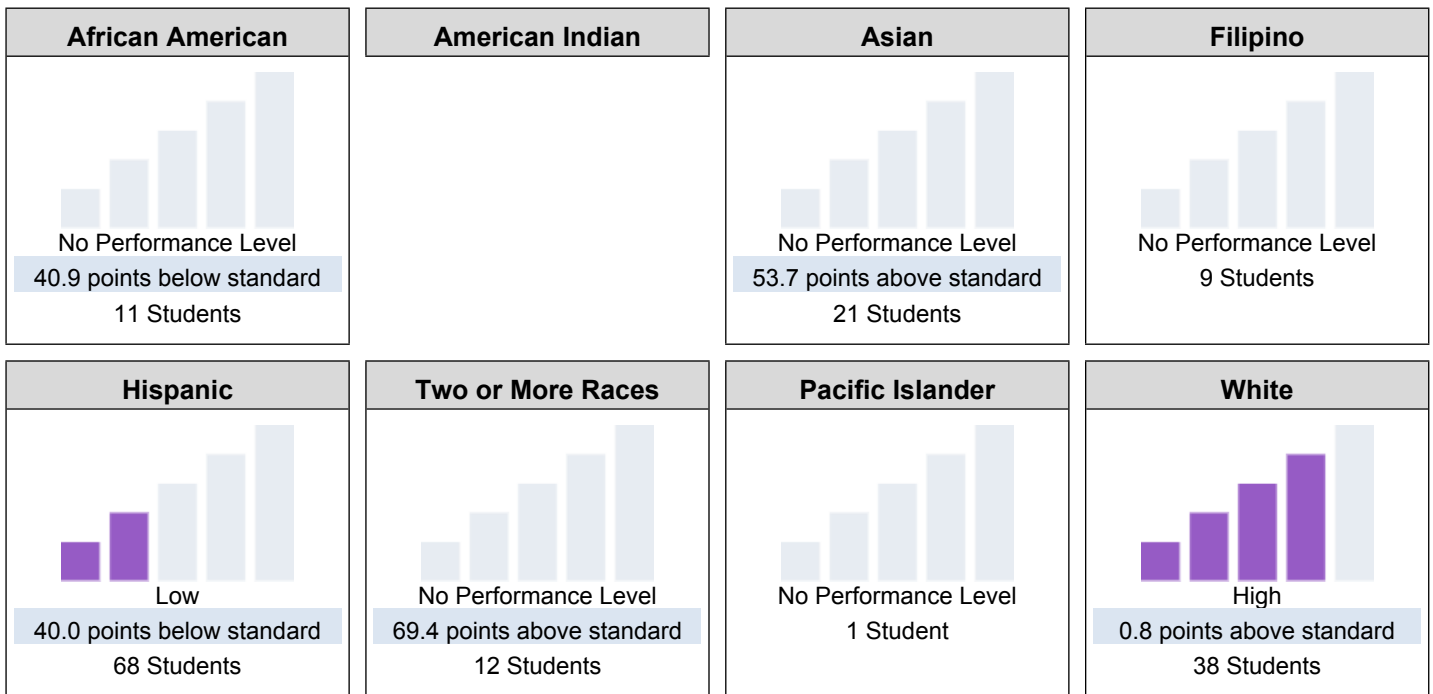
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>54.9 points below standard 31 Students</p>	<p>18.9 points above standard 15 Students</p>	<p>0.5 points above standard 104 Students</p>

**Conclusions based on this data:**

1. Our English Learners remain an area of focus, as the area of greatest gap below standard (30.8 points below, with 4 students)
2. Socioeconomically Disadvantaged students are another focus area as they also show a gap below standard (36.9 points below, with 48 students).
3. Hispanic students remain an area of focus, as the largest student population group with a gap below standard (40 points below, with 68 students)

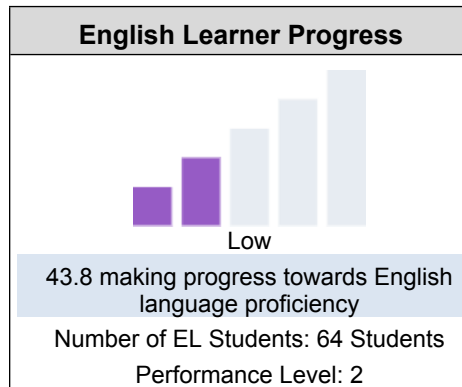
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.6%	29.7%	0.0%	43.8%

#### Conclusions based on this data:

- 44% of ELs are progressing at least one level annually, which is a decrease from last year.
- 30% of EL students maintained, showing a need for continued intervention.
- 27% of EL students decreased in one level, needing significant intervention. This is a huge increase from last year and requires serious intervention.

# School and Student Performance Data

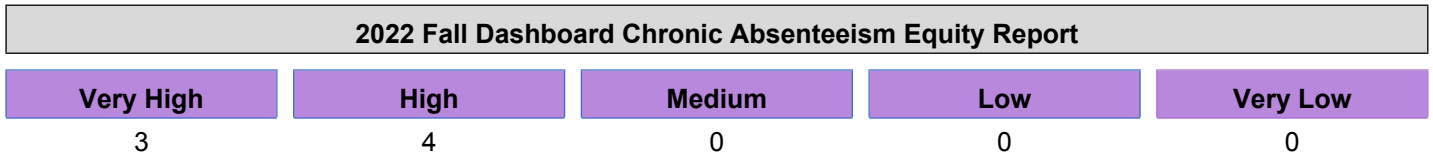
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

