

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westpark Elementary School	15637760111377		

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
The School Plan for Student Achievement (SPSA) is an opportunity for the entire Westpark Elementary School Community to:
Participate in an inclusive and collaborative planning and support process within the school community, develop priorities for the school with input from families and the community, build an ongoing collaborative relationship in service of students and families, and showcase publicly the exciting work our school is doing.

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.

Our SPSA builds on the premise that all students are capable of learning and being successful with effective instruction and includes goals aligned with the district's LCAP and student need based on an analysis of student data. The SPSA focuses on student achievement, academic intervention, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with students success. Our goals are aligned to our LEA LCAP goals in adherence with federal, state, and local guidance.

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 will be conducting staff and parent survey this year. Westpark could benefit from implementing curriculum and standards through more effective differentiated instruction and interventions, implementing a more specific system for improving the school's culture, and continuing to better the use of data review and best practices within our PLC teams.

Classroom Observations

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

Classroom observations are conducted by school site administration on a regular basis. Information gathered by the classroom observations is used to provide teachers appropriate support necessary to improve classroom instruction. The observations also provide school administration with the ability to assess areas of teacher expertise and experience in order to best utilize their skills to better classroom instructional practices.

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)

State and local assessment results are provided to each teacher. Regularly scheduled PLC meetings provide teachers with opportunities to evaluate assessment results and use the results inform classroom instruction. The site principal goes over assessment results with our Leadership Team on a regular basis and with all the staff at least twice a year. Based on results, plans are made to focus on instructional areas in order to improve student achievement. Throughout the school year, staff refers to benchmark and classroom curriculum assessment results to find out "where they are now" and focus on improving student achievement. Our PLC teams use the data from our quarterly benchmark assessments and classroom curricular assessments to determine the Universal Access groups as well as short term (3-5 weeks) goals in both ELA and Math.

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

The school leadership team, SSC and PLC teams work together on a regular basis to monitor student progress on benchmark assessments, STAR test results and classroom embedded assessments. Students are assessed at different intervals for each assessment tool used. Benchmark Assessments are given four times throughout the year; this includes the final CAASPP assessment. Accelerated Reader STAR assessment is typically given at the beginning of the school year. McGraw Hill English Language Arts theme tests are given at end of each unit. The ELPAC test is given annually. The results of the ELPAC are shared with teachers so they may make informed decisions regarding EL support within the classroom. Teacher created tests are given regularly, usually once a week. In addition to tests in reading and math, teachers implement writing assessments using a rubric which is focused on grade level writing standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

43 teachers at Westpark Elementary are highly qualified teachers (including Speech/RSP and the school Psychologist). Teachers that are not highly qualified are enrolled in the appropriate college program. Our district Human Resources Department monitors their progress to ensure they meet all CTC approved guidelines.

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

43 teachers at Westpark Elementary are highly qualified teachers (including Speech/RSP and the school Psychologist). All teachers have access to state adopted core curriculum. Newly hired teachers are provided with training on the SBE adopted curriculum prior to the start of the school year.

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

Staff Development is aligned to the district's LCAP and Westpark's Single Plan for Student Achievement. Staff Development opportunities are geared toward the California Common Core State content standards, assessed student performance indicators, and professional needs of the staff. Our district has contracted with the Flippen Group to provide training for our staff in Capturing Kid's Hearts. We also had 20 teachers and administrators attend the AVID Summer Institute this past summer. Westpark is working with both Dr. Wetzel to improve MTSS and Dr. Doug Fisher on teacher clarity. Westpark is working with a Solution Tree Associate/Coach to improve our PLC practices. Teachers are trained annually on ELD standards, strategies, and best practices. This year we are using English 3D in 4th and 5th grades, so our teachers using English 3D are receiving training on the implementation of English 3D.

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

Teachers have been provided with opportunities to attend workshops and training within the district that will enable them to grow professionally. Staff development focuses on math instruction, Common Core State standards, classroom management, technology integration, AVID, Capturing Kids Hearts, MTSS, and PBIS. Teachers that attend workshops and training are asked to share what they learned at a staff meeting.

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

Teachers have 24 minimum days that are dedicated for them to collaborate within their PLC teams. In PLC team meetings, the team is asked to review current assessment data and student progress towards standards in order to inform their instruction and to determine appropriate instructional methods. A school-wide PLC Agenda has been established that is used to ensure that each PLC team remains focused on the school-wide focus. The PLC agendas are Goggle documents that allow our school administration to be a part of all PLC meetings at the same time and to provide input/support as needed. Additionally, one leader per grade level attends monthly leadership team meetings; this provides a forum for collaboration between teachers and administrators.

Teaching and Learning

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

Standards-based materials are available in English Language Arts, Mathematics, Science and Social Studies. Supplemental standards-based materials are purchased when appropriate. All student groups, regardless of special needs, have access to materials that are specific to meet their needs and address curriculum that is available to all students. School administration monitor the use of state adopted texts through submitted lesson plans, as well as through classroom visits/observations.

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

The teachers adhere to the recommended instructional minutes for language arts and mathematics. Teachers turn weekly individual and/or grade-level lesson plans into administration for review. Instructional time is given high priority and protected from interruptions. Parent calls to classrooms are limited to emergencies; other in-house calls are also limited to as needed basis. Advance notice is given to teachers of assemblies and other programs that might interrupt or interfere with their ELA and math instruction so that they might re-schedule the instructional time.

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

Our master schedule has been developed to incorporate Universal Access time daily along with ELD/Language Acquisition. The universal access time is embedded into the day to provide support for variety of academic needs, from remediation to enrichment, of our students. Students are divided appropriately for universal access time so that teachers are able to provide intervention and/or enrichment to best meet each of our students' needs.

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

Appropriate standards-based instructional materials are available to all students. In addition, supplemental standards-based materials are purchased when needed and appropriate. All student groups, regardless of special needs, have access to materials that are specific to meet their needs and address curriculum requirements.

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

Teachers use the SBE-adopted and standards-aligned instruction materials as adopted by the Southern Kern Unified School District. The principal monitors the use of SBE-adopted and standards aligned instructional materials, including intervention materials (EPC) through the review of teacher lesson plans and classroom visits/observations.

Opportunity and Equal Educational Access

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

Students are provided interventions within their classroom through such programs as: IXL Math, IXL language arts, Dream Box Learning math and reading programs, small group instruction, SBE adopted curriculum embedded interventions, and other interventions as determined by the classroom teacher. Westpark has a successful Student Success Team process that is used to address the needs of under performing students and students with behavioral concerns.

Evidence-based educational practices to raise student achievement

Westpark has incorporated research-based intervention and enrichment activities within our classrooms. The district provides supports and training for staff in research-based common core educational practices.

The Accelerated Reader (AR) program provides students with reinforcement and immediate feedback about their progress in reading. Once a student has read the book, the student completes the test for the book. Students select books based on interest and points acquired. Students receive primary and secondary rewards for achievement. AR is an approach used to make children life-long readers and to improve overall academic achievement.

IXL is a program that will be used to help students in the area of math and language arts. Dream Box Learning is also used to provide additional support in Reading and Math. Both programs are Internet-based, which means that students will be able to access the program at school and at home. Both programs allow teachers time to provide students with intensive small group instruction.

Kindergarten, 1st , and 2nd grade teachers utilize ESGI as a one-on-one assessment platform that provides instant data. They also utilize the Universal Access time to make sure all students are getting instruction at the level.

K-2nd Grade implement the Success for All Phonics Program, which provides comprehensive support in reading skills through intervention, prevention, and acceleration. They also utilize the Universal Access time to make sure all students are getting instruction at their level of need.

3rd Grade UA addresses the varied needs of our lower-performing students in grade three, through intense strategic reading instruction, remediation, and enrichment activities. Students are grouped according to need and teacher reassess every quarter.

4th and 5th grade students are assessed at the beginning of the year for grade-level reading readiness. Students who are identified as reading two or more years below grade level are provided intervention during Universal Access and ELD/Language Acquisition time. teacher reassess every quarter.

The Student Success Team (SST) meets to discuss students who are having difficulty meeting academic and/or behavior standards. Interventions are implemented to assist these students. Follow-up meetings are scheduled to assess the success of the interventions.

The district Director of Special Programs and school administration oversee the English Language programs within our district schools. Our teachers provide Specially Designed Academic Instruction in English (SDAIE) in their classrooms. Westpark has 30 minutes embedded daily in its Master Schedule for language acquisition. During the Language Acquisition time our EL students are provided with designated ELD instruction

Westpark Elementary supplies one on one devices to all students. iPads are used in grades TK, K and 1st grade. We have 1:1 Chromebooks for our students in grades 2-5. These devices give students an opportunity to access the curriculum and to work on necessary remediation skills.

Westpark has an after-school safety and enrichment program. Homework assistance and enrichment activities are offered daily until 6 PM. Meals are provided and the program is open to 120 of our TK-5 students (20 per grade level).

Parental Engagement

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

Westpark encourages parents to become district approved volunteers, so that parents are able to help out at school events, volunteer in their child's classroom, and help teachers in many other ways. Parents are invited to all of our Awards Assemblies, Student of the Month, classroom plays and performances, and other school events. Westpark holds several educational Family/Community educational nights.

Westpark ASB holds fun family nights several times a year (school dance, game night, movie night, etc.) when able.

Westpark PTA offers many ways for our parents to become involved in our school; such as parent events, volunteering opportunities, and parent outreach programs.

College Community Services provide social skills training and therapy to students who qualify through MediCal. Group social skills classes are held on campus. Individual counseling is provided at school or at the local College Community Services office. Family issues, coping skills, anger management, academic success/failure are a few of the areas of focus.

The community of Rosamond offers AYSO soccer, Little League baseball, youth basketball, football, and cheer. Participation in community sports enhances self-esteem and develops teamwork and cooperative skills. Eye-hand coordination and large muscle skills are developed. Proper motor skill development is linked to the acquisition of reading skills.

The East Kern Family Resource Center operates in Mojave but includes Rosamond families in its services. These services include but are not limited to parenting classes, school readiness, car seat training, pregnant and parent teens, emergency food, and referral to counseling agencies. Southern Kern Unified School District offers a seven-week Positive Parenting Program.

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)

Our School Site Council and English Language Advisory Council are made up of parents, community representatives, classroom teachers, and other school personnel. The SSC and ELAC are actively involved in the planning, implementation, and evaluation of the programs at Westpark; meetings occur regularly.

Funding

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

Our district has purchased enough iPads and Chromebooks so that all of our students have their own devices. iPads are being used in grades TK, K, and 1st to provide students with an opportunity to work on necessary remediation skills through online educational applications. In 3rd-5th grades, each student is provided with a Chromebook that use to access the core curriculum, and other educational applications.

The Accelerated Reader (AR) program provides students with reinforcement and immediate feedback about their progress in reading. Once a student has read the book, the student completes the test for the book. Students select books based on interest and reading level. Students receive primary and secondary rewards for achievement. AR is an approach used to make children life-long readers and to improve overall academic achievement. IXL is a program that will be used to help students in the area of math and language arts. This program is Internet-based, which means that students will be able to access the program at school and at home.

The Student Success Team (SST) meets to discuss students who are having difficulty meeting academic and/or behavior standards. Members of the SST team include classroom teachers and Academic and/or Behavioral Counselors. Regular program interventions are implemented to assist these students. Follow-up meetings are scheduled to access the success of the interventions.

During each grade level's Language Acquisition time our EL students are provided with ELD instruction for 30 minutes daily. In addition, teachers provide Specially Designed Academic Instruction in English (SDAIE) in classrooms throughout the school day

Fiscal support (EPC)

The LEA provides adequate fiscal support as needed and appropriate to support the SPSA.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder involvement has been conducted in several different ways, as follows:

1. Parent, staff, and students will complete survey and results will be shared.
2. Regular School Site Council meetings are held monthly (2nd Monday of the month) in the Westpark Elementary School Library at 3:30 PM for review of the progress toward the SPSA goal and to annual update the SPSA.
3. Leadership Meetings (Team of grade-level leads and school administration) were held monthly on the 2nd Monday of the month to discuss and review our progress towards the SPSA goals.
4. Monthly PTA meetings were held via Zoom at 3:30.
5. A Parent Information meeting regarding Title 1 was held prior to Back to School Night starting on Aug. 24, 2022. Parents were provided information about Title 1 and the Westpark SPSA, Parents were asked to provide input verbally at the meeting about our school, as well as given an opportunity to provide any comments or concerns form that they may have.
6. ELAC meetings were held monthly to discuss and review our progress towards the SPSA goals, as well as to gather input for the update of the SPSA.

