School Year: **2025-26**

Additional Targeted Support and Improvement (ATSI)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westwood Elementary School	39685856109839	April 24, 2025	June 17, 2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Westwood Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.
Strategies to Address Goal #1 for ESSA Compliance:
Regularly review and align curriculum with state standards.
Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.
Strategies to Address Goal #2 for ESSA Compliance:
Implement data-driven instructional practices to monitor student progress in ELA and Math.
Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.
Strategies to Address Goal #3 for ESSA Compliance:
Conduct regular climate surveys to gather feedback from students, families, and staff.
Analyze attendance and behavioral data to identify trends and implement interventions as needed.
Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection
The process began with a self-reflection phase in January 2025, during which 27 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review
In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement
The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement
Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Based upon the California School Dashboard state indicators, Westwood Elementary School has been identified for Additional Targeted Support and Improvement (ATSI). The following subgroups, African American and students of Two or More Races entered ATSI due to meeting the criteria based on the following indicators: Suspension Rate as reported on the 2024 CA Dashboard release. In order to move the performance levels on this indicator for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through the following:

- Implementation of PBIS systems and practices
- Staff collaboration utilizing student study teams meet to discuss behaviors
- Ongoing professional development for staff in support of students' social emotional needs
- Structured recess programs to provide additional structure to students at morning and lunch recess
- Ongoing parent education about regarding student behavior expectations

All Westwood Elementary professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

We have identified the following area, Suspension Rate, that needs significant improvement based on a review of the 2024 California Dashboard and local data. Currently, the All Students grouping is listed in the orange performance band. Referring further to the the 2024 California Dashboard, we have identified that African American, Asian, and students of Two or More Races performed in the red performance band (which is one level below the "All Students" group for suspension rates).

To address these identified needs comprehensively, Westwood will be utilizing ongoing social-emotional learning professional development opportunities, a PBIS framework, structured recess programs, and school assemblies to support student engagement on campus as described in the Goals, Strategies/Activities, and Expenditures in this SPSA. Additionally, Westwood will be closely monitoring office and classroom-managed discipline data with district and site-level teams in order to provide support and resources to staff and families.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Upon reviewing the available data, Westwood Elementary School English Learners (Red), performed two performance levels below the "All Students" performance (Yellow) as demonstrated by the CA Dashboard 2024 Chronic Absenteeism Rate indicator.

Westwood will utilize the following steps to improve the rate of Chronic Absenteeism for our English Learner students:
- PBIS acknowledgement initiatives to support student attendance
- Student study teams meet to discuss barriers to attendance with families
- Child Welfare and Attendance Officer and administration support with home visits
- Ongoing parent education about the impact of chronic absenteeism
- Ongoing parent education about how to report student absences

These strategies of have proven effective in supporting our African American students as well as those listed as Two or More Races on the 2024 California Dashboard.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement
Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Westwood Elementary School aims to enhance academic instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

K-3 DIBELS Assessment
2nd-6th Grade Reading Inventory (RI)
3rd-6th Grade ELA iReady Universal Screener
3rd-6th Grade CAASPP English Language Arts
K-6th Grade Math iReady Universal Screener
3rd-6th Grade CAASPP Mathematics
5th Grade California Science Test (CAST)
California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

Westwood will include targeted professional development for teachers and staff in support of reaching this goal; professional development effectiveness will be measured utilizing site-level professional development feedback forms.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the 2024 California School Dashboard and local data for Westwood Elementary highlights two areas in need of significant improvement: instructional coherence and student engagement. Although English Language Arts and Mathematics are in the Yellow performance band overall, students with disabilities performed over 99 and 105 points below standard in these subjects respectively. Additionally, African American students in math declined 42.8 points and are over 86 points below standard. These gaps reveal a need for a more targeted approach to the implementation of rigorous, evidence-based Tier 1 instruction. While some student groups showed notable growth, the depth of performance gaps—especially for Students with Disabilities and African American students—indicates a need to strengthen alignment with standards and instructional expectations across all classrooms.