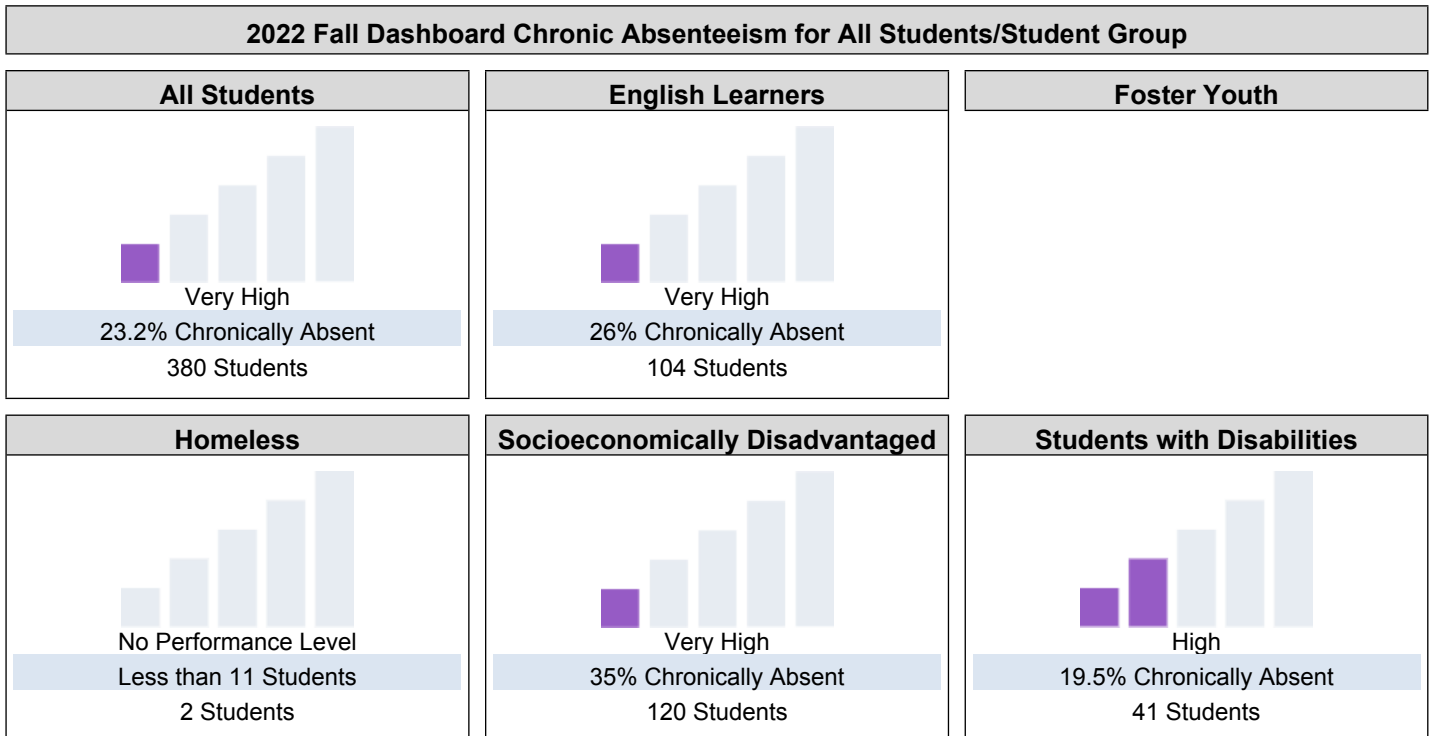
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



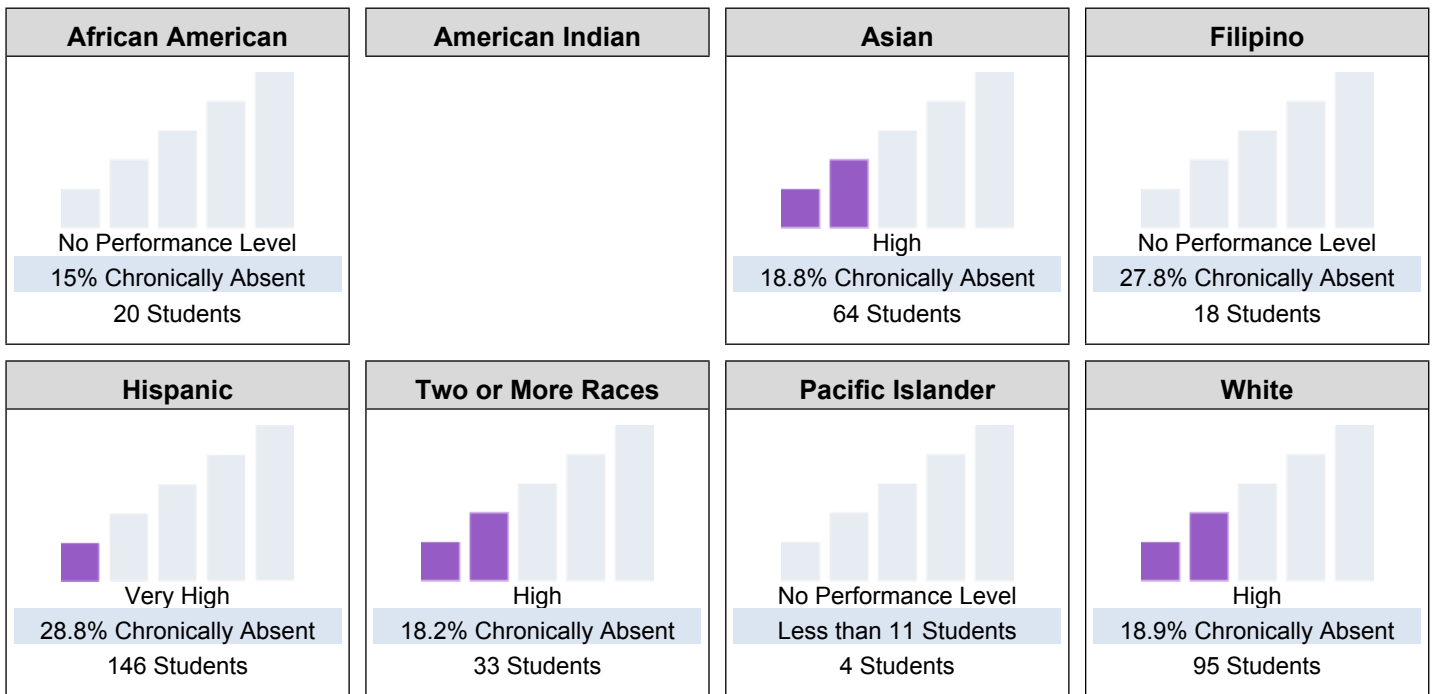
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Chronic absenteeism is at its highest rate ever (23%).
2. SED students are impacted much further (35%) than other students.
3. Both EL (26%) and Hispanic (29%) students have a higher rate of absenteeism.