Resource Inequities

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

Staff and Parent meeting discussions and our survey have shown that both staff and parents have concerns with the number of general education para-educators currently at Westpark. At one time Westpark had 1-2 general education paraeducators at all of our grade levels. Currently, we have been cut to 5 total general education para-educators in TK-second grade. Grades 3-5 do not have para-educator support. We do also have 2 para-educators for PE.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.34%	0.24%	0.12%	3	2	1
African American	6.77%	5.58%	5.11%	59	46	43
Asian	1.83%	1.58%	1.55%	16	13	13
Filipino	0.80%	0.85%	0.48%	7	7	4
Hispanic/Latino	53.33%	54.25%	60.88%	465	447	512
Pacific Islander	0.23%	0.12%	0%	2	1	0
White	31.19%	30.46%	23.90%	272	251	201
Multiple/No Response	3.9%	5.10%	5.95%	34	42	50
Total Enrollment				858	809	824

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	143	123	145
Grade 1	140	134	137
Grade 2	142	136	128
Grade3	142	140	119
Grade 4	140	131	157
Grade 5	131	133	122
Total Enrollment	838	797	808

Conclusions based on this data:

1. The White subgroup decreased from 30.46% to 23.90% from 2020-2021 to 2021-2022. The Hispanic/Latino subgroup had an increase from 54.25% in 2021-2022 to 60.88%. 2021-2022.
2. 3rd Grade decreased from 140 in 2020-2021 to 119 in 2021-2022 to 119,, which is a decrease of 21 students.
3. The largest increases were in Kindergarten of 22 students and 4th grade of 26 students. Kindergarten increased from 123 in 2021-22 to 145 in 2021-2022. 4th grade increased from 131 students in 2020-2021 to 157 students in 2021-2022.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	96	77	98	10.7%	9.10%	11.3%
Fluent English Proficient (FEP)	26	34	31	2.9%	4.00%	3.6%
Reclassified Fluent English Proficient (RFEP)	18	25	24	2.0%	16.9%	2.8%

Conclusions based on this data:

1. The enrollment of RFEP students ranges from 18-25 students over the past 3 years with the lowest number of RFEP students in 2019-2020 and the highest in 2020-2021.
2. The number of EL students enrolled from the 2021-2022 increased by 21 students from the number enrolled in 2020-2021 school year.
3. The number of Fluent English Proficient (FEP) students ranges from 36-34 over the last three years. Enrollment in 2020-2021 was 34 students (4.0% of students) and in 2021-2022 was 31 students (3.6% of students).

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	133	144	131	131	0	131	131	0	131	98.5	0.0	100.0
Grade 4	130	139	168	126	0	164	125	0	164	96.9	0.0	97.6
Grade 5	126	137	135	123	0	134	123	0	134	97.6	0.0	99.3
All Grades	389	420	434	380	0	429	379	0	429	97.7	0.0	98.8

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2402.		2393.	13.74		12.21	20.61		17.56	35.11		32.06	30.53		38.17
Grade 4	2454.		2434.	16.80		13.41	23.20		18.90	30.40		29.88	29.60		37.80
Grade 5	2493.		2480.	13.82		16.42	35.77		23.13	22.76		24.63	27.64		35.82
All Grades	N/A	N/A	N/A	14.78		13.99	26.39		19.81	29.55		28.90	29.29		37.30

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.21		11.45	63.36		64.12	24.43		24.43
Grade 4	17.60		10.98	56.80		70.12	25.60		18.90
Grade 5	21.14		13.43	53.66		67.16	25.20		19.40
All Grades	16.89		11.89	58.05		67.37	25.07		20.75

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.40		9.16	54.96		48.85	36.64		41.98
Grade 4	9.60		7.93	63.20		60.37	27.20		31.71
Grade 5	18.70		11.94	54.47		58.21	26.83		29.85
All Grades	12.14		9.56	57.52		56.18	30.34		34.27

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.74		10.69	67.94		80.92	18.32		8.40
Grade 4	12.00		9.15	72.00		74.39	16.00		16.46
Grade 5	12.20		5.97	66.67		78.36	21.14		15.67
All Grades	12.66		8.62	68.87		77.62	18.47		13.75

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.74		9.16	51.15		69.47	35.11		21.37
Grade 4	14.40		9.76	60.80		68.90	24.80		21.34
Grade 5	23.58		13.43	51.22		58.21	25.20		28.36
All Grades	17.15		10.72	54.35		65.73	28.50		23.54

2019-20 Data:

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

Conclusions based on this data:

1. There was a decrease of students that met or exceeded standard of 7.87% in the overall ELA Achievement for all students from 2018-2019 to 2021-2022. The number of students Nearly Met Standard decreased by 0.65% and the number of student Standard Not Met increased by 8.01%
2. In comparing the data from 2018-2019 to 2021-2022 for each of the different areas assessed (Reading, Writing, Listening, and Research/Inquiry) the following conclusions were determined:
 Reading: The number of students that Met Exceeded the decreased by 5%, the number of students At or Near Standard increased by 9.32%, and the number of student Below Standard decreased by 4.32%
 Writing: The number of students that Met Exceeded the decreased by 2.58%, the number of students At or Near Standard increased by 1.34%, and the number of student Below Standard increased by 3.93%

Listening: The number of students that Met Exceeded the decreased by 4.04%, the number of students At or Near Standard increased by 8.75%, and the number of student Below Standard decreased by 4.72%
Research/Inquiry: The number of students that Met Exceeded the decreased by 6.43%, the number of students At or Near Standard increased by 11.38%, and the number of student Below Standard decreased by 4.96%

3. In comparing the number of student that Exceeded or Met Standard by grade level from 2018-2019 to 2021-2022 for the ELA Overall Achievement for All Students the following conclusions were determined:
3rd Grade: Decrease in the number of students that Exceeded or Met Standard of 4.59%
4th Grade: Decrease in the number of students that Exceeded or Met Standard of 7.69%
5th Grade: Decrease in the number of students that Exceeded or Met Standard of 10.04%

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	133	144	131	132	0	131	132	0	131	99.2	0.0	100.0
Grade 4	130	139	167	127	0	165	127	0	165	97.7	0.0	98.8
Grade 5	126	137	135	123	0	133	123	0	133	97.6	0.0	98.5
All Grades	389	420	433	382	0	429	382	0	429	98.2	0.0	99.1

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2405.		2394.	3.79		3.82	28.79		24.43	27.27		30.53	40.15		41.22
Grade 4	2445.		2406.	7.87		2.42	18.11		13.33	48.03		33.33	25.98		50.91
Grade 5	2462.		2444.	8.13		3.76	16.26		12.78	28.46		27.82	47.15		55.64
All Grades	N/A	N/A	N/A	6.54		3.26	21.20		16.55	34.55		30.77	37.70		49.42

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.88		8.40	41.67		55.73	45.45		35.88
Grade 4	14.17		4.85	34.65		38.79	51.18		56.36
Grade 5	13.01		3.76	29.27		44.36	57.72		51.88
All Grades	13.35		5.59	35.34		45.69	51.31		48.72

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.12		7.63	53.79		58.78	34.09		33.59
Grade 4	8.66		4.85	57.48		45.45	33.86		49.70
Grade 5	8.94		4.51	42.28		50.38	48.78		45.11
All Grades	9.95		5.59	51.31		51.05	38.74		43.36

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.09		6.11	56.06		66.41	34.85		27.48
Grade 4	7.09		3.03	46.46		53.33	46.46		43.64
Grade 5	5.69		5.26	40.65		60.90	53.66		33.83
All Grades	7.33		4.66	47.91		59.67	44.76		35.66

2019-20 Data:

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

Conclusions based on this data:

1. There was a decrease of students that met or exceeded standard of 7.93% in the Overall Math Achievement for All students from 2018-2019 to 2021-2022. The number of students Nearly Met Standard decreased by 3.78% and the number of student Standard Not Met increased by 11.72%
2. In comparing the data from 2018-2019 to 2021-2022 for each of the different areas assessed (Reading, Writing, Listening, and Research/Inquiry) the following conclusions were determined:
 Concepts/Procedures: The number of students that Met Exceeded the decreased by 7.76%, the number of students At or Near Standard increased by 10.35%, and the number of student Below Standard decreased by 2.59%
 Problem Solving & Modeling/Data Analysis: The number of students that Met Exceeded the decreased by 4.36%, the number of students At or Near Standard decreased by 0.25%, and the number of student Below Standard increased by 4.62%
 Communicating Reasoning: The number of students that Met Exceeded the decreased by 2.67%, the number of students At or Near Standard increased by 11.76%, and the number of student Below Standard decreased by 9.1%
3. In comparing the number of student that Exceeded or Met Standard by grade level from 2018-2019 to 2021-2022 for the Math Overall Achievement for All Students the following conclusions were determined:
 3rd Grade: Decrease in the number of students that Exceeded or Met Standard of 4.33%
 4th Grade: Decrease in the number of students that Exceeded or Met Standard of 10.23%
 5th Grade: Decrease in the number of students that Exceeded or Met Standard of 7.85%

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1412.1	*	1411.5	1425.3	*	1420.6	1380.5	*	1390.4	15	6	24
1	1433.0	*	1422.6	1451.5	*	1443.1	1414.0	*	1402.0	22	10	15
2	1526.5	1480.1	*	1545.9	1470.9	*	1506.8	1488.7	*	27	12	9
3	*	1467.7	1469.1	*	1486.3	1466.0	*	1448.7	1471.7	10	15	15
4	1515.0	1495.0	1487.0	1518.5	1500.0	1491.7	1511.0	1489.5	1481.8	17	11	23
5	1562.1	*	1511.0	1581.9	*	1503.3	1541.7	*	1518.2	15	6	17
All Grades										106	60	103

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*	8.33	46.67	*	16.67	46.67	*	54.17	6.67	*	20.83	15	*	24
1	0.00	*	0.00	40.91	*	6.67	40.91	*	73.33	18.18	*	20.00	22	*	15
2	44.44	8.33	*	51.85	50.00	*	0.00	41.67	*	3.70	0.00	*	27	12	*
3	*	6.67	0.00	*	33.33	33.33	*	33.33	33.33	*	26.67	33.33	*	15	15
4	29.41	0.00	4.35	52.94	45.45	34.78	11.76	45.45	34.78	5.88	9.09	26.09	17	11	23
5	46.67	*	5.88	40.00	*	41.18	6.67	*	41.18	6.67	*	11.76	15	*	17
All Grades	22.64	11.67	5.83	50.00	40.00	29.13	18.87	38.33	44.66	8.49	10.00	20.39	106	60	103

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*	8.33	60.00	*	33.33	26.67	*	45.83	13.33	*	12.50	15	*	24
1	13.64	*	6.67	50.00	*	26.67	27.27	*	60.00	9.09	*	6.67	22	*	15
2	77.78	16.67	*	18.52	33.33	*	0.00	50.00	*	3.70	0.00	*	27	12	*
3	*	33.33	13.33	*	26.67	33.33	*	26.67	33.33	*	13.33	20.00	*	15	15
4	58.82	27.27	34.78	35.29	54.55	34.78	0.00	9.09	17.39	5.88	9.09	13.04	17	11	23
5	86.67	*	17.65	6.67	*	58.82	0.00	*	17.65	6.67	*	5.88	15	*	17
All Grades	48.11	25.00	16.50	34.91	38.33	36.89	9.43	28.33	35.92	7.55	8.33	10.68	106	60	103

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.67	*	8.33	13.33	*	12.50	60.00	*	50.00	20.00	*	29.17	15	*	24
1	0.00	*	0.00	13.64	*	6.67	54.55	*	53.33	31.82	*	40.00	22	*	15
2	18.52	0.00	*	51.85	66.67	*	29.63	25.00	*	0.00	8.33	*	27	12	*
3	*	0.00	0.00	*	20.00	20.00	*	40.00	53.33	*	40.00	26.67	*	15	15
4	11.76	0.00	4.35	52.94	9.09	13.04	17.65	54.55	34.78	17.65	36.36	47.83	17	11	23
5	13.33	*	0.00	33.33	*	29.41	40.00	*	47.06	13.33	*	23.53	15	*	17
All Grades	9.43	3.33	5.83	35.85	38.33	19.42	39.62	35.00	43.69	15.09	23.33	31.07	106	60	103

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.67	*	12.50	86.67	*	83.33	6.67	*	4.17	15	*	24
1	59.09	*	33.33	36.36	*	66.67	4.55	*	0.00	22	*	15
2	40.74	25.00	*	59.26	75.00	*	0.00	0.00	*	27	12	*
3	*	26.67	33.33	*	60.00	53.33	*	13.33	13.33	*	15	15
4	35.29	36.36	56.52	58.82	63.64	30.43	5.88	0.00	13.04	17	11	23
5	26.67	*	5.88	66.67	*	94.12	6.67	*	0.00	15	*	17
All Grades	33.96	26.67	27.18	60.38	68.33	66.99	5.66	5.00	5.83	106	60	103