Student engagement also remains a concern, particularly related to chronic absenteeism and school climate. Chronic absenteeism is in the Yellow band overall, but English Learners are in the Red band with 30.8% chronically absent, and multiple student groups (e.g., African American, Two or More Races, and Students with Disabilities) are in the Orange band. Suspension rates also reveal continued concerns, with three student groups in the Red category (African American, Asian, and Two or More Races). To address these issues, Westwood is working to deepen family partnerships and improve outreach through parent cafés and communication platforms like Class Dojo. Enhancing Tier 1 instructional practices and intentionally engaging families will be critical to improving both academic performance and attendance outcomes.

Based on the needs assessment, we have identified the following areas in ELA, Mathematics, & Science that need improvement based on a review of the California School Dashboard and local data. The ELA, Mathematics, & Science indicators not met for the 2024-2025 school year are as follows:

ELA:

K-3 DIBELS Assessment:
Overall Goal of 50% - MOY at 44%
Grade K Goal of 46% - MOY at 29%
Grade 1 Goal of 56% - MOY at 48%
Grade 3 Goal of 56% - MOY at 36%

2023-2024 2nd-6th iReady ELA MOY Assessment:
Overall Goal of 35% - MOY at 30%
Grade 3 Goal of 43% - MOY at 31%
Grade 5 Goal of 41% - MOY at 23%

2023-2024 CAASPP Language Arts Grades 3-6:
Overall Goal of 35.5% - Actual at 35%
Grade 4 Goal of 44.6% - Actual at 28%

Mathematics:

2023-2024 2nd-6th iReady Math MOY Assessment:
Overall Goal of 35% - MOY at 30%
Grade K Goal of 48% - MOY at 23%
Grade 2 Goal of 18% - MOY at 16%
Grade 3 Goal of 20% - MOY at 10%
Grade 5 Goal of 47% - MOY at 20%

2023-2024 CAASPP Math Grades 3-6:
Overall Goal of 28.96% - Actual at 24%
Grade 4 Goal of 38.96% - Actual at 34%
Grade 6 Goal of 41% - Actual Data Not Available

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:
The 2023-2024 3rd - 6th CAASPP ELA Assessment
The 2024 California Dashboard: ELA
The 2024-25 2nd-6th iReady MOY ELA Assessment
The 2024-25 K-3 MOY DIBELS Assessment

The 2024-25-6 MOY Reading Inventory (RI) Assessment
The 2024-25 3rd-6th CAASPP Math Assessment
The 2024 California Dashboard: Mathematics
The 2024-25 K-6th grade iReady MOY Mathematics Assessment
The 2023-2024 California Science Test (CAST)
The 2024 California Dashboard: Science
The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-3 DIBELS Assessment	During the 2024-2025 school year, 44% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. During the 2024-2025 school year, 38% of English Learner Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2025-2026 school year, 49% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. During the 2025-2026 school year, 43% of Kindergarten-3rd grade English Learner students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
California Dashboard: ELA	All Students were yellow on the 2024 California Dashboard. This was 36.3 points below standard. English Learners were yellow on the 2024 California Dashboard. This was 49.3 points below standard.	All Students will maintain the color yellow and decrease distance from standard by 10.4 points from 36.3 points below standard to 25.9 points below standard on the 2025 California Dashboard. English Learner Students will maintain the color yellow and decrease distance from standard by 8.9 points from 49.3 points below standard to 40.4 points below standard on the 2025 California Dashboard.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 35% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. During the 2023-2024 school year, 16% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2024-2025 school year, 40% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA. During the 2024-2025 school year, 21% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 30% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2025-2026 school year, 35% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.