# School and Student Performance Data

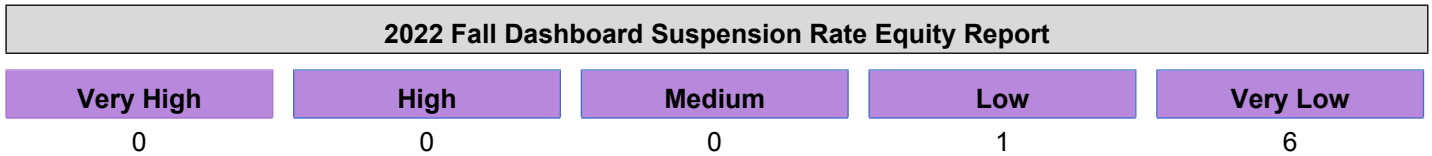
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

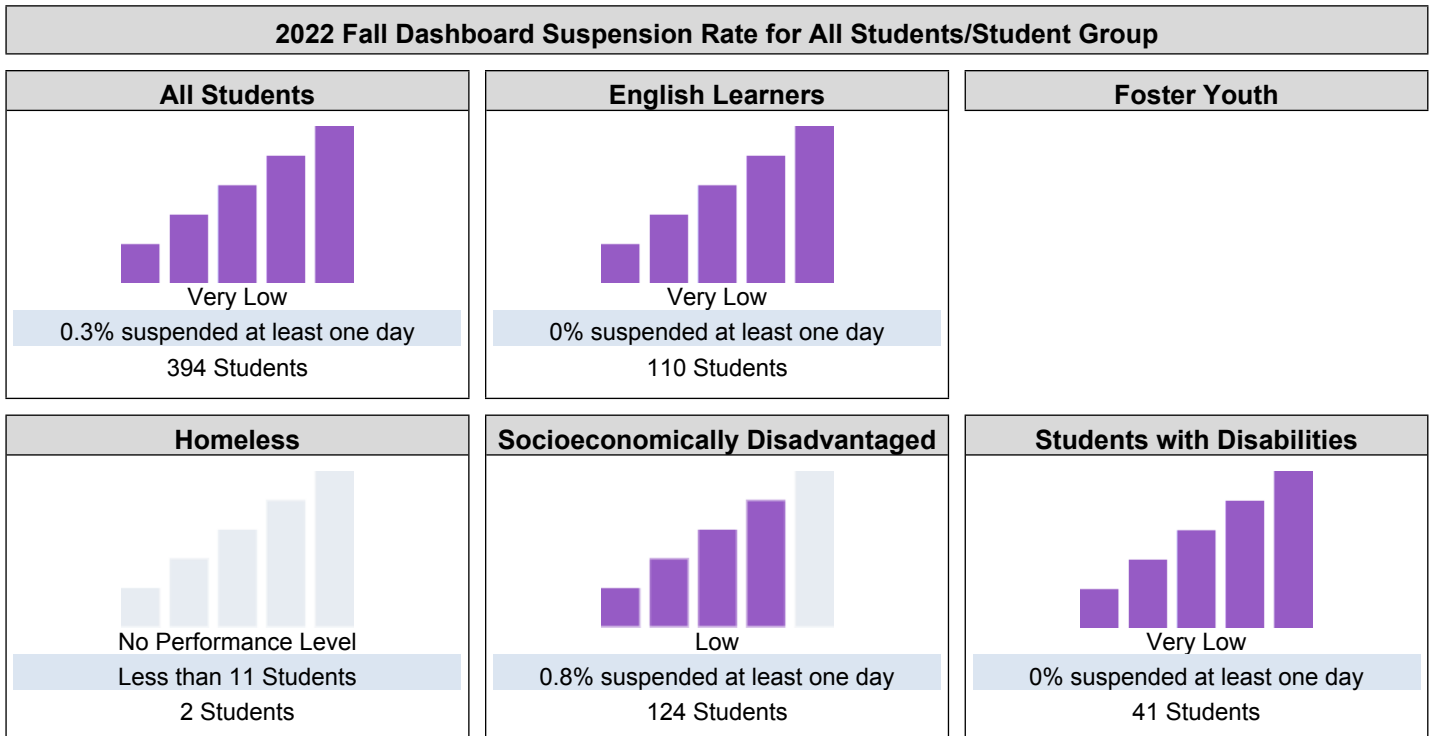
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



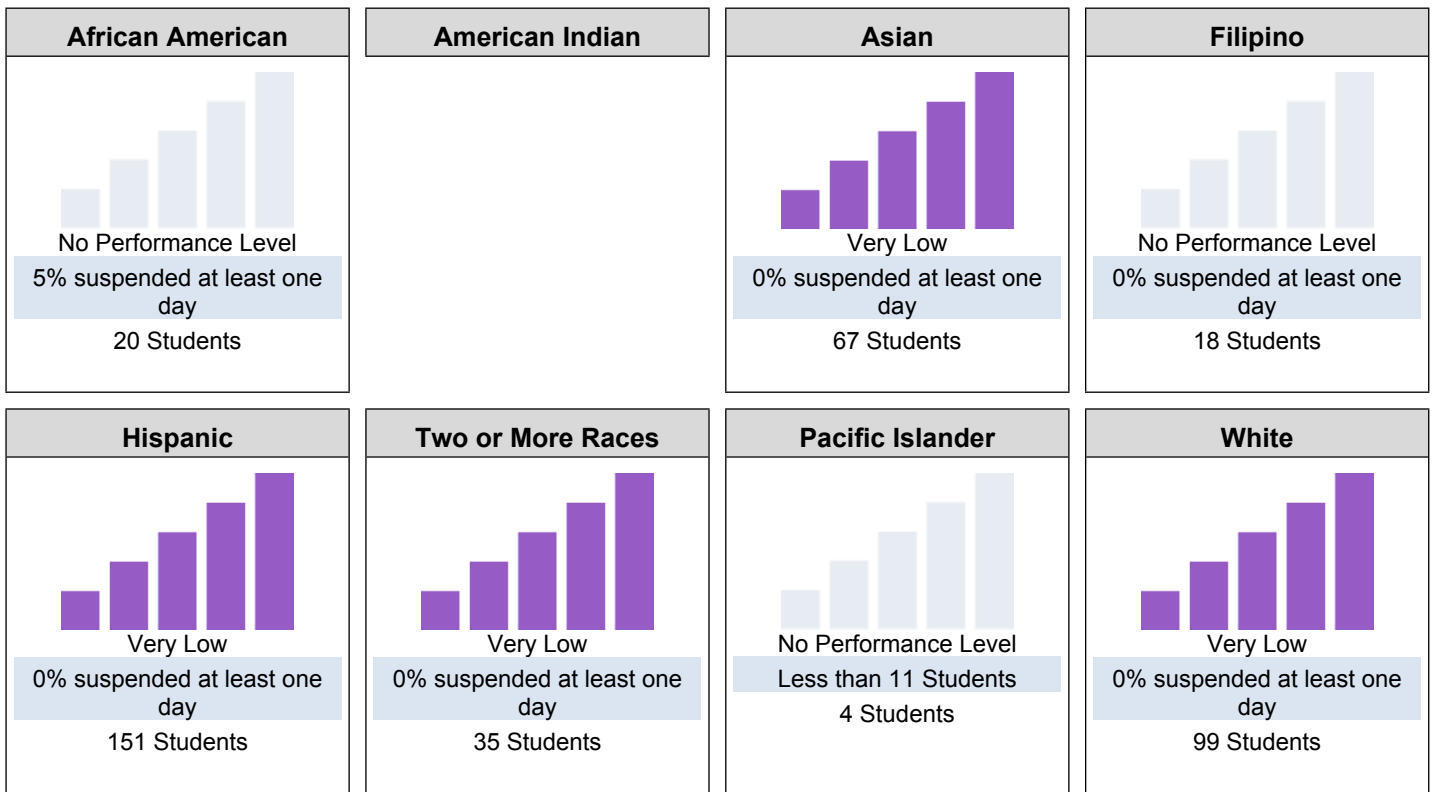
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Suspensions continue to remain a "last resort" discipline model, indicated by the low number of suspension data.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