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.33	*	8.33	66.67	*	66.67	20.00	*	25.00	15	*	24
1	9.09	*	6.67	72.73	*	33.33	18.18	*	60.00	22	*	15
2	92.59	8.33	*	3.70	75.00	*	3.70	16.67	*	27	12	*
3	*	40.00	20.00	*	40.00	46.67	*	20.00	33.33	*	15	15
4	70.59	45.45	13.04	23.53	45.45	73.91	5.88	9.09	13.04	17	11	23
5	93.33	*	41.18	0.00	*	41.18	6.67	*	17.65	15	*	17
All Grades	59.43	30.00	17.48	30.19	51.67	56.31	10.38	18.33	26.21	106	60	103

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	*	4.35	80.00	*	60.87	20.00	*	34.78	15	*	23
1	9.09	*	0.00	50.00	*	33.33	40.91	*	66.67	22	*	15
2	14.81	16.67	*	85.19	75.00	*	0.00	8.33	*	27	12	*
3	*	0.00	6.67	*	40.00	26.67	*	60.00	66.67	*	15	15
4	11.76	0.00	0.00	64.71	72.73	39.13	23.53	27.27	60.87	17	11	23
5	20.00	*	5.88	66.67	*	58.82	13.33	*	35.29	15	*	17
All Grades	10.38	8.33	5.88	71.70	65.00	47.06	17.92	26.67	47.06	106	60	102

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	26.67	*	16.67	46.67	*	50.00	26.67	*	33.33	15	*	24
1	0.00	*	0.00	68.18	*	73.33	31.82	*	26.67	22	*	15
2	14.81	0.00	*	85.19	83.33	*	0.00	16.67	*	27	12	*
3	*	6.67	6.67	*	66.67	80.00	*	26.67	13.33	*	15	15
4	17.65	0.00	8.70	76.47	63.64	56.52	5.88	36.36	34.78	17	11	23
5	26.67	*	17.65	66.67	*	70.59	6.67	*	11.76	15	*	17
All Grades	14.15	8.33	11.65	72.64	68.33	65.05	13.21	23.33	23.30	106	60	103

2019-20 Data:

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

Conclusions based on this data:

- In comparing the ELPAC Overall Language results for All students the following conclusions are made for each Performance Level:
 Level 1- Increase of 1.5% students from the 2018-2019 to 2020-2021. Increase of 10.34% of students from 2020-2021 to 2021-2022. Total increase (2018-2019 to 2021-2022) of students is 11.9%
 Level 2- Increase of 19.46% students from the 2018-2019 to 2020-2021. Increase of 6.33% of students from 2020-2021 to 2021-2022. Total increase (2018-2019 to 2021-2022) of students is 25.79%
 Level 3- Decrease of 10% students from the 2018-2019 to 2020-2021. Decrease of 10.87% of students from 2020-2021 to 2021-2022. Total decrease (2018-2019 to 2021-2022) of students is 20.87%
 Level 4- Decrease of 16.81% students from the 2018-2019 to 2020-2021. Decrease of 5.84% of students from 2020-2021 to 2021-2022. Total decrease (2018-2019 to 2021-2022) of students is 16.81%
- In comparing the ELPAC Domain Performance Levels the following conclusion are made for each domain:

Oral Language: 53.39% of all students assessed scored in levels 3 and 4 in 2021-2022. This is a decrease of 9.94% as compared to 2020-2021.

Written Language: 25.25% of all students assessed scored in levels 3 and 4 in 2021-2022. This is a decrease of 16.41% as compared to 2020-2021.

Listening Domain: 27.18% of all students assessed scored in the Well Developed Performance Level in 2021-2022. This is an increase of 0.51% as compared to 2020-2021.

Speaking Domain: 17.48% of all students assessed scored in the Well Developed Performance Level in 2021-2022. This is a decrease of 12.52% as compared to 2020-2021.

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			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
866	74.4	11.3	0.6
Total Number of Students enrolled in Westpark 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.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	98	11.3
Foster Youth	5	0.6
Homeless	114	13.2
Socioeconomically Disadvantaged	644	74.4
Students with Disabilities	122	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	5.7
American Indian	1	0.1
Asian	13	1.5
Filipino	5	0.6
Hispanic	509	58.8
Two or More Races	42	4.8
Pacific Islander	1	0.1
White	231	26.7

Conclusions based on this data:

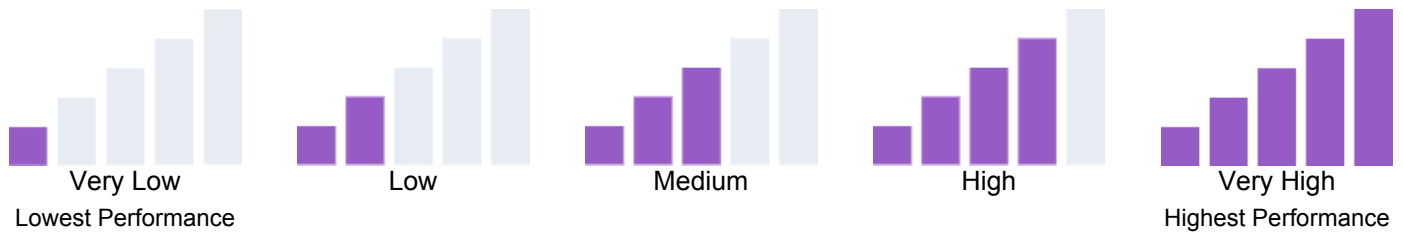
1. The Hispanic subgroup has the highest enrollment with 58.8% (509 students) of our student enrollment within this subgroup. 11.3% of our Hispanic students were classified as English Learners totaling 98 students.
2. The Socioeconomically Disadvantaged subgroup was 74.7% (644 students) of our students.
3. English Learners total 11.3% (98 students) and SWD total 14.1% and 122 students.

School and Student Performance Data

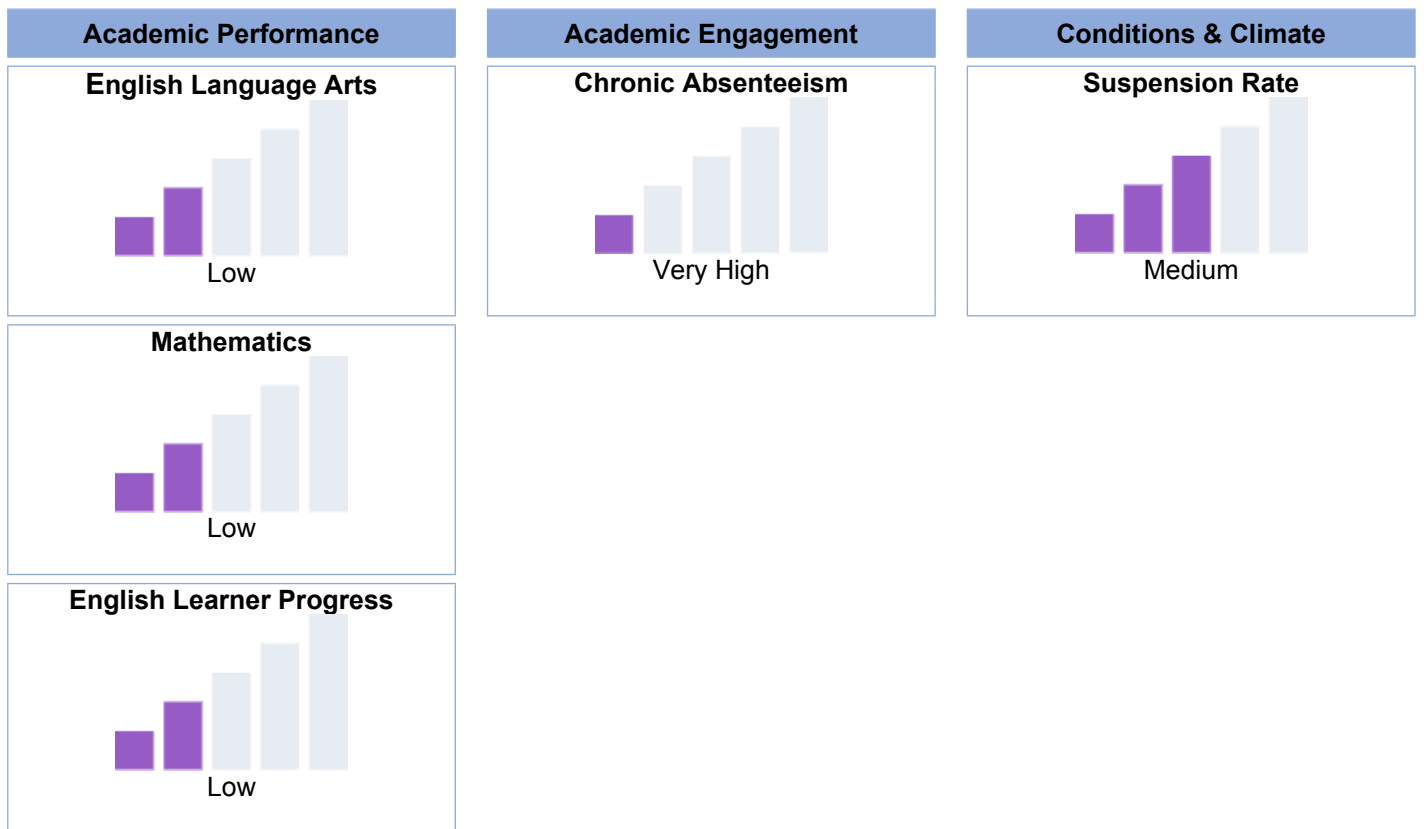
Overall Performance

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:

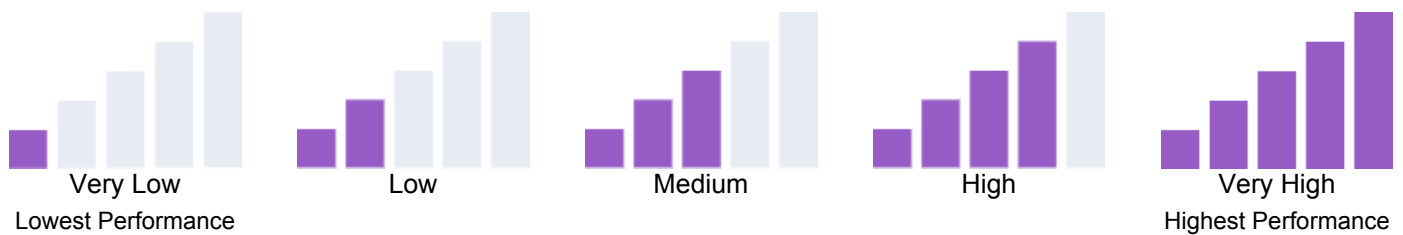
1. In the Academic Performance Levels, Westpark fell in the low status level for both ELA and math.
2. Westpark's suspension rate is in the medium range.
3. Westpark's Chronic Absenteeism is very high.

School and Student Performance Data

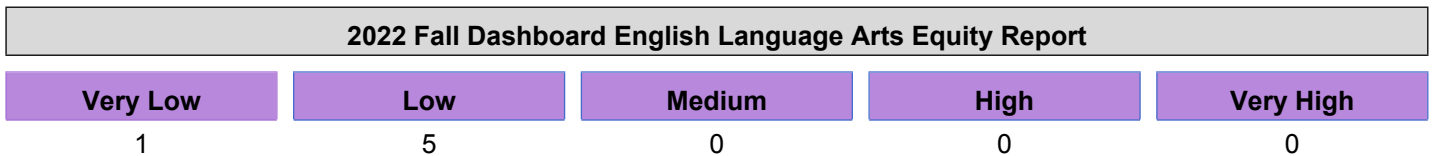
Academic Performance English Language Arts

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](#).