	During the 2024-2025 school year, 14% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2025-2026 school year, 20% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP Mathematics	During the 2023-2024 school year, 24% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics. During the 2023-2024 school year, 19% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.	During the 2024-2025 school year, 29% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics. During the 2024-2025 school year, 24% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.
K-6 iReady MOY Mathematics Assessment	During the 2024-2025 school year, 23% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2024-2025 school year, 8% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2025-2026 school year, 28% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2025-2026 school year, 13% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
California Dashboard: Mathematics	All Students were yellow on the 2024 California Dashboard. This was 51.3 points below standard. English Learners were yellow on the 2024 California Dashboard. This was 56.3 points below standard.	All Students will maintain the color yellow and decrease distance from standard by 5.3 points from 51.3 points below standard to 46.0 points below standard on the 2025 California Dashboard. English Learners will maintain the color yellow and decrease distance from standard by 6.3 points from 56.3 points below standard to 50.0 points below standard on the 2025 California Dashboard.
5th Grade California Science Test CAST	During the 2023-2024 school year, 41% of 5th grade students met or exceeded standards on CAST Assessment in Science. During the 2023-2024 school year, 0% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.	During the 2024-2025 school year, 46% of 5th grade students will meet/exceed standards on the CAST Assessment in Science. During the 2024-2025 school year, 25% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.
California Dashboard: Science	All Students: No Performance Color on 2024 California Dashboard. This was 11.2 points below standard.	All students will decrease distance from standard by 6.1 points to go from 11.2 points below standard to 6.1 points below standard on the 2025 California Dashboard for Science.

		English Learners: No Performance Color on 2024 California Dashboard. This was 18.8 points below standard.	English Learners will decrease distance from standard by 9.4 points to go from 18.8 points below standard to 9.4 points below standard on the 2025 California Dashboard for Science.
California Dashboard: English Learner Progress Indicator		50.5% made progress towards English language proficiency on 2024 California Dashboard.	55.5% will be making progress towards English language proficiency on 2024 California Dashboard.
Site Level Professional Development Feedback Forms		Baseline to be determined by data at the end of the 2025-2026 school year and to include the percent of teachers who participate in professional development and rate the training as having a positive impact on instructional practice.	51% of teachers participate in professional development and rate the training as having a positive impact on instructional practice.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students. Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitors own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.	All Students	$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA
1.2	MTSS Data Conferences and Analysis	All Students	$9,600 Title I

	Provide release time for teachers to: * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor- tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement.			1150 Teacher Sub Subs for MTSS Data Conferences $2,398 Title I 3000 Benefits Sub Benefits
1.3	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District ELA/Math/Science/SS Initiative Professional Developments Include: * CORE SIPPS Site Training Grades K-6 * i-Ready Math Leader Walks / PD Days / Lesson Study * Supplies and Materials to support professional development sessions * Other PD opportunities as student and staff needs present themselves Site ELA/Math/Science/SS Based Initiative Professional Developments Include: * Clarity - Visible Learning for Math and ELA * ELD Professional Development Related to Integrated and Designated ELD Instruction * Supplies and Materials to support professional development sessions * Other PD opportunities as student and staff needs present themselves Attendance at off-site professional development and/or learning opportunities	All Students		$9,600 Title I 1150 Teacher Sub $2,398 Title I 3000 Benefits
1.4	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, STEAM and AVID Supplies Ensure students have access to AVID Supplies and materials, supplemental books and instructional materials, duplicating services, STEAM materials, ELD instructional support materials, and software licenses to support instruction aligned with Common Core standards and interventions.	All Students		$18,596 Title I 4300 Materials List Supplies: Student Organization Binders Additional pencils and pens Highlighters Erasers Pencil pouches or basic pencil case Whiteboard markers Spiral Notebooks Binder Paper

		AVID Supplies and materials: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.		Graph Paper Dividers Folders Post-its Small whiteboards Clipboards
1.5		MTSS (Multi-Tiered System of Supports) Collaboration: Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support. Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts. Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation. Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate	All Students	$11,110 Title I 1120 Teacher Temp $3,400 Title I 1150 Teacher Sub $3,625 Title I 3000 Benefits

	efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students. Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework. Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		
1.6	ELD instruction Ensure that students are provided 30 minutes of daily designated EL instruction.	English Learners	$0 Title III
1.7	Instructional Support District ELD Coaches will provide support to classrooms teachers of EL Students.	English Learners	$0 Title III
1.8	Bilingual Para-educators: Bilingual paraeducators will work with certificated and classified staff to provide push-in or pull-out support for instruction of the core for identified EL students.	English Learners	$0 Title III 2120 Para Temp
1.9	Educational Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.	All Students	$10,000 Title I 5800 Prof and Operating/Consultants

	Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.			
1.10	Study Trips Supplementing Grade-Level Core Curriculum: Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips: Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning. Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions. Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings. Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process			$10,000 Title I 5872 Field Trips

	their experiences and make connections to the core curriculum. Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings. Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-3 DIBELS Assessment	During the 2024-2025 school year, 50% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment. Grade K - 46% Grade 1 - 56% Grade 2 - 45% Grade 3 - 56%	During the 2024-2025 school year, 44% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. Grade K - 29% Grade 1 - 48% Grade 2 - 60% Grade 3 - 36%
California Dashboard: ELA	The ALL student group, as demonstrated on the 2024 CA Dashboard report, will increase by 3 points toward standard. The performance color for the ALL student group will move from orange to yellow.	The ALL student group was yellow on the 2024 California Dashboard. This was an increase of 9.3 points from 45.6 points below standard to 36.3 points below standard.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 35% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2 - 35% Grade 3 - 43% Grade 4 - 25% Grade 5 - 41% Grade 6 - 27%	During the 2024-2025 school year, 30% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2 - 32% Grade 3 - 33% Grade 4 - 26% Grade 5 - 23% Grade 6 - 31%
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 35.5% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 35% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Grade 3 - 22% Grade 4 - 44.6% Grade 5 - 33.8% Grade 6 - 41%	Grade 3 - 23% Grade 4 - 22% Grade 5 - 50% Grade 6 - 40%
CA Dashboard: Mathematics	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 3 points toward standard. The performance color for the ALL student group will move from orange to yellow.	The ALL student group was yellow on the 2024 California Dashboard. This was an increase by 13.6 points from 64.9 points below standard to 51.3 points below standard.
K-6th iReady MOY Mathematics Assessment	During the 2024-2025 school year, 30% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. Grade K - 48% Grade 1 - 14% Grade 2 - 18% Grade 3 - 20% Grade 4 - 33% Grade 5 - 47% Grade 6 - 32%	During the 2024-2025 school year, 23% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. Grade K - 23% Grade 1 - 20% Grade 2 - 16% Grade 3 - 9% Grade 4 - 38% Grade 5 - 20% Grade 6 - 36%
3rd- 6th Grade CAASPP Mathematics	During the 2023-2024 school year, 29% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics. Grade 3 - 19.58% Grade 4 - 38.96% Grade 5 - 27.73% Grade 6 - 29%	During the 2023-2024 school year, 24% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics. Grade 3 - 28% Grade 4 - 26% Grade 5 - 34% Grade 6 - 30%
CA Dashboard: English Learner Progress Indicator	56.7% will be making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	50.5% made progress towards English language proficiency on 2024 California Dashboard.

Analysis

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

ELA:
Overall, the effectiveness of the strategies related to growth in ELA were not effective for all students at moving students into proficiency in multiple measures. Throughout the school year, Title 1 funding has gone toward necessary AVID supplies, substitute codes to allow teachers to meet as grade levels for academic data conferences (twice so far this year as of March 2025), as well as primarily toward funding a math intervention teacher position. Below is a breakdown of performance according to each measure in ELA.

DIBELS:
The goal of 50% proficiency for K-3 students by MOY for DIBELS was not met; students did show proficiency at 44% for MOY. The strategies were not entirely ineffective, however, as students showed increased growth from 2023-2024 to 2024-2025 in
the reading fluency and reading accuracy sub-measures.

iReady ELA Universal Screener:

The goal of 35% of grades 2-6 students proficient or better at MOY was not met (students achieved 30% proficiency as of MOY results). That being said, the amount of students two or more grade levels below dropped significantly as a much larger
group of students are not just one grade level below; at BOY 2024-2025, 49% of students were two or more grade levels below (which dropped MOY to 36%). Currently 35% of students are one grade level below or "Ready for Grade Level Content"
according to the iReady Universal Screener. Overall, this shows tremendous growth in moving students closer to proficiency despite not meeting the proficiency goal.