ACADEMIC: Literacy and Mathematics

## District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

- \*1. Use data to improve adult practice and student outcomes
- \*2. Focus on students furthest from opportunity first to close gaps
- \*3. Create high performing systems and teams

LCAP Goals:

- \*1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
- \*2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
- \*3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

2022-23 Focus Areas:

- \*1. Integrated/Designated English Language Development (Classroom)
- \*2. Collaborative Data Inquiry Cycles (Team)
- \*3. MTSS (School)

## Goal 1

Continually improve instructional design and delivery to assure every student and all target student groups make measurable progress towards the standards as measured by state assessments and local performance based assessments. Each student will demonstrate growth towards mastery of California State Standards as measured by the state assessments (CAASPP/ELA /Math grades 3-5), i-Ready Math and Reading Diagnostics (K-5), and Fountas & Pinnell Reading Survey (K-5). Additionally, we will reduce achievement gaps between higher and lower performing student groups.

## Identified Need

ELA and Math assessments (iReady and F&P) results show a need to increase the percentage of students meeting state standards. We need to continue our focus on students demonstrating an achievement gap: Students with IEPs, English Learners, Socio-Economically Disadvantaged, and Hispanic/Latino.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
F&P Scores	Fountas & Pinnell (March 2023) Met/exceeded Tri 2 Benchmark (gr K-5) Overall: 63% Students w/IEP's: 30% English Learners: 30% Economically Disadvantaged: 43% Hispanic/Latino: 48%	By June of 2024 increase the number of K-5 students reading on grade level by 5% overall and 10% target student groups (EL, Hispanic/Latinx, Low-Income, Students w/IEP's) as measured by Fountas & Pinnell benchmarks.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Fountas &amp; Pinnell (March 2022)  Met/exceeded Tri 2 Benchmark (gr K-5)  Overall: 60%  Students w/IEP's: 17%  English Learners: 35%  Economically Disadvantaged: 34%  Hispanic/Latino: 45%</p>	
<p>ELA CAASPP</p>	<p>2022-2023 ELA CAASPP data will be entered in Fall 2023.</p> <p>2021-2022 ELA CAASPP Met or exceeded grade level standard in ELA:  Overall: 62%  Special Education: 20%  English Learners: 30%  Economically Disadvantaged: 44%  Hispanic/Latino: 51%</p> <p>2018-19 ELA CAASPP (pre-COVID)  Students who met or exceeded proficiency:  Overall: 69%  Special Education: 23%  English Learners: 39%  Economically Disadvantaged: 61%  Hispanic/Latino: 61%</p>	<p>Overall Goal: Current (2023-24) 3rd graders overall will meet or exceed the achievement of 2022-2023 3rd graders on the CAASPP (ELA).</p> <p>Closing the achievement gap: We will reduce the number of 3rd graders in target groups (EL, Hispanic/Latino, Economically Disadvantaged, Students w/IEP's) who score below standard by 10% or more compared to prior year's 3rd graders in those student groups.</p> <p>Every 4th and 5th grader will increase their scale scores significantly enough to maintain or exceed within the scale score band in which they scored this year, with 10% more students meeting proficiency.</p> <p>Closing the achievement gap: (EL, Hispanic/Latino, Economically Disadvantaged, Students w/IEP's) will increase their scale scores significantly enough to move higher within their previous band (from "bottom third" of the scale score range to the middle third, from middle third to the top third, from top third to the</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		bottom third of the next level, etc.).
Math CAASPP	<p>2022-2023 Math CAASPP data will be entered in Fall 2023.</p> <p>2021-2022 Math CAASPP Met or exceeded grade level standard in math:  Overall: 49%  Special Education: 13%  English Learners: 32%  Economically Disadvantaged: 30%  Hispanic/Latino: 37%</p> <p>2018-2019 Math CAASPP Students who met or exceeded proficiency:  Overall: 62%  Special Education: 5%  English Learners: 43%  Economically Disadvantaged: 55%  Hispanic/Latino: 48%</p>	<p>Overall Goal: Current (2023-2024) 3rd graders overall will meet or exceed the achievement of 2022-2023 3rd graders on the CAASPP (Math).</p> <p>Closing the achievement gap: We will reduce the number of 3rd graders in target groups (EL, Hispanic/Latino, Economically Disadvantaged, Students w/IEP's) who score below standard by 10% or more compared to prior year's 3rd graders in those student groups.</p> <p>Every 4th and 5th grader will increase their scale scores significantly enough to maintain or exceed within the scale score band in which they scored this year, with 10% more students meeting proficiency.</p> <p>Closing the achievement gap: (EL, Hispanic/Latino, Economically Disadvantaged, Students w/IEP's) will increase their scale scores significantly enough to move higher within their previous band (from "bottom third" of the scale score range to the middle third, from middle third to the top third, from top third to the bottom third of the next level, etc.).</p>
iReady Reading Diagnostic	<p>iREADY ELA Diagnostic 3 (March 2023) - to be updated in Fall 2023</p> <p>Met/exceeded Benchmark Overall: 57%</p>	<p>All students will make annual growth targets in iReady ELA.</p> <p>Closing the achievement gap: EL, Hispanic/Latinx, Low-</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Students w/IEP's: 24% English Learners: 28% Econ Disadvantaged: 44% Hispanic/Latino:42%</p> <p>iREADY ELA (May 2022) Met/exceeded Trimester 3 Benchmark (K-5) Overall: 60% Students w/IEP's: 25% English Learners: 39% Econ Disadvantaged: 46% Hispanic/Latino: 46%</p>	<p>Income, Students w/IEP's will exceed annual growth targets on the way towards stretch growth targets in iReady ELA.</p> <p>Students who scored one or more years below grade level on the iReady diagnostics will exceed typical growth targets on the way towards stretch goals in iReady ELA.</p>
iReady Math Dignostic	<p>iREADY Math Diagnostic 3 (March 2023) - to be updated in Fall 2023 Met/exceeded Benchmark Overall: 49% Students w/IEP's: 22% English Learners: 27% Econ Disadvantaged: 19% Hispanic/Latino: 31%</p> <p>iREADY Math (May 2022) Met/exceeded Trimester 3 Benchmark (K-5) Overall: 54% Students w/IEP's: 16% English Learners: 39% Econ Disadvantaged: 42% Hispanic/Latino: 46%</p>	<p>All students will make annual growth targets in iReady Math.</p> <p>Closing the achievement gap: EL, Hispanic/Latinx, Low-Income, Students w/IEP's will exceed annual growth targets on the way towards stretch growth targets in iReady Math.</p> <p>Students who scored one or more years below grade level on the iReady diagnostics will exceed typical growth targets on the way towards stretch goals in iReady Math.</p>