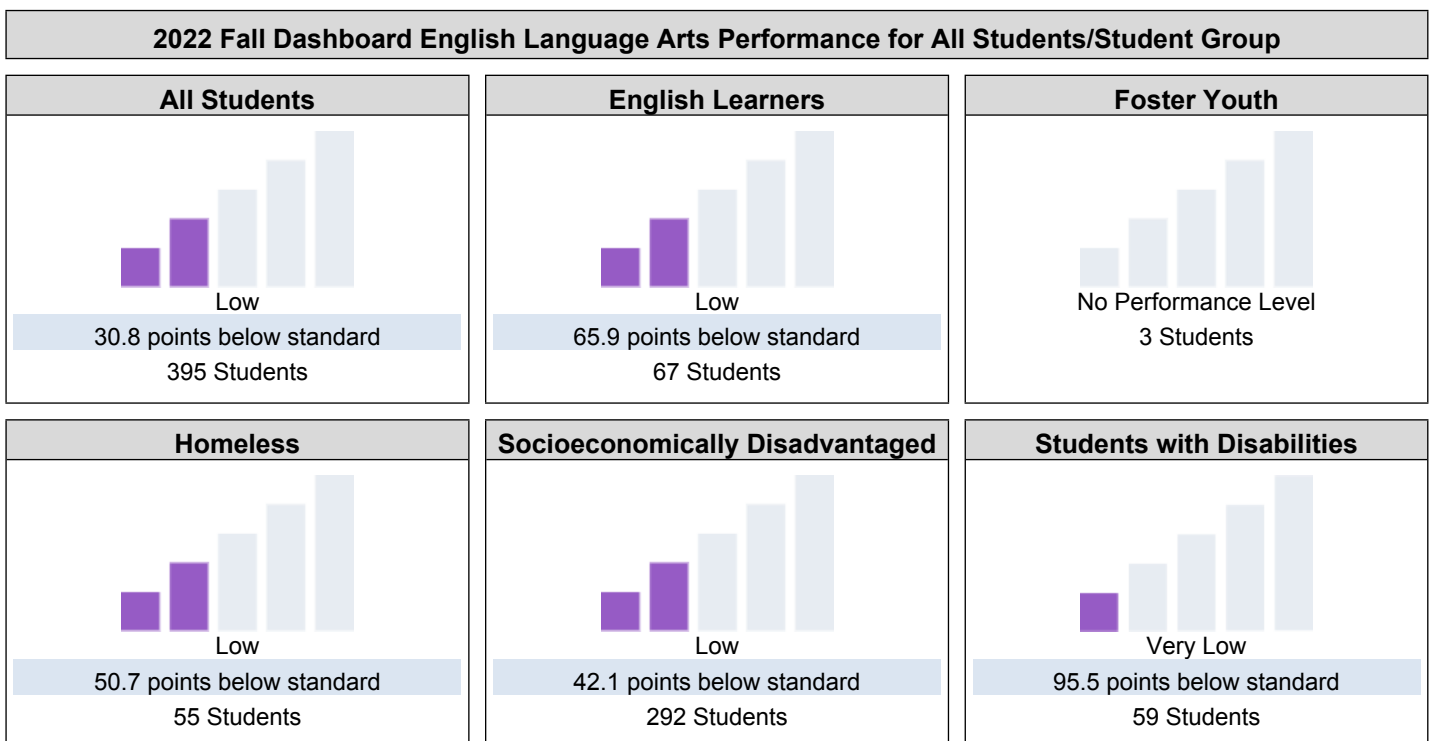
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



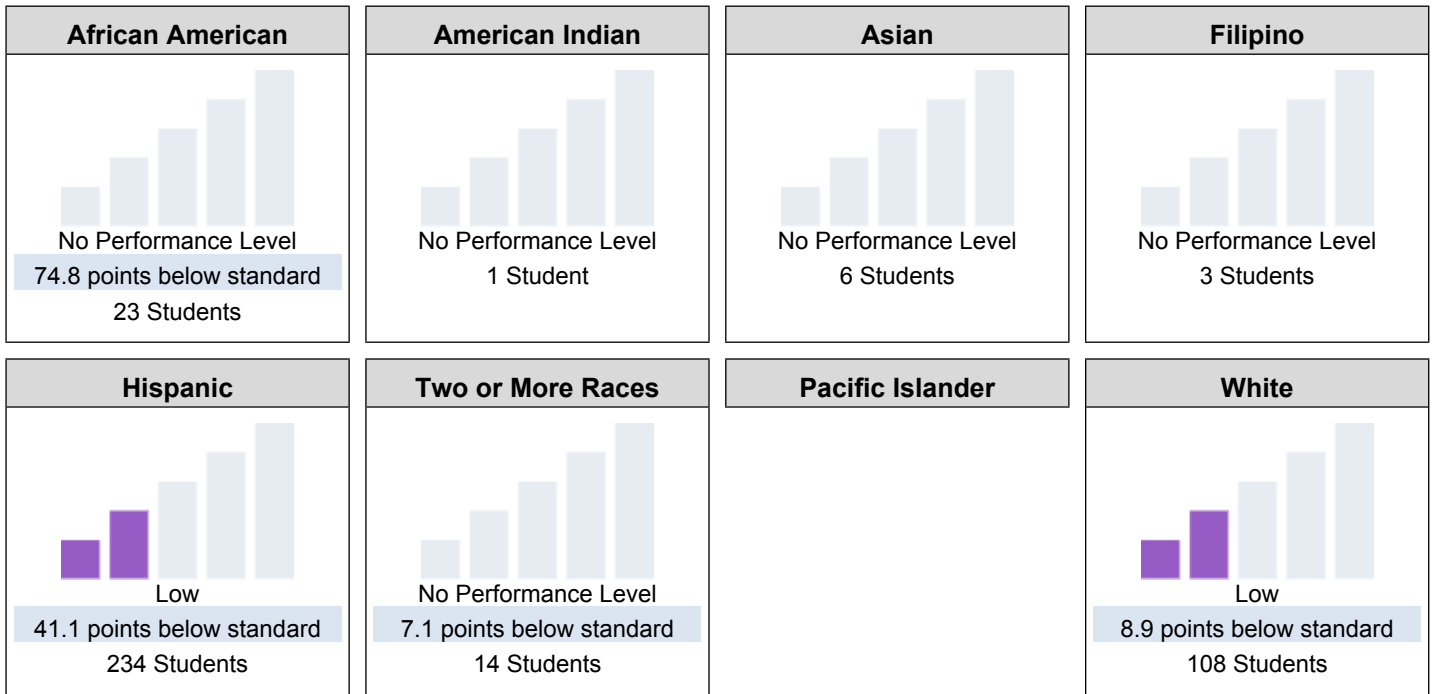
This section provides number of student groups in each level.



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
84.6 points below standard 47 Students	21.8 points below standard 20 Students	24.5 points below standard 320 Students

Conclusions based on this data:

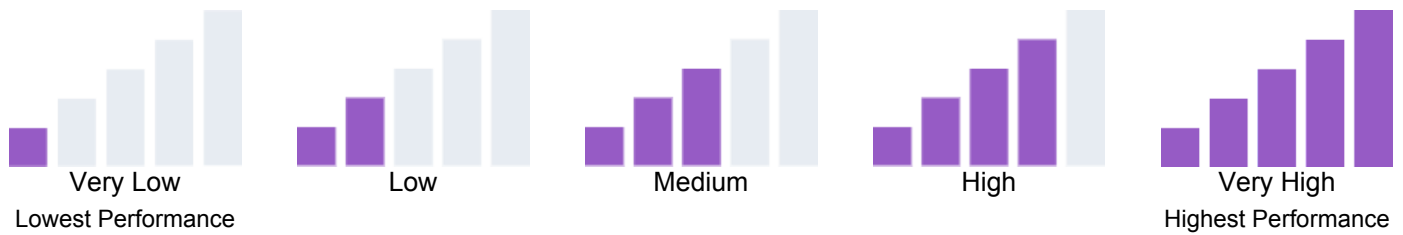
1. In 2021-2022 school year all students scored 30.8 points below standard, which is in the low status level. For the Performance for Student Group Westpark had 3 subgroups that fell within the low status level, which are English Learners (65.9 points below standard), Homeless (50.7 points below standard), and Socioeconomically Disadvantages (42.1 points below standard). We had 1 Student Group that fell in the very low status level, which is Students with Disabilities (95.5 points below standard)
2. For the Performance by Race/Ethnicity Westpark had 2 groups that scored within the Low status level, which are Hispanic (41.1 points below standard) and White (8.9 points below standard). There were 5 Race/Ethnicity groups that did not have enough students assessed to be given a Status Level. The African American group did not have a status level, however, scored 74.8 points below standard. Two or More Race group scored 7.1 points below standard.
3. When comparing students based on language development, our Reclassified English Learners group were scored the least amount of points below standard (21.8 points below standard). Our English Learners group scored the furthest below standard at 84.6 points below.

School and Student Performance Data

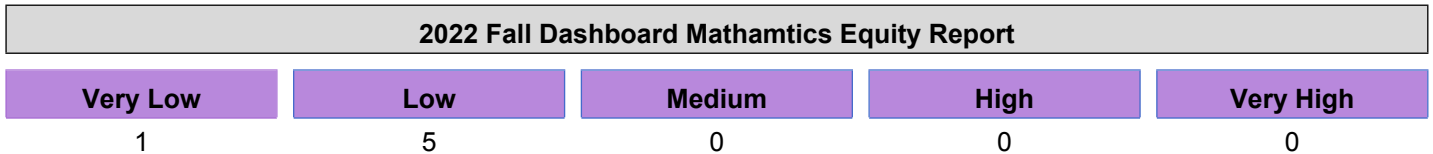
Academic Performance Mathematics

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](#).

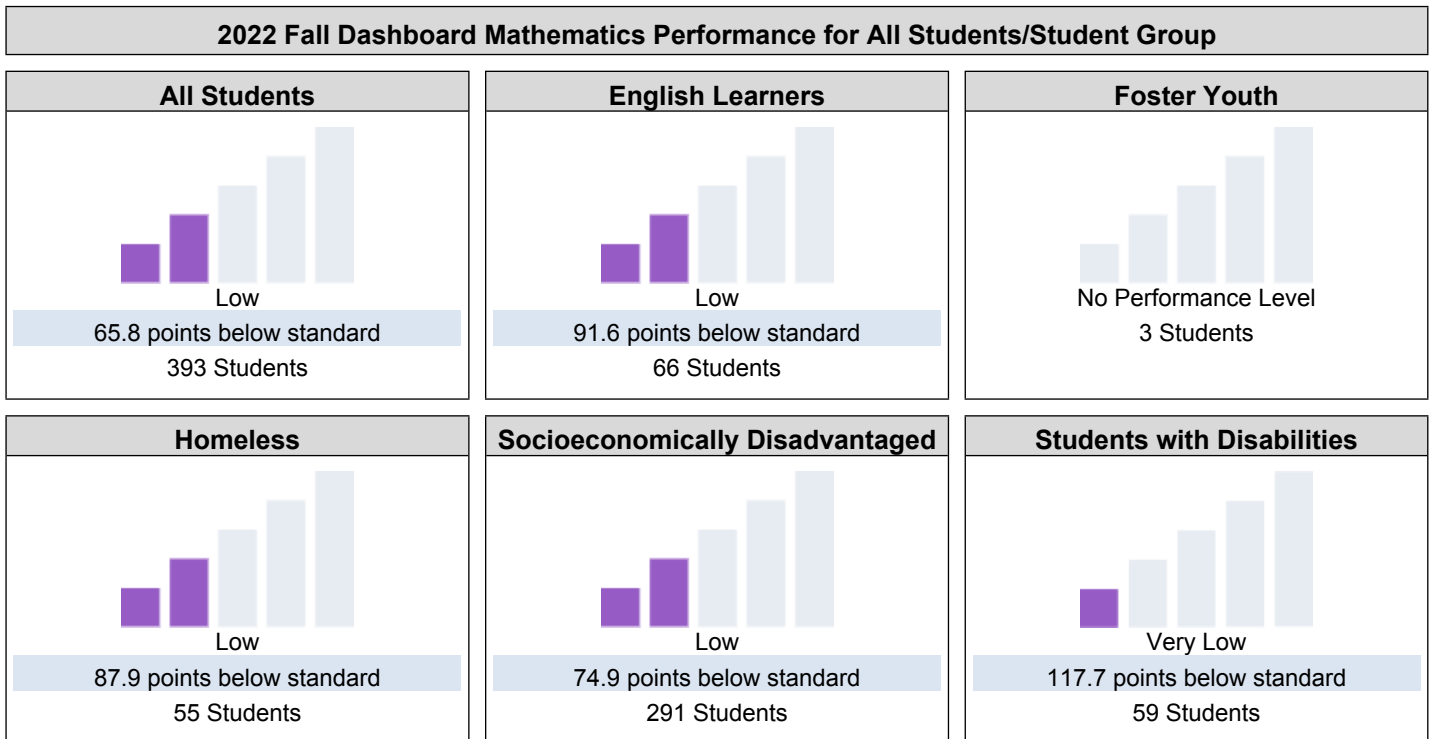
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



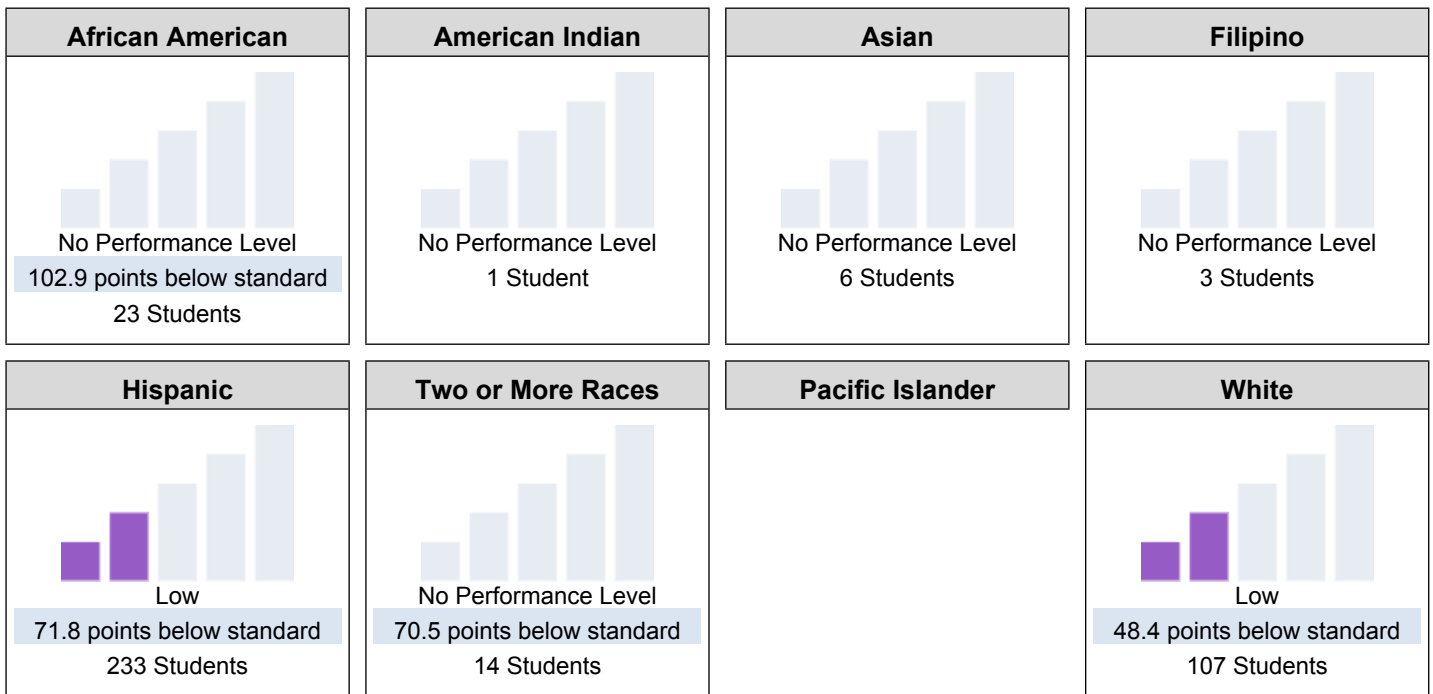
This section provides number of student groups in each level.