CAASPP:
In 2023-2024, 35% of students at Westwood Elementary demonstrated that they met or exceeded standards on the CAASPP ELA test in grades 3-6. This was an increase of 4.5% in proficiency in all participating grades from the 2022-2023 school year.

Math:
Overall, the effectiveness of the strategies related to growth in math showed to be ineffective at moving students into proficiency in multiple measures. Throughout the school year, Title 1 funding has gone toward necessary supplies, substitute codes to allow teachers to meet as grade levels for academic data conferences (twice so far this year as of March 2025), as well as primarily toward funding a math intervention teacher position. Below is a breakdown of performance according to each measure in Math.

iReady Math Universal Screener (grades K-6):
The goal of 30% proficiency by MOY for the iReady Math Universal Screener was not met; students did show proficiency at 23% for MOY. The strategies were not entirely ineffective, however, as students showed better than "Typical" growth with the
average student at Westwood having already achieved 64% of their projected growth for the year by the MOY benchmark (with the average mean growth being at 50% for the middle of the year). Additionally, the number of students who were 2 or more
grade levels below dropped from 42% in the BOY diagnostic test to just 21% in the MOY for all grade levels. This means that despite not meeting the proficiency goal of the school plan, Westwood students showed more overall math preparedness at an
accelerated rate of growth with 56% of students being considered "Ready for Grade Level Content" and 23% of students being at grade level or above.

CAASPP:
In 2022-2023, 24% of students at Westwood Elementary demonstrated that they met or exceeded standards on the CAASPP test in grades 3-6. In 2023-2024, 24% of students at Westwood Elementary demonstrated that they met or exceeded
standards on the CAASPP test in grades 3-6. Grades 3,5, and 6 met their individual grade level goal.

English Learners:
Overall, despite EL students not meeting their goal according to the SPSA, 50.5% of students showed progress and movement in the English Learner Progress Indicator (ELPI).

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

ELA:
There was no difference between intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for ELA.

The following minor adjustments were made mid-year in order to support student learning outcomes and growth in ELA.
-SIPPS PD - early literacy professional development for 5th and 6th grade teachers
-Begin the school year with both a SIPPS Plus and SIPPS challenge intervention group for 5th and 6th grade to address students with phonics needs
-Grade level data analysis and goal setting at academic data conferences
-Adjusted intervention groupings in K-3 reading intervention groups to respond to data at a weekly basis
-Additional funding was added strategy 1.3 (Supplies) in order to support a need for additional funds to pay for school needs

Math:

Title 1 funding was spent as indicated in the school plan. That being said, the math intervention program was not implemented exactly as indicated in the SPSA plan. The following components of math intervention were listed in the school's plan as they relate to the full-time teacher in a math intervention program for grades 3-6:

Instruction:
-Implemented as necessary but consisted primarily of pull-out instruction versus push-in support
-Teachers were provided instructional support with iReady curriculum

Collaboration/Schedule/Planning
-Communication with teachers was informal and not consistently on a weekly basis
-Math intervention teacher worked with admin to provide input on professional development, scheduling, and data conferences

Assessment Support
-Universal screening was utilized when appropriate and support was given to classroom teachers
-Progress monitoring data was not consistently shared with teachers/administration as written

Additional minor adjustments were made to the implementation of this goals strategies/activities throughout the year as the goal and programs were evaluated:
-Adjusted math intervention groupings from grades 3-6 to respond to data
-Adjusted type of intervention provided in order to focus on gaps in students' foundational skills
-Some intervention was also provided to 2nd grade students
-Set expectations of manipulative use for developing number sense in grades K-3
-Provided release time to teachers to analyze and plan for their math pacing
-Refine math intervention role further to get closer to meeting