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

##### PROFESSIONAL DEVELOPMENT/COLLABORATION

- Trimester Grade Level Collaboration for teachers to review data and plan for their grade level, with time set aside for target meetings with MTSS Team.
- Hourly compensation for site leadership collaboration.

- Professional Development opportunities such as: District Training (Opt-In summer, school year, and after school hourly training), CIM, possible outside conferences. Substitutes for release days for teachers to attend training. Hourly compensation for teachers to attend after-hours/summer.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

14954

Source(s)

Targeted Allocation  
1000-1999: Certificated Personnel Salaries  
Subs, Hourly compensation for  
PD/collaboration/trainings

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

MATERIALS

- Purchase additional support materials for literacy and math (such as: online licenses/programs: RAZ Kids, Writing A to Z, ST Math, etc./books, technology, and tech support)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

3000

Source(s)

Targeted Carryover  
0001-0999: Unrestricted: Locally Defined  
Support materials (license, online, books,  
technology)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

LIBRARY SUPPORT

- Purchase library materials, books and hardware/software based on library and curriculum standards, student demographics, and circulation and collection data.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1300	Targeted Carryover 4000-4999: Books And Supplies Library materials, books, hardware/software, MP3 books

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

Students below level in reading and/or math, EL students needing additional support

Strategy/Activity

- INTERVENTION SUPPORT TEAM**
- 1.0 Comprehensive Coordinated Early Intervention Supports (CCEIS) Coach (district provided) to coach, mentor, and co-teach Primary (K-2) teachers in supporting target groups with small group intervention, best practices, and culturally responsive strategies. The CCEIS coach will also work with the MTSS team to coordinate interventions and support classified staff supporting target students.
  - 0.6 English Language Development (ELD) Coach (district provided) to coach, mentor, and co-teach upper grade (3-5) teachers is supporting students who are English Learners through small group, best practices, and culturally responsive strategies. The ELD coach will also work with the MTSS team to coordinate interventions and support classified staff supporting target students.
  - Additional hourly classified support (extended yard duty on STLA) to support implementation of small groups in the classroom under direction of the teacher.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
46905	Targeted Allocation 2000-2999: Classified Personnel Salaries salary for 3 hourly classified support
15635	None Specified 2000-2999: Classified Personnel Salaries salary for 1 hourly classified support (funded from general fund 181)

## **Strategy/Activity 6**

### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

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

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

Amount(s)

Source(s)

## **Strategy/Activity 7**

### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

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

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

Amount(s)

Source(s)

## **Strategy/Activity 8**

### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

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

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

Amount(s)

Source(s)

# **Annual Review**

## **SPSA Year Reviewed: 2022-23**

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

## **ANALYSIS**

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

The strategies and activities for 2022-2023 were fully implemented. Grade levels were fully supported daily by an MTSS aide (STLA hourly) as determined by the grade level team. These aides took direction from the teacher to either provide classroom management while teacher met with small groups or in supporting 1:1 (in the classroom, under the direction of the teacher) students in completing work, staying on task, or practicing reading, math, or speaking English. Ratios of adult to student interaction was lowered, allowing teacher to group students for intervention support from the classroom teacher. This was also supported by the resource (SPED) team.

The anecdotal evidence suggests that the intervention time was well used and a successful implementation. Teachers were able to work effectively with the neediest students on specific standards, while students at standard had the ability to connect with another adult in the room if needing simple support. Teachers also report that classroom management during small group was also more effective with the addition support in the room.

Initial iReady data (grade 2-5) indicates that students have made significant growth. Specifically, our Hispanic/Latino and SPED, SED, and EL demographics have all made significantly MORE growth than their non-target counterparts. More information will be gathered at the end of 2022 to determine effectiveness in all grade levels, evidenced by further iReady data and the 2022 CAASPP,

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

We were able to provide a full year of intervention for K/1, 2/3, and 4/5 but had to do so with additional staffing and training in March. For 2023-2024, we have additional funding and recognize the importance of early intervention. We will be focusing on support at K-3 with 3 aides, and 4-5 with 1 aide.

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

We would like to continue all aspects of the goal (also committing \$15K of the general fund to provide an additional classified support aide, seen in the "none specified" budget line item) for next year. We also are utilizing the additional targeted funding provided this year for this goal.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

ENGLISH LANGUAGE DEVELOPMENT

## District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

- \*1. Use data to improve adult practice and student outcomes
- \*2. Focus on students furthest from opportunity first to close gaps
- \*3. Create high performing systems and teams

LCAP Goals

- \*1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
- \*2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
- \*3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

SCUSD Focus Areas

- \*1. Integrated/Designated English Language Development (Classroom)
- \*2. Collaborative Data Inquiry Cycles (Team)
- \*3. MTSS (School)

## Goal 2

Students identified as English Learners (ELs) will demonstrate continued, consistent growth each year in English proficiency (listening, speaking, reading, and writing) as measured by the English Language Proficiency Assessment for California (ELPAC) and other formal assessments (CAASPP ELA/Math, iReady Reading, and F&P Reading).