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 style="background-color: #e6f2ff;">105.6 points below standard</p> <p>47 Students</p>	<p style="background-color: #e6f2ff;">56.8 points below standard</p> <p>19 Students</p>	<p style="background-color: #e6f2ff;">61.0 points below standard</p> <p>319 Students</p>

Conclusions based on this data:

1. In 2021-2022 school year all students scored 65.8 points below standard, which is in the low status level. For the Performance for Student Group Westpark had 3 subgroups that fell within the low status level, which are English Learners (91.6 points below standard), Homeless (87.9 points below standard), and Socioeconomically Disadvantages (74.9 points below standard). We had 1 Student Group that fell in the very low status level, which is Students with Disabilities (117.7 points below standard)
2. For the Performance by Race/Ethnicity Westpark had 2 groups that scored within the Low status level, which are Hispanic (71.8 points below standard) and White (48.4 points below standard). There were 5 Race/Ethnicity groups that did not have enough students assessed to be given a Status Level. The African American group did not have a status level, however, scored 102.9 points below standard . Two or More Race group scored 48.4 points below standard.
3. When comparing students based on language development, our Reclassified English Learners group scored the least amount of points below standard (56.8 points below standard). Our English Learners group scored the furthest below standard at 105.6 points below.

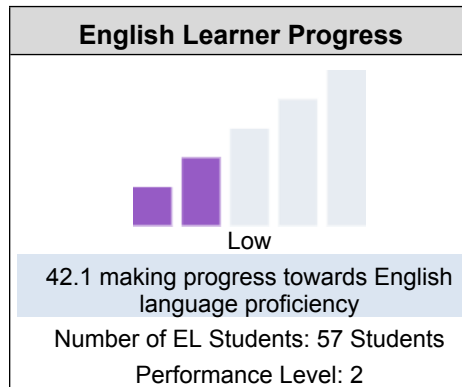
School and Student Performance Data

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
24.6%	33.3%	0.0%	42.1%

Conclusions based on this data:

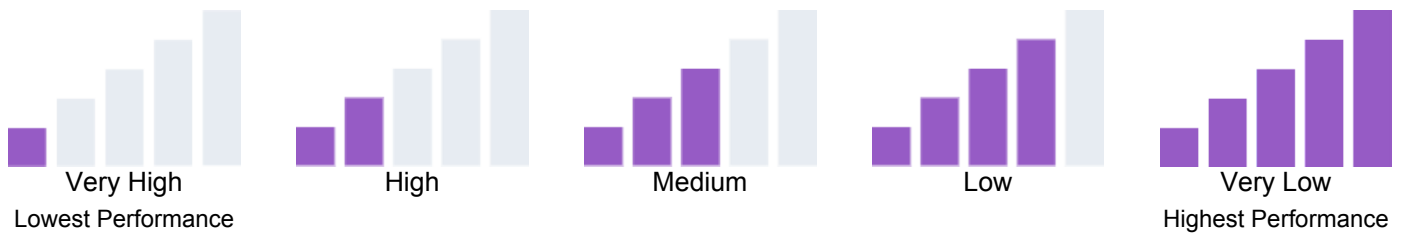
1. Westpark fell in the Low status level with 42.1% (24 students) of our EL students progressing at least one English Learner Progress Indicator Level.
2. 24.6% of our EL students decreased one English Learner Progress Indicator Level.
3. 33.3% of our EL students maintained their English Learner Progress Indicator Level.

School and Student Performance Data

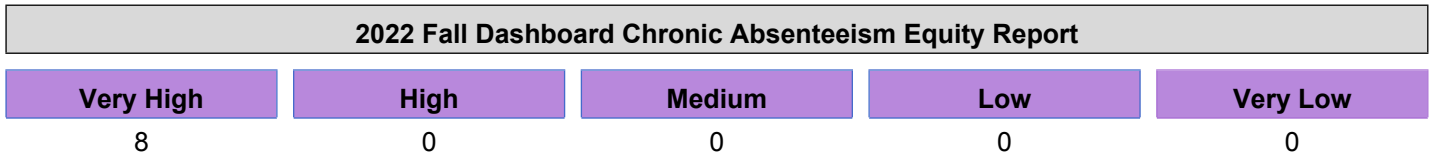
Academic Engagement Chronic Absenteeism

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](#).

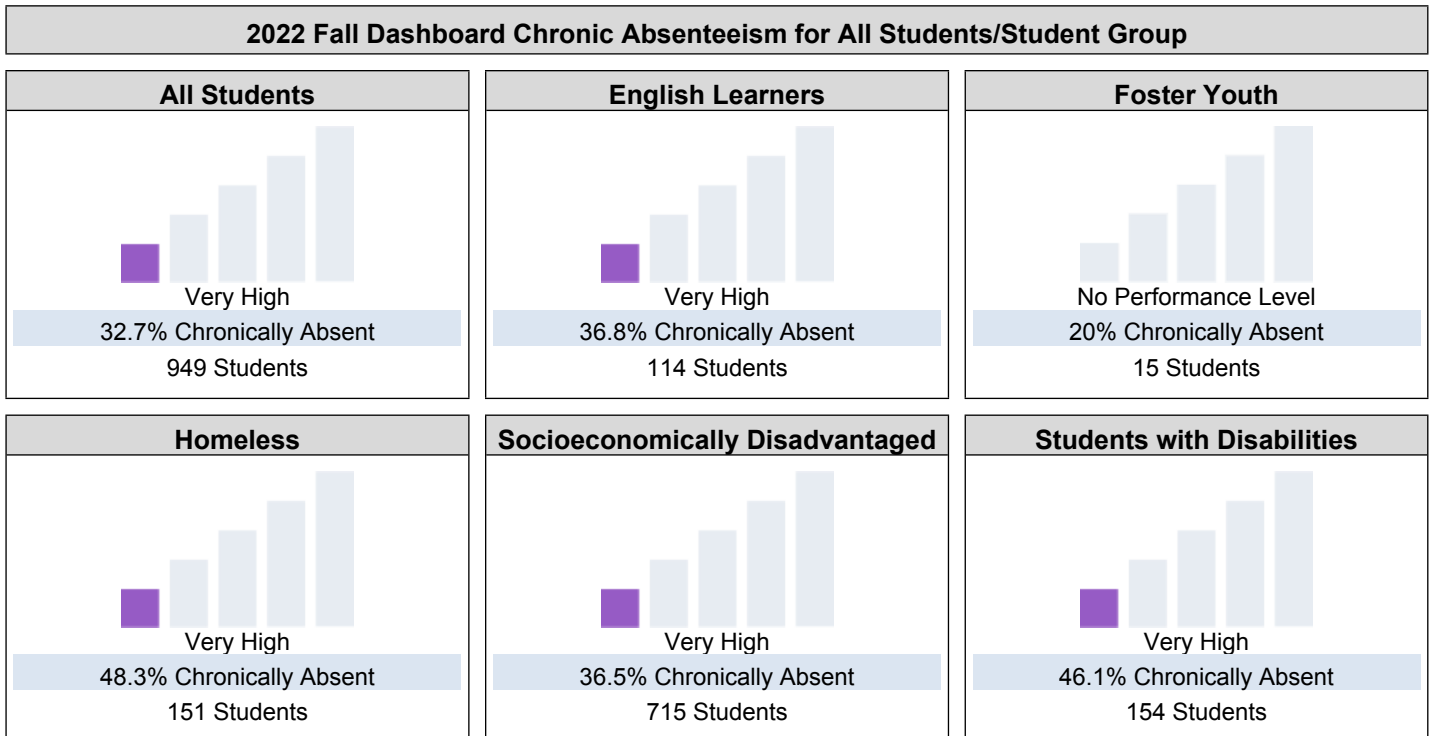
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



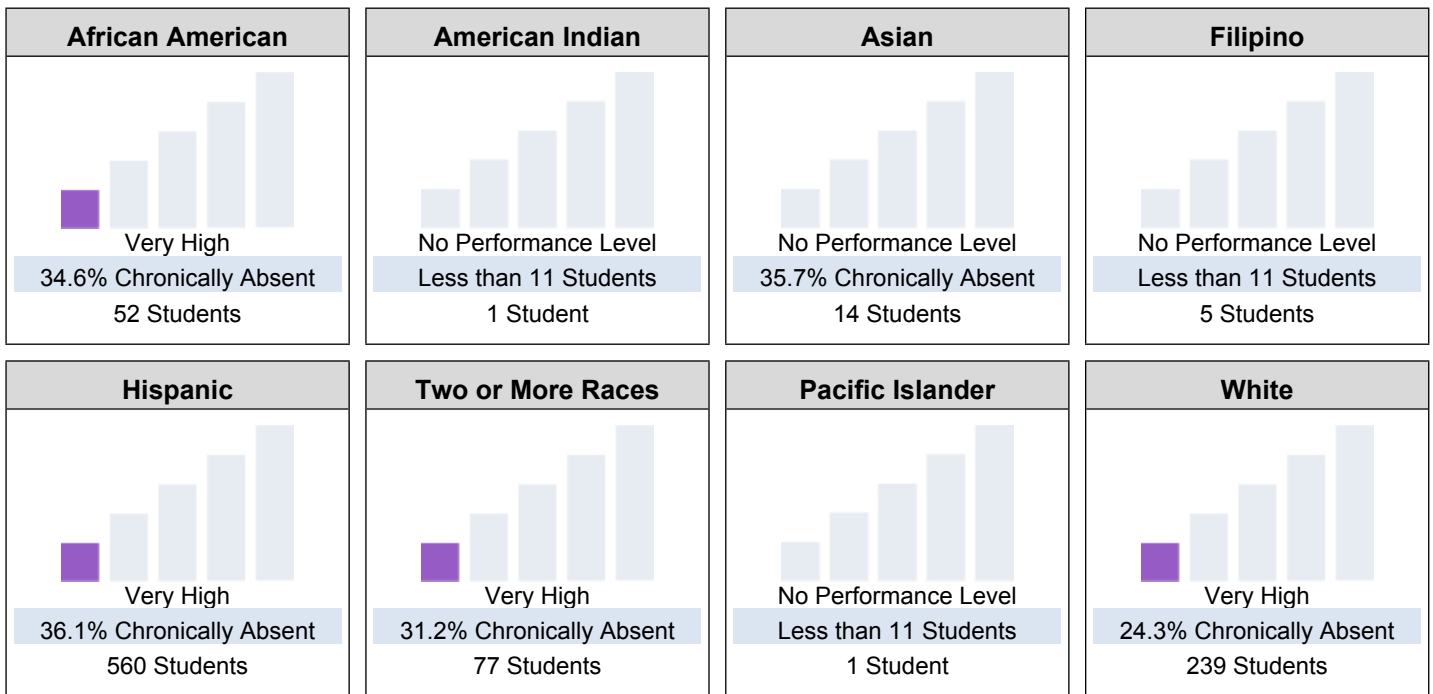
This section provides number of student groups in each level.



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:

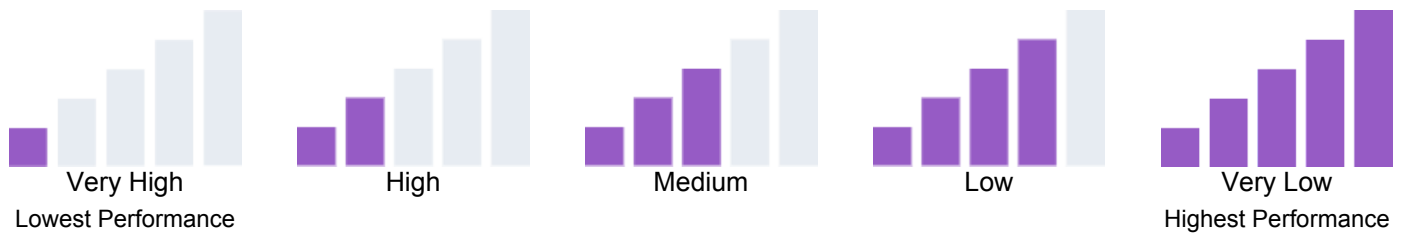
1. 8 student groups fell in the very high level on the Chronic Absenteeism Equity Report. 32.7% of all students were Chronically Absent.
2. When looking at the student groups, all groups with enough students testing fell within the Very High status level. The two groups with the highest Chronically Absent rate were the Homeless group (48.3%) and Students with Disabilities group (46.1%)
3. When looking at Race/Ethnicity, all groups with enough students testing fell within the Very High status level. The White student group had the least percentage of Chronically Absent students with 24.3%.

School and Student Performance Data

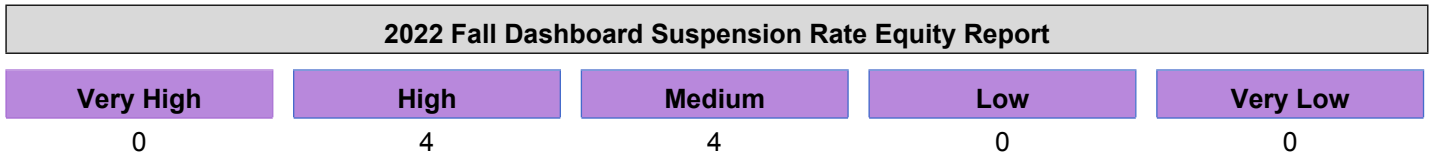
Conditions & Climate Suspension Rate

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](#).

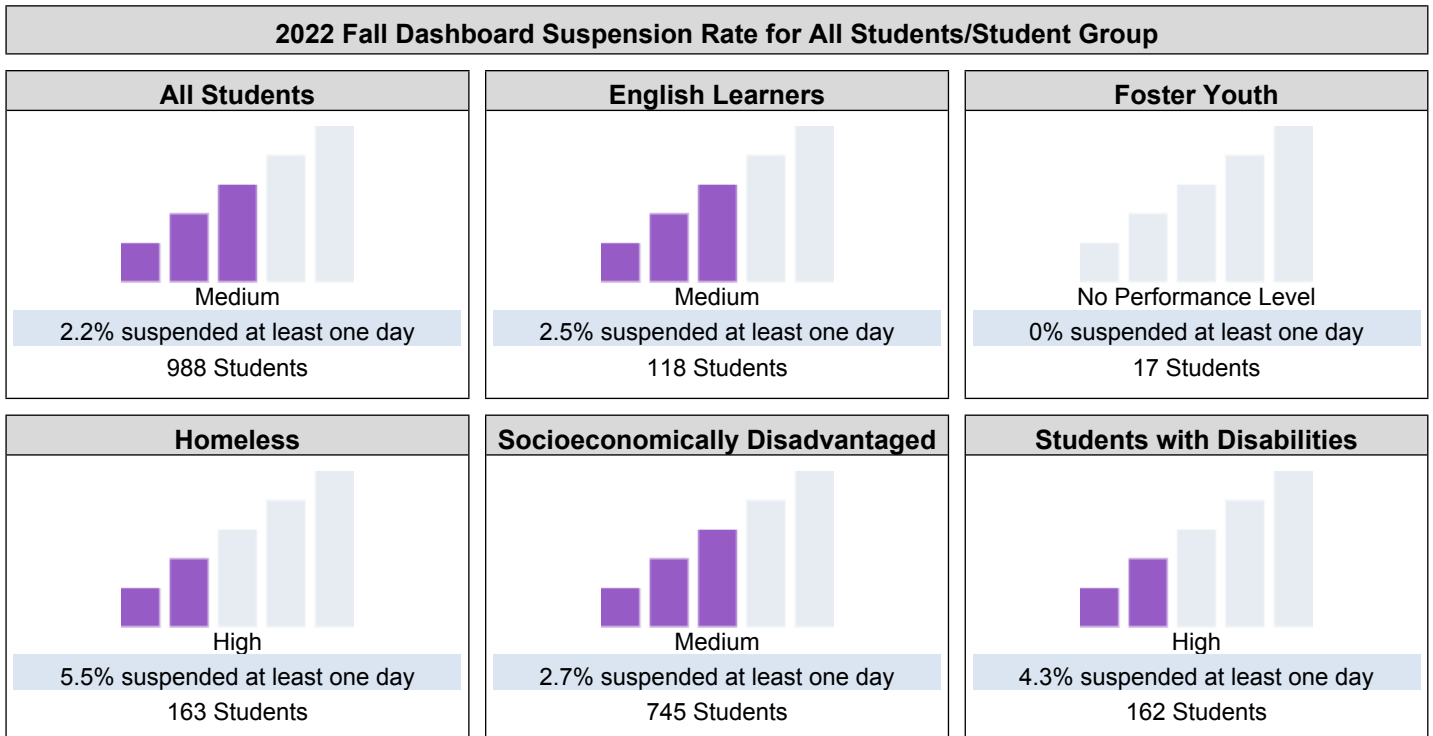
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



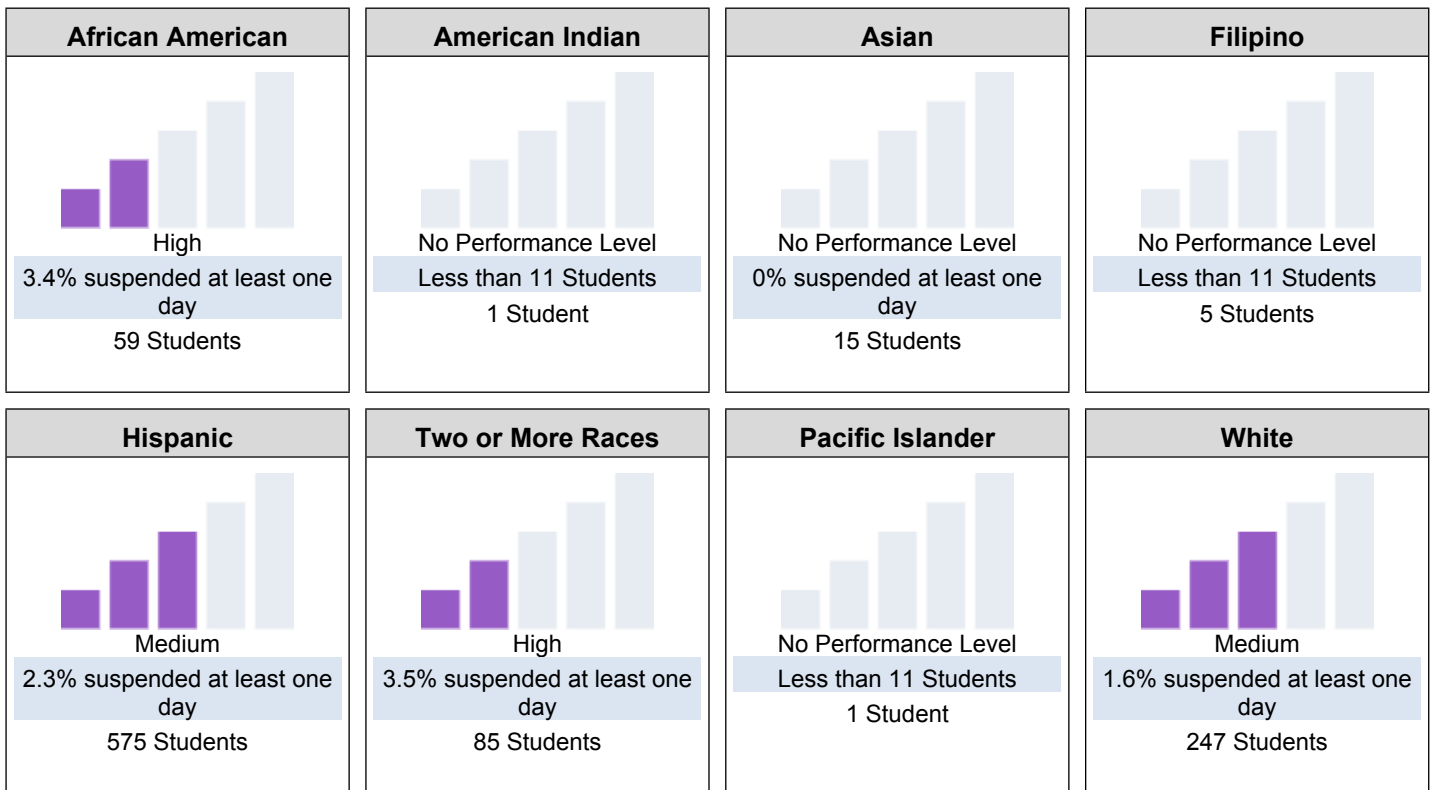
This section provides number of student groups in each level.



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. For 2021-2022 all students reported at a medium rating with 2.2% of all students having been suspended at least one day.
2. When looking at the Suspension Rate for All Students/Student Groups our Homeless (5.5% suspended at least one day) and Student with Disabilities (4.3% suspended at least one day) groups fell in the High status level. Our Socioeconomically Disadvantaged group (2.7% suspended at least one day) and English Learner group (2.5% suspended at least one day) fell in the Medium status level.
3. The two highest suspension rates for our Ethnicity/Race groups were our African American group with a suspension rate of 3.4% suspended at least one day and our Two or More Races group with a suspension rate of 3.5%. Our White student group had the lowest suspension rate at 1.6%.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1. All student will make progress towards grade level mastery and college/career readiness through effective classroom instruction and data-analysis in order to support full access to the California Content Standards.

Goal 1

All students in grades K-5 will improve their STAR Language Arts Benchmark Assessment scores by at least 1 grade level from the beginning of the year assessment results to the end of the year benchmark assessment results. Also, 90% of all students in 4th-5th grade will show a 15% increase in their ELA scores on the CAASPP assessment.

Identified Need

CAASPP score for all students is in the low range 30.8 points below standard 395 students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark Language Arts Assessment	<p>For 2021-2022 school year 30.8 points below standard = 395 students overall. English Learner and Homeless are the two highest areas with 65.9% and 50.7% respectively.</p> <p>For 2021-22 school year performance 84.6 points below standards = 47 English Learner students, 21.8 points below standard for Reclassified English Learners = 20 students and 24.5 points below standard English Only = 320 students.</p> <p>Our current English Learners were at 65.9 points below standard = 67 students which from last year was a slight improvement.</p>	Benchmark results will show an average growth of 1 grade level from the beginning to the end of the school year
CAASPP/SBAC results for Language Arts	All students scored in the low range on the 2021-2022	CAASPP results will improve by 15% annually.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CAASPP for overall performance. The Mean Scale Score on the 2021-2022 CAASPP was as follows: 3rd Grade=2393 4th Grade= 2434 5th Grade=2480	

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 lower performing students, with an emphasis on student groups with the greatest need based on benchmark, CAASPP, and classroom assessments.

Students within the Special Education Subgroup, with an emphasis on students with the greatest need based on benchmark, CAASPP, and classroom assessments.

Strategy/Activity

Students that are lower performing on the CAASPP and beginning of the year benchmark assessment are placed in a the appropriate Universal Access level for 30 minutes daily. These students are provided with instruction at their need level and are reassessed regularly to determine their current needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,110.50	Title I
85,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

998.00

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All lower performing students, with an emphasis on student groups with the greatest need based on benchmark, CAASPP, and classroom assessments.

Strategy/Activity

Classroom Para-educators in grades TK (2), K-1(4). Classroom para-educators work with lower performing students in small groups. These students are those that were not able to meet the short term goal (Goals will address a specific grade level Common Core ELA standard) that was established by the grades PLC team. Students are given a pre and post assessment on each short term goal. Students that do not pass the post assessment with 80% accuracy are provided with interventions that will help them meet the goal. They continue to receive intervention with the para-educator until they successfully pass the post assessment.