## Identified Need

We have more newcomers with little English entering our school. We need stronger supports for these newcomers.

We have more students who have remained as English learners beyond 4 years (many of whom entered at a level 2 or 3). We need stronger supports to help them reach proficiency within a 4-to-5-year period.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	<p>Spring 2023 Data to be entered in Fall 2023</p> <p>Spring 2022 Data                      Number of students tested overall: 89                      Level 4 - Well Developed: 13%                      Level 3 - Moderately Developed: 36%</p>	<p>All English learners will show growth on the ELPAC to meet or exceed state expectations (one level growth each year, or maintain at Level 4)</p> <p>We will increase the percentage of EL students reclassified as Fluent English Speaking by 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Level 2 - Somewhat Developed: 33% Level 1 - Beginning Stage: 17%</p> <p>Spring 2021 Data: Number of Students tested overall: 97 Level 4 - Well Developed: 19% Level 3 - Moderately Developed: 43% Level 2 - Somewhat Developed: 26% Level 1 - Beginning Stage: 12%</p> <p>Reclassification Data: 2022-2023 to be entered in Fall 2023 2021-2022 18/89 students reclassified (5% schoolwide, 20.2% of ELL population) 2020-2021 21/97 students reclassified (6% schoolwide, 21.6% of ELL population)</p>	
<p>CAASPP ELA/Math for EL Subgroup</p>	<p>2023-2024 CAASPP data will be updated in the Fall.</p> <p>ELA (2021-2022 CAASPP) Met or exceeded grade level standard in ELA: Overall: 62% English Learners: 30%</p> <p>ELA (2018-2019 CAASPP) Met or exceeded grade level standard in ELA: Overall: 69% English Learners: 39%</p> <p>Mathematics: (2021 CAASPP) Met or exceeded grade level standard in math: Overall: 49% 62% English Learners: 32%</p> <p>Math (2018-2019 CAASPP)</p>	<p>Closing the achievement gap: We will reduce the number of 3rd graders in the EL target group who score below standard by 10% or more compared to prior year's 3rd graders in those student groups.</p> <p>Closing the achievement gap: Students identified as EL will increase their scale scores significantly enough to move higher within their previous band (from "bottom third" of the scale score range to the middle third, from middle third to the top third, from top third to the bottom third of the next level, etc.).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Met or exceeded grade level standard in math: Overall: 62% English Learners: 43%	
iReady ELA/Math for EL Subgroup	<p>iREADY ELA Diagnostic 3 (March 2023) Met/exceeded Benchmark Overall: 57% English Learners: 28%</p> <p>iREADY ELA (May 2022) Met/exceeded Trimester 3 Benchmark Overall: 60% English Learners: 39%</p> <p>iREADY Math Diagnostic 3 (March 2023) Met/exceeded Benchmark Overall: 49%/54% English Learners: 27%/37%</p> <p>iREADY Math (May 2022) Met/exceeded Trimester 3 Benchmark Overall: 54% English Learners: 37%</p>	Closing the achievement gap: Students identified as EL will exceed annual growth targets on the way towards stretch growth targets in iReady ELA.
Fountas & Pinnell Reading Survey	<p>Fountas &amp; Pinnell (March 2023) Met/exceeded Tri 2 Benchmark (gr K-5) Overall: 63% English Learners: 30%</p> <p>Fountas &amp; Pinnell (March 2022) Met/exceeded Tri 2 Benchmark (gr K-5) Overall: 60% English Learners: 35%</p>	By June of 2023, increase the number of K-5 EL students reading on grade level by 10% as measured by Fountas & Pinnell benchmarks (compared to 5% more students in non-EL counterparts)..

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

## Strategy/Activity 1

## Students to be Served by this Strategy/Activity

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

EL Students

## Strategy/Activity

### PARENT EDUCATION/INVOLVEMENT

- Provide educational opportunities for parents of EL students with translators if needed: parent literacy, parenting skills, community events, understanding of school and understanding of second language acquisition, and other topics provided as needed.
- Provide childcare for those families with the need to attend parent ed opportunities.
- When necessary, translators will be provided for non-English speaking parents to facilitate in understanding the students proficiency in academic and behavioral areas.

## Proposed Expenditures for this Strategy/Activity

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

### Amount(s)

### Source(s)

2500

Targeted Allocation  
0001-0999: Unrestricted: Locally Defined Parent Education, materials, child care support and translators

1500

Targeted Allocation  
0001-0999: Unrestricted: Locally Defined Parent mentoring opportunities, childcare, training

500

Targeted Allocation  
2000-2999: Classified Personnel Salaries  
Translation Services

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

## Strategy/Activity

### MATERIALS

- Provide a literacy/print rich environment in all classrooms.
- Purchase hands on learning materials through the Science Refurbishment Center, to reinforce best practices in English Language Development.
- Support purchase of multicultural and multilingual books (fiction/nonfiction) books in other languages (i.e. Spanish) for the library to support English Learner students.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Targeted Carryover 4000-4999: Books And Supplies Materials to support EL students

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Students below level in literacy, identified as English Learners

#### Strategy/Activity

INTERVENTION SUPPORT/PROFESSIONAL DEVELOPMENT

- Additional ELSAT hours for training parents, students in accessing technology/curriculum; connecting parents to resources; translation support
- Intervention and collaboration utilizing teachers, ELSAT, and para support to pull out students cross-grade level for oral language development (funded in other areas).

(Using the Professional Development structure listed in the academic goals (GOAL 1), teachers will continue to grow in understanding and use of designated English language supports through PD, observation, and collaboration. Funded through Goal 1/Action 1 and district-funded ELD instructional coach and CCEIS coach)

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2430	Targeted Allocation 2000-2999: Classified Personnel Salaries Additional hours for ELSAT support
0	None Specified 1000-1999: Certificated Personnel Salaries Instructional coaching in ELD/MTSS and Comprehensive Coordinated Early Intervention Services (district funded positions 1.6 FTE)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

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

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

Amount(s) Source(s)

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

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

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

Amount(s) Source(s)

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

Strategy/Activity

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

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

Amount(s) Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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

## ANALYSIS

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

Teachers spent time in PD and collaboration to learn about and utilize MyLexia for supporting EL students. Additional ELSAT time was used to support students logging in to MyLexia. Also purchased headphones with microphones for EL students to use with program. Initial iReady data and ELPAC reclassification data shows that our Hispanic/Latinx and EL students almost doubled the growth of their non identified counterparts.

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

While attempts were made to provide virtual support for parents, these efforts did not yield much in the way of attendance. COVID still has families nervous about coming on site. Because of this, we did not complete parent trainings. We were able, however, to provide more translation opportunities through SST and PTA virtual events.

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.

Carry-over money is being used to create more opportunities for support for 2023-2024 through the intervention team in Goal #1. Also, the addition of instructional coaching with EL being a focus target group will keep EL as a focus for our grade level PLCs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

MULTI-TIERED SYSTEMS OF SUPPORT

## District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

- \*1. Use data to improve adult practice and student outcomes
- \*2. Focus on students furthest from opportunity first to close gaps
- \*3. Create high performing systems and teams

LCAP Goals

- \*1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
- \*2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
- \*3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

SCUSD Focus Areas

- \*1. Integrated/Designated English Language Development (Classroom)
- \*2. Collaborative Data Inquiry Cycles (Team)
- \*3. MTSS (School)

## Goal 3

Increase systems of support for students both behaviorally and academically

- Westwood will provide students with a safe, healthy, inclusive environment in which to learn.
- Continue to implement PBIS, including adding Tier 2 supports.
- Teach behavior expectations as explicitly as academic expectations.
- Continue to implement the four school-wide rules: Be Peaceful, Be Aware, Be Wise, Be Safe (PAWS)
- Hold target meetings and SST to support students who need intervention beyond the Tier 1 supports of the classroom (both behaviorally and academically)
- Provide appropriate interventions for students needing support behaviorally and academically.
- Continue to implement cycles of inquiry for target students and target student groups.

## Identified Need

Westwood needs to continue to build comprehensive, multi-tiered systems of support for all target students and target student groups, which are identifiable to all staff. Cycles of inquiry need to be conducted in order to properly assign tier 2 and tier 3 interventions for target students/groups. We need to decrease disruption/disrespect on the playground and in the classrooms.

## Annual Measurable Outcomes



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																												
Behavior Tracking Tools (BTTs)	<p>Updated data will be added in the Fall.</p> <p>2nd grade has the highest number of behavior referrals.</p> <p>Physical aggression is the most referred behavior.</p>	<p>Decrease physical aggression by 25%</p> <p>Decrease 3rd grade (2023-24) behavior referrals by 25%</p>																												
SEL Survey	<table border="1"> <thead> <tr> <th>% Positive Feedback</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Academic Behaviors</td> <td>85%</td> <td>88%</td> <td>89%</td> </tr> <tr> <td>Academic Mindset</td> <td>90%</td> <td>90%</td> <td>94%</td> </tr> <tr> <td>Academic Perseverance</td> <td>87%</td> <td>85%</td> <td>82%</td> </tr> <tr> <td>Classroom Context</td> <td>80%</td> <td>74%</td> <td>82%</td> </tr> <tr> <td>Learning Strategies</td> <td>80%</td> <td>86%</td> <td>87%</td> </tr> <tr> <td>Social Skills</td> <td>74%</td> <td>78%</td> <td>78%</td> </tr> </tbody> </table>	% Positive Feedback	2020-21	2019-20	2018-19	Academic Behaviors	85%	88%	89%	Academic Mindset	90%	90%	94%	Academic Perseverance	87%	85%	82%	Classroom Context	80%	74%	82%	Learning Strategies	80%	86%	87%	Social Skills	74%	78%	78%	<p>Maintain/Improve in Academic Perseverance and Classroom Context.</p> <p>Make gains of minimum 3% each in Academic Behaviors, Academic Mindset, Learning Strategies, and Social Skills.</p>
% Positive Feedback	2020-21	2019-20	2018-19																											
Academic Behaviors	85%	88%	89%																											
Academic Mindset	90%	90%	94%																											
Academic Perseverance	87%	85%	82%																											
Classroom Context	80%	74%	82%																											
Learning Strategies	80%	86%	87%																											
Social Skills	74%	78%	78%																											
Healthy Kids Survey	<p>Student Survey</p> <p>Meaningful participation in school 37%</p> <p>School Boredom 34% (most/all of the time)</p> <p>Violence/Victimization 53% reporting "yes"</p> <p>Students report bullying 37% report "yes" most/all the time</p> <p>Parent Survey</p> <p>Parental Involvement Scale 33% strongly agree</p> <p>School Learning Environment 32% strongly agree</p> <p>Fairness, Rule Clarity, and Respect for Diversity 31-40% positive</p> <p>Average reporting any problems is 20%</p>	<p>Meaningful participation will increase. School boredom will decrease.</p> <p>Violence/Victimization will decrease overall.</p> <p>Bullying reporting/stopping rates by other students will increase.</p>																												

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Targeted students based on SEL data, teacher input, and attendance/engagement concerns

### Strategy/Activity

#### INTERVENTIONS

- Provide School Based Counseling Program 3 1/2 days/week (additional 1/2 day increase from District availability). Counselor will assist teachers with helping students build positive peer relationships.
- Provide PIP Program 2 days/week.
- Provide hourly (STLA or additional for existing staff) aide to help support CICO and provide additional behavioral/engagement support.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

15676

#### Source(s)

Targeted Allocation  
2000-2999: Classified Personnel Salaries  
PIP staff and additional counseling

4200

Targeted Allocation  
2000-2999: Classified Personnel Salaries  
Provide hourly (STLA or additional for existing staff) aide to help support CICO and provide additional behavioral/engagement support.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students, but specifically students identified with lower SEL scores, behavior referrals, or chronic absenteeism.

### Strategy/Activity

PROFESSIONAL DEVELOPMENT (included in cost of PD in academic goals):  
Collaboration (PBIS focus), and Professional Development and sub release for PBIS training (certificated)  
Additional hourly for yard duty, PBIS, CICO training for noon duty staff and classified staff

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	None Specified 2000-2999: Classified Personnel Salaries noon duty and classified hourly for training (donations) - see budget attachment

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Target students (little, no progress in intervention cycle)

#### Strategy/Activity

TARGET MEETINGS

- Monthly SST meetings (sub release)
- Target meetings with LIT, Wellness, and SAI are included in each of the collaboration meetings throughout the year (1 each trimester).