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)

141,000

Title I

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

PLC Meetings: PLC teams meet at least once a month to review and discuss current assessment data (Post assessment from short term goal, weekly math assessment results, benchmark assessments, ect.). The teams use this information to determine UA groups, intervention strategies needed for each students performing below expectation and plan appropriate instruction to meet all student needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All lower performing students and students with behavioral issues

Strategy/Activity

SST Coordinator: Lower performing students are recommended for an SST. The SST coordinators schedule SST meetings, reviews student data, collects paperwork from parents and teacher, chairs the SST meeting, keeps track of all SST paperwork, and ensures that the SST plan is followed. During the SST meeting the SST coordinators assists in the development of goals for the student that will help the student receive the intervention(s) needed for their particular needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Other

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)
0	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students will participate in Accelerated Reader

Strategy/Activity

Accelerated Reader: Teachers in all grades use Accelerated Reader in their classrooms. In Kindergarten it is used with the students that have progressed to the level that they are able to read independently. In grades 1-5 AR is regularly used with all students. Students are assessed quarterly to determine their independent reading level. Teachers then give students a reading goal based on their ability level and the time allowed to independently read within the classroom. Students read books at their ability level and take assessments in the AR on-line program that earns points towards their goal. Students are able to earn rewards depending on the number of points that they earn and each quarter if they reach their AR goal. This is a program that encourages reading and works on reading comprehension.

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)

6,500.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Homeless, Foster Youth, and Socioeconomically Disadvantaged Students are given the highest priority for enrollment in ASES Program. If space is still available other students with the greatest need will be served.

Strategy/Activity

ASES Program: During the ASES program students are provided with homework assistance and additional support with reading skills being taught within the regular day classrooms. The ASES instructors provide assistance with sight words, spelling words, fluency passages, vocabulary practice, and other skills students need to be successful in the regular school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

36,750

Source(s)

After School and Education Safety (ASES)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Homeless, Foster Youth, and Socioeconomically Disadvantaged Students are given the highest priority for enrollment in Reading and Math Academy. If space is still available other students with the greatest need will be served.

Strategy/Activity

Reading Academy/Math Academy- Small cohorts of students at each grade level attend Reading or Math Academy two days a week for one hour each day after school to work on reading intervention and skill-building. Teachers are using the iReady Reading and Math curriculum that works on essential standards. Teachers also use standards-based instructional materials that reinforce the standards currently being taught at the student's current grade level.

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)

100,000

Source(s)

Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

For the school year 2020-21 we were back full time for in-person learning. Students had some challenges acclimating back to in-person learning.

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

During the 2021-2022 school year all students were back to in-person learning. However, having been away for almost 2 years there have been learning gaps and last year was challenging as some students were below 2 or 3 grade levels so strategies were put in place such as Reading/Math Academies, Saturday School.. We did not meet our previously planned goal.

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

Strategy/Activity 2 was deleted as it was the same as Activity 1. Strategy/Activity 6 was combined with Activity 1 as they were both discussing student progress. Activity 11 was removed as it was also redundant.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1. All student will make progress towards grade level mastery and college/career readiness through effective classroom instruction and data-analysis in order to support full access to the California Content Standards

Goal 2

All students in grades K-5 will improve their Math Benchmark Assessment results by at least 1 grade level from their beginning of the year benchmark assessment score to the end of the year benchmark assessment scores. A minimum of 90% of 4th and 5th grade students will improve their mathematics scores on the CAASPP assessments by a 15% from the previous school year.

Identified Need

CAASPP score for all students is in the low range 65.8 points below standard 393 students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark Math Assessments	<p>Between grades 3 and 5th 37.21% were at Standards Met. There is no data to compare scores to as the CAASPP wasn't taken in the 2020-2021 schoolyear.</p> <p>Overall performance in grade 3 for % of Standards Met was 24.43% and 5th grade was at 12.78% both a decrease from the 2018-2019 schoolyear. For % of Standards Not Met for 3rd grade was 41.22 which was a slight increase from the 2018-2019 schoolyear and for 5th grade incased from 47.15% in 2018-2019 to 55.64% which is an increase of 8.49% which is not the direction we want to go. Concepts & Procedures seems to be an area we decreased the % Below Standards with 3rd grade going from 45.55 to 35.88 which is a decreased of 9.57 which means we have less students at the % of students at below standards.</p>	Benchmark results will show an average growth of 1.0 from the beginning of the year to the end of the year benchmark assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Additionally, 5th grade decreased from 57.72% to 51.88% which is a difference of 5.84%, meaning we are having less students who are below meeting the standards which is positive growth.	
CAASPP/SBAC results for Math	Both ELA and Math are in the low range for overall performance.	CAASPP/SBAC results will improve by 15% annually.

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 with an emphasis on student groups with the greatest need based on benchmark, CAASPP and classroom assessments.

Strategy/Activity

IXL- Math- Teachers at all grade levels have access to and use IXL as an intervention and/or enrichment for the students within their classroom. It is used as a tool for students to build on their understanding of concepts that are currently being taught in the classroom. Teachers also use it as an intervention tool for students to review math concepts that they struggle with or were unable to meet the goal determined for the short term math goal developed by the PLC team for math. IXL is a program that can also be accessed at home so that students can continue to build on their skills outside of the regular school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All lower performing K-2nd grade students, with an emphasis on student groups with the greatest need based on benchmark, CAASPP, and classroom assessments.

Strategy/Activity

Classroom Para-educators in grades TK (2), K-1(4). Classroom para-educators work with lower performing students in small groups. These students are those that were not able to meet the short

term goal (Goals will address a specific grade level Common Core Math standard) that was established by the grades PLC team. Students are given a pre and post assessment on each short term goal. Students that do not pass the post assessment with 80% accuracy are provided with interventions that will help them meet the goal. They continue to receive intervention with the para-educator until they successfully pass the post assessment.

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)

100,000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Lower performing students, with an emphasis on students with the greatest need based on benchmark, CAASPP and classroom assessments.

Strategy/Activity

SST Coordinator: Lower performing students are recommended for an SST. The SST coordinator schedules SST meetings, reviews student data, collects paperwork from parents and teacher, chairs the SST meeting, keeps track of all SST paperwork, and ensures that the SST plan is followed. During the SST meeting the SST coordinator assists in the development of goals for the student that will help the student receive the intervention(s) needed for their particular needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with an emphasis on students with the greatest need based on benchmark, CAASPP and classroom assessments.

Strategy/Activity

Grade Level/PLC Team Meetings: Grade level/PLC teams meet at least once a month to review and discuss current assessment data (Post assessment from short term goal, weekly math assessment results, benchmark assessments, ect.). The teams use this information to determine intervention strategies needed for all students performing below expectation and plan appropriate instruction to meet the needs of these 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)

0

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Technology- iPads, Chromebooks, etc.: Technology is used for many different intervention and enrichment activities through apps, such as IXL Math and Prodigy. Teachers also use technology for classroom instruction.

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)

1,000.00

Source(s)

Economic Impact Aid

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Leadership Team (Grade level leads for each grade level): The leadership team meets monthly to review current progress towards each grade level's short term goal for math, discuss intervention ideas for students not reaching the goal, review current benchmark data, review CAASPP results and discuss ways that school administration can assist in helping to ensure teachers have what they need to support their students. The Leadership Team also uses this data to determine the focus of the PLC teams.

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)

1,000

Source(s)

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Homeless, Foster Youth, and Socioeconomically Disadvantaged Students are given the highest priority for enrollment in ASES Program. If space is still available other students with the greatest need will be served.

Strategy/Activity

ASES Program: During the ASES program students are provided with homework assistance and additional support with all core academic classes being taught within the regular day classrooms. The ASES instructors provide assistance with math vocabulary, math facts, math standards being addressed within the regular school day, and other skills students need to be successful in the regular school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

36,750

After School and Education Safety (ASES)

4,083

After School and Education Safety (ASES)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Homeless, Foster Youth, and Socioeconomically Disadvantaged Students are given the highest priority for enrollment in Math Academy. If space is still available other students with the greatest need will be served.

Strategy/Activity

Reading/Math Academy- Small cohorts of students at each grade level attend Reading/Math Academy two days a week for one hour each day after school to work on reading/math intervention and skill-building. Teachers are using Ready Math and Reading curriculum that works on essential standards from the grade prior that may have been missed due to the school closure and distance learning. Teachers also use standards-based instructional materials that reinforce the standards currently being taught at the student's current grade level.

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)

150,000

Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Between the start of the 2019 school year and March 2020, strategies/activities 1-7 for this goal were implemented as written. Due to school closures in March 2020 our school began providing instruction via distance learning through work packets in grades TK-2 and virtually for grades 3-5. This prohibited us from implementing multiple strategies/activities planned during this time. In grades 3-5 students were provided with Chromebooks and we were able to continue with several of our on-line strategies/activities, but not as they would have been within the classroom setting.

Between grades 3 and 5th 37.21% were at Standards Met. There is no data to compare scores to as the CAASPP wasn't taken in the 2020-2021 school year.

Overall performance in grade 3 for % of Standard Met was 24.43% and 5th grade was at 12.78% both a decrease from the 2018-2019 school year. For % of Standards Not Met for 3rd grade was 41.22 which was a slight increase from the 2018-2019 school year and for 5th grade increased from 47.15% in 2018-2019 to 55.64% which is an increase of 8.49% which is not the direction we want to go.

Concepts & Procedures seems to be an area we decreased the % Below Standards with 3rd grade going from 45.55 to 35.88 which is a decrease of 9.57 which means we have less students at the % of students at below standards. Additionally, 5th grade decreased from 57.72% to 51.88% which is a difference of 5.84%, meaning we are having less students who are below meeting the standards which is positive growth.

For the 2020-21 school year on average most grade levels did not show improvement and increased in the % of Standard Nearly Met which is an area we want the % to decrease not increase. Many of the strategies/activities were not implemented as written as the majority of the school year we were in distance learning. When we were able to move into a hybrid model at the end of March 2021 with many students still on distance learning we were still unable to fully implement a majority of the strategies/activities as they were intended.

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

During the school closure in March 2020 and Distance Learning at the beginning of 2020-2021, our students that had been receiving support and intervention within their classrooms for math were not able to receive the same instruction and/or access to the program as they would with in-person instruction. Due to the need for additional Chromebooks for our 3rd-grade students during distance learning at the end of the 2019-2020 school year additional funds were needed. KCSOS provided the additional Chromebooks at a much lower cost than if the district/school had purchased them from a vendor. Additional Chromebooks were purchased for our 2nd grade students and additional iPads were purchased so that Westpark had enough for our TK students at the beginning of the 2020-2021 school year to ensure all students had access to virtual instruction during distance learning. During the 2020-21 we were still on distance learning until March and then went into a hybrid model, this impacted the ability to provide our students with many of the planned strategies/activities. As such, we were not able to meet our projected goals for growth.

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.

An additional strategy/activity was added to this goal in 2020-2021. It is Strategy/Activity 8 found above (It is the last Strategy/Activity listed).

No additional strategies/activities were added for 2021-2022 or 2022-2023.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1. All student will make progress towards grade level mastery and college/career readiness through effective classroom instruction and data-analysis in order to support full access to the California Content Standards

Goal 3

EL students will increase their CAASPP scores by 20 points annually. Also, 5% of our EL students will progress a level who are currently at level's 1 and 2 on the ELPAC

Identified Need

24 of our EL students progressed at least one ELPI Level.
 14 of our EL students decreased one ELPI Level. 19 of our EL students maintained ELPI Level 1 (2L, 2H, 3L, or 3H).
 42.1% are making progress towards English Language Proficiency. Number of EL Students:57 students are at performance level 2.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	<p>42.1% are making progress towards English Language Proficiency. Number of EL Students:57 students are at performance level 2.</p> <p>14 of our EL students decreased one ELPI Level. 19 of our EL students maintained ELPI Level 1 (2L, 2H, 3L, or 3H). 0 EL students Maintained ELPI Level 4 24 EL students Progressed At Lease One ELPI Level.</p>	<p>5% of our EL students will progress a level that are currently on level's 1 and 2 on the ELPAC</p>
CAASPP/SBAC	<p>Fall of 2022 14 of our EL students decreased one ELPI Level. 19 of our EL students maintained ELPI Level 1 (2L, 2H, 3L, or 3H) 0 EL students Maintained ELPI Level 4 and 24 EL students Progressed At Lease One ELPI Level.</p>	<p>Decrease the number of points below standard by 20 points in both ELA and 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)

English Learners

Strategy/Activity

EL Students in Grades K-5 will receive 30 minutes of strategic ELD instruction each school day. Currently, this is done through specific ELD time (30 minutes daily) and are grouped together and taught specific ELD strategies.

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)

0

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

EL students will have an opportunity to take the CAASPP assessment in a small group setting. Based on teacher observation of students and EL Level, those students (Typically those at Level 1 or 2) that would benefit from a smaller group setting.

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)

0

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

EL Student will be monitored in Ellevation. Improvement strategies will be listed in Ellevation for all of our EL students Teachers will complete an EL Student Success Plan for each EL student that will provide interventions or EL strategies that will be used to help the student attend to instruction.

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)

0

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Between the start of the 2019 school year and March 2020, strategies/activities 1-2 for this goal were implemented as written. In March of 2020, the State of California closed all schools due to COVID 19. Due to this, our school began providing instruction via distance learning through work packets in grades TK-2 and virtually for grades 3-5. This prohibited us from implementing multiple strategies/activities during this time. In grades 3-5 students were provided with Chromebooks we were able to continue with several of our on-line strategies/activities, but not as they would have been within the classroom setting.

When analyzing data to determine the overall effectiveness of the strategies/activities it was difficult as the data expected to be used for our goal is not available. The CDE also determined that schools would not take the CAASPP for the 2019-2020 school year and not all students at Westpark were able to be tested on the ELPAC in the spring of 2020 due to the school closure. Due to this, our goals were not met as projected.

For the majority of 2020-2021 school year, students received instruction via distance learning. This prevented us from implementing multiple strategies/activities. In grades 3-5 in which students were provided with Chromebooks we were able to continue with several of our on-line strategies/activities, but not as they would have been within the classroom setting. Consequently, not having in-person strategies/activities, EL students struggled to improve in their English development. As a result, only 42.1% are making progress towards English language proficiency which was not our projected goal.

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

Since schools were not back full-time in-person learning our school began providing instruction via distance learning through work packets in grades TK-2 and virtually for grades 3-5. This prohibited us from implementing multiple strategies/activities during this time. In grades 3-5 in which students were provided with Chromebooks we were able to continue with several of our on-line strategies/activities, but not as they would have been within the classroom setting. With distance

learning starting in August of 2020, the implementation of the strategies/activities was impacted for the 2020-2021 school year as well and not all our projected goals were met.

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.

No changes have been made to this goal at this time as it is difficult to determine the need as we are unsure of the outcome of the current strategies/activities due distance learning most of the school year and then being on a hybrid schedule starting in late March 2020.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2. Create safe and welcoming learning environments where students attend and are connected to their schools.

Goal 4

Westpark will decrease the number of students with 1 or more referrals by 25% and the number of students suspended at least one time by 50% from the previous school year.

Identified Need

Staff need to be trained by Administration in positive behavior interventions and supports (PBIS) and the implementation of Capturing Kids Hearts to lower referrals to the office.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Assertive Discipline Report	# of referrals= 239 (2021-2022) # of students with 2 or more referral= 40 (2021-2022) # of students with 1 or more suspension= 30 (2021-2022). For the first semester of the 2022-2023 school year, there has been a total of 4 suspensions. There were 91 referrals.	Reduce the number of students with 1 or more referrals by 25% and students suspended at least one time by 50%
Site Discipline/Suspension Log	# of students with 1 or more suspension= 30 (2021-2022) and 4 for first semester of the (2022-2023)	Reduce the number of students with 1 or more referrals by 25% and students suspended at least one time by 50%.
CA Dashboard Result	2021-2022 suspension rate was 2.2%. For the first semester of the 2022-2023 school year the suspension rate was 0.60%.	Reduce suspension rate by 50%

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, with an emphasis on student groups that showed greatest concern on the CA Dashboard results

Strategy/Activity

Implement 5 recess times for grades 1st-5th, implement 2 AM recess times and 2 PM recess times for kindergarten, and 2 lunch times for Kindergarten. Upon looking at data it was determined that a large majority of referrals were given during our morning recess time or directly afterward when Westpark had a bell schedule of 2 recesses for 1st-5th and 1 recess for Kindergarten. By implementing more recess times there will be less students on the playground at one time. Making it easier for staff to supervise and catch situations before they escalate. CSOs will be regularly trained in PBIS strategies but primarily systematic supervision during recess times.

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)

0

Source(s)

None Specified

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

Develop and implement a more consistent focused PBIS Program that incorporates Capturing Kids Hearts. A PBIS Team has developed a plan for what PBIS will look like on our campus. This plan will be reviewed and retaught to staff. A behavior matrix was created for how we expect our students to behave in each area of our school. Having all adults use the language (behavior expectations) of the pride matrix will be a focus as well a focus on systematic supervision by adults particularly campus safety officers. It was determined that we would have PRIDE awards for students to earn for showing the behaviors on our PRIDE matrix. Our staff has been asked to not only provide the student with the PRIDE Award but to also have a conversation with the student explaining why the award was being given to them. Many of our staff have been trained in Capturing Kids Hearts. Capturing Kids Hearts strategies have been shared with all staff and an implementation plan has been developed. At this time, teachers greet their students each morning welcoming each of them, they also have 3-5 students share good things each morning and have developed a Social Contract for positive behaviors in their classrooms with their students. We are also starting to implement the CKH 4 question method with students who are not following our Positive Behavior Matrix.

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)
500.00	ASB

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	

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

Restorative Practices will be used when teachers and administration are working with students that have negative behaviors that may lead to or cause a referral to be written. Teachers and school administration will follow the new district discipline matrix which incorporates restorative practices. Students will be provided with an intervention/learning activity along with any consequence provided. This will give students positive alternative behaviors to put into place rather than negative behaviors. School administration will review the updated discipline matrix with teachers and staff, as well as provide suggested forms to use as needed.

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)
0	None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The 2021-2022 was the first full year of in-person instruction since the 2018-2019 school year. There were 239 referrals for the 2021-2022 school year. For the first half of the 2022-2023 school year referrals are down with approximately 90 for the first semester. There is a correlation with the focus on restorative practices through PBIS and relationship building and connectedness through Capturing Kids Heart and a decrease in student referrals and suspensions for the 2022-2023 school year this far.

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

Since the 2021-2022 school year was the first full year back since the Covid-19 pandemic, there has been adjustments to coming back for 2021-2022. Both PBIS and Capturing Kids Hearts were implemented but returning back from distance learning students needed time to adjust being back in person full-time.. The 2022-2023 school year has seen more of a push in implementing Capturing Kids Hearts and PBIS. However, not all teachers have been trained in Capturing Kids Hearts strategies which made schoolwide implementation challenging. There needs to be more training by administration in PBIS Strategies and more teachers trained in Capturing Kids Hearts. These restorative practices need to be encouraged and a major consistent focus for Westpark administration.

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

The goal was changed to state Westpark will decrease the number of student with 1 or more referrals by 25% and the number of students suspended at least one time by 50% from the previous school year, instead of Westpark will decrease the number of referrals by 25% and the number of students suspended at least one time by 50% from the previous school year. The expected outcomes were also changed to reflect the updated goal. Strategy/Activity 4 was added for this goal to help as a means to decrease the number of students receiving referrals and suspensions more than 1 time. Strategy/Activity 4 is to provide opportunities for students to change their behaviors resulting in a decrease in students repeating negative behaviors and the number of referrals received by individual students. Strategy 3 was deleted as it's redundant to Strategy 2.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: Maintaining a climate where families and community are provided safe and healthy opportunities to be welcomed, informed, involved and confident in the school and district.

Goal 5

Increase parent engagement participation at school events annually by 10% based on data collected during the 2019-2020 school year. Also, 90% of WES teachers will make at least 10 parent contacts each month.

Identified Need

The majority of staff and parents in our needs surveys and meetings feel that the school does a good job of providing opportunities for parents to be involved in our school. The majority also felt that our school does a good job of school wide communication to student households. The needs survey did indicate a need for more individual teacher/parent communication and for more fun evening activities (academic and social) for families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer Sign In Sheets used to document volunteer hours	For 2020-2021 do to being on distance learning from COVID and in March having a hybrid model we were not allowing having parents volunteer on campus.	Increase number of hours by 10% when able
Parent Night Sign In Sheets used to document attendance	For 2020-2021 do to being on distance learning from COVID and in March having a hybrid model we were not allowing having parents volunteer on campus.	Increase number of parents attending by 10% when able
Website Visit Indicator	There is no data that can specifically speak to how many families visit the website.	Increase number of website visits by 10% when able
School Newsletter Open Rate	For the 2020-2021 school year the newsletter went out monthly. On average between 400 and 600 families open up the newsletter.	Increase open rate by 10% when able
Meeting Sign In Sheets (SSC, ELAC, etc.)	Average number attending: 5 for 2018-2019 and 7 for 2019-2020.	Increase number of parents attending by 10% when able

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	For 2020-2021 all meetings for SSC and ELAC were held via Zoom due to COVID.	
PTA Member List used to document the number of PTA members	For the 2020-2021 school year we had 41 members.	Increase the number of PTA members by 20%
Teacher/Parent Communication Logs used by individual teachers	Teachers have kept logs, but no site wide log is currently being kept. The same was done for 2020-21 school year.	Each teacher will document at least 10 parent contacts each month

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

Parent Nights (At least 1 per quarter)- Examples: Literacy Night, Sweetheart Parent/Student Dance, Fall Festival, AVID Night, Math Game Night, etc. The first communication regarding these events will be sent out via Blackboard Communications and posting on the school website at no more than 2 weeks prior to and no less than 1 week prior to the event. Additional reminder communications can be provided up to the day of the event. Teachers will be asked to send out information in their communications with parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Title I Part A: Parent Involvement

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

School-wide Parent Communications- Monthly Newsletter that provides information on upcoming events and classroom activities from the prior month. Blackboard messages sent home regularly to provide parents with timely notifications of events and activities within the school. Teachers will

also use Blackboard, ClassDojo, and/or other applications to inform parents of up to date classroom expectations, assignments, and classroom events/activities.

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)

0

Title I Part A: Parent Involvement

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

Monthly Teacher/Parent Communication Logs: Teachers will use a parent communication log to keep track of parent communications. They are expected to have at least 10 individual student's parent contacts monthly per teacher documented on their parent communication log.

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)

0

None Specified

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

Monthly update of the Westpark school website will be done at the beginning of each month. The update will include current events and information, as well as, possible pictures from events from the previous month. If an event or Information comes about not included in the monthly update then it will be posted for parents and the community during the month. Parent and community are encouraged to visit the school website regularly in our school newsletter and in blackboard messages.

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)

0

None Specified

Strategy/Activity 5

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)

200.00

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategies/Activities 1, 2, and 4 were implemented as described and progress towards our goals was seen based on the data available when looking at our Annual Measurable Outcomes Indicators. Westpark was unable to use data from the parent volunteer logs indicator due to the lack of data available caused by the school closure in March 2020. Our PTA membership was lower in past years due to COVID and not being allowed on campus. We were unable to have parent volunteers on campus due to COVID restrictions and protocols set in place by the district. Strategy 3/Activity 3 was implemented and teachers were asked to keep communication logs, however, the school closure and distance learning has made the collection a more difficult task. For 2020-2021 there was a decrease of more than 50% due to distance learning and having a hybrid model for the last 4 months of school and parent volunteers were not allowed on campus to promote membership.

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

Strategies/Activities 1, 2, and 4 were implemented as stated. Strategy/Activity 3 regarding teacher contact with parents, was implemented, however, not to the extent expected. Teachers were told to keep a log of parent engagement and to make at least 10 parent contacts each month. The collection of the logs did not happen so data was unable to be gathered for this strategy/activity. During the 2020-21 we were still on distance learning until March and then had a hybrid model so collecting data was difficult.

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.

Westpark will continue with its parent and community outreach Strategies/Activities that have been in place, with an addition of one Strategy/Activity. A statement was added to Strategy/Activity 1 that provides a timeline in which parent and community notice would be sent through Blackboard Messaging for each event. No change was made to Strategy/Activity 2 and Strategy/Activity 3. An additional sentence was added to Strategy/Activity 4 which states that Westpark will update events as needed throughout the month. Strategy/Activity 5 was deleted as we are no longer holding the Wildcat Chats.

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	\$250,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$694,391.50

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 (\$)
Comprehensive Support and Improvement (CSI)	\$250,000.00
Title I	\$334,108.50
Title I Part A: Allocation	\$9,500.00
Title I Part A: Parent Involvement	\$500.00

Subtotal of additional federal funds included for this school: \$594,108.50

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 (\$)
	\$15,200.00
After School and Education Safety (ASES)	\$77,583.00
ASB	\$500.00
Economic Impact Aid	\$1,000.00
LCFF	\$1,000.00
None Specified	\$0.00
Other	\$5,000.00

Subtotal of state or local funds included for this school: \$100,283.00

Total of federal, state, and/or local funds for this school: \$694,391.50

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
- 5 Parent or Community Members

Name of Members	Role
Cynthia Bolton	Principal
Kimberly Schmidt	Classroom Teacher
Genevieve Collins	Classroom Teacher
Terri Goodman	Classroom Teacher
Jason Finch	Parent or Community Member
Tabitha Hainesblythe	Parent or Community Member
Maria Coupland	Parent or Community Member
Ida Benavides	Parent or Community Member
Susan Lawol	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 1/27/2022.

Attested:

Two handwritten signatures in blue ink are visible. The top signature is cursive and appears to read 'Dr. Bolton'. The bottom signature is also cursive and appears to read 'Jason Finch'.

Principal, Dr. Cynthia Bolton on 1/27/2022

SSC Chairperson, Jason Finch on 1/28/2022