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5196	Targeted Allocation 2000-2999: Classified Personnel Salaries Sub Release for SST
1968	Targeted Allocation 2000-2999: Classified Personnel Salaries Additional hourly for wellness/counselor to attend SST/target meetings

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

PARENT EDUCATION  
Parent education : mental health support, homework, resiliency through adult ed and project  
cornerstone.  
This also includes materials for Project Cornerstone ABC Readers.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Targeted Carryover 0001-0999: Unrestricted: Locally Defined Parent Ed, materials, training
2500	Targeted Allocation 2000-2999: Classified Personnel Salaries Hourly for wellness coordinator, adult ed, other for planning/implementing parent ed

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Goal was partially implemented. Additional hours were assigned for an existing paraprofessional to support CICO as part fo the PBIS implementation. Behavior referrals have decreased as students have been assigned to check-in/check-out support providers.

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

We were unable to add additional counseling hours due to District guidelines for intern hours.

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.

MTSS aides were well received and supported students towards the end of the year with CICO and PAWSitive chats. It was difficult to morph this program into the intervention program without pulling support from specific students. For 2023-24, more planning will go into scheduling at the beginning of the year to support both the CiCO program and grade level intervention.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate/Student Engagement

## District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

1. Use data to improve adult practice and student outcomes
- \*2. Focus on students furthest from opportunity first to close gaps
- \*3. Create high performing systems and teams

LCAP Goals

- \*1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
- \*2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
- \*3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

SCUSD Focus Areas

1. Integrated/Designated English Language Development (Classroom)
- \*2. Collaborative Data Inquiry Cycles (Team)
- \*3. MTSS (School)

## Goal 4

Increase students engagement and connectedness

- Finding out the reasons behind tardiness and chronic absenteeism and providing supports/interventions to get students to school on time and consistently.
- Providing engaging enrichment activities to connect students and families to Westwood.

## Identified Need

23% of Westwood students (88 students) are considered chronically absent. Socioeconomically Disadvantaged and Hispanic subgroups have the highest numbers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	<p>Chronic Absenteeism</p> <p>2018-19 10.5% of all students are chronically absent (8.8% moderate, 1.7% severe)</p> <p>2019-20 5.26% of all students are chronically absent (5.3% moderate, 0 severe)</p> <p>2020-21 4.2% of all students are chronically absent (2.9% moderate, 1.3% severe)</p>	<p>Continue decreasing chronic absenteeism, back to pre-COVID numbers.(Under 10%), provided absence protocols return to pre-COVID standards. If not, decrease Chronic absenteeism by 20%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 23% of all students are chronically absent (20% moderate, 3% severe) 2022-23 17% of all students are chronically absent (14% moderate, 3% severe) (to be updated at end of 2022-2023 school year)	

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Chronically Absent students

#### Strategy/Activity

##### INCREASE ATTENDANCE

Outreach to families of chronically absent students to resolve root-cause of absenteeism; collaboration with Truancy Officers; Attendance Works; Attendance Improvement Plans; Awards Ceremonies; Parent Volunteers; Additional Support hours for clerk for SARB meetings

- Hold target and SST meetings for students falling into the chronically absent category.
- Add additional hours of clerk support as needed for truancy meetings and support of tardies.
- Continue Multi-disciplinary team (students engagement and attendance)

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

3986

#### Source(s)

Targeted Allocation  
 2000-2999: Classified Personnel Salaries  
 Additional clerk time for truancy meetings and support of tardies

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

## Strategy/Activity

### ENRICHMENT/SCHOOL CLIMATE

- Class Meetings
- Classroom instruction/differentiation
- Bullying Presentations, Character Assemblies and other assemblies for engagement (SEL curriculum, Conflict Resolution curriculum)
- Art in Action (subscription and materials) (\$4,500)
- Awards Ceremonies
- Parent Volunteers
- Student leadership opportunities
- Lunch Sports (\$12,000), Recess art, Lego, and game carts, Recess helpers

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4500	None Specified None Specified Art Enrichment (PTA), additional
3494	Targeted Carryover 0001-0999: Unrestricted: Locally Defined Students Assemblies, enrichment materials, and materials
12000	None Specified None Specified Lunchtime Sports Program

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Back in 2019-2020, SARB meetings were held September-March. We saw great results as of January 2020 data with only 7.5% of students on the chronic absentee list. This number dropped significantly with the move to distance learning, so the 5% is not truly indicative of the success of our attendance program. However, we do believe the additional time spent in following up with our families and data tracking would have kept us on track to show lower numbers. During the shut-down, we shifted our focus and created a multi-disciplinary team to address both absence and non-engagement.

We know this approach works, but did not get the system up and running for the 2022-2023 school year. Illness and new staff kept us from holding our meetings and running weekly reports.

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

We know this approach works, but did not get the system up and running for the 2022-2023 school year. Illness and new staff kept us from holding our meetings and running weekly reports.

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.

Continued implementation of the pre-COVID strategies and activities, training new office staff on procedures. We need to hold bi-monthly check-ins to review attendance (both excused and unexcused, following up not only with SARB but with 10% letters as well.)



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$149,744.00

## Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
None Specified	\$35,135.00
Targeted Allocation	\$102,315.00
Targeted Carryover	\$12,294.00

Subtotal of state or local funds included for this school: \$149,744.00

Total of federal, state, and/or local funds for this school: \$149,744.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	102,315	0.00

## Expenditures by Funding Source

Funding Source	Amount
None Specified	35,135.00
Targeted Allocation	102,315.00
Targeted Carryover	12,294.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	11,994.00
1000-1999: Certificated Personnel Salaries	14,954.00
2000-2999: Classified Personnel Salaries	101,996.00
4000-4999: Books And Supplies	4,300.00
None Specified	16,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	None Specified	0.00
2000-2999: Classified Personnel Salaries	None Specified	18,635.00
None Specified	None Specified	16,500.00
0001-0999: Unrestricted: Locally Defined	Targeted Allocation	4,000.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	14,954.00

2000-2999: Classified Personnel Salaries	Targeted Allocation	83,361.00
0001-0999: Unrestricted: Locally Defined	Targeted Carryover	7,994.00
4000-4999: Books And Supplies	Targeted Carryover	4,300.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	81,794.00
Goal 2	9,930.00
Goal 3	34,040.00
Goal 4	23,980.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 0 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Tomas Ostrander	Parent or Community Member
Linda Pascoal	Parent or Community Member
Shadiah MacClary	Parent or Community Member
Corinne Ghaffari	Principal
Heidi Murray	Classroom Teacher
Michelle Bumbaca	Classroom Teacher
Deborah Glines	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/15/2023.

Attested:



Principal, Corinne Ghaffari on 05/16/2023



SSC Chairperson, Linda Pascoal on 05/16/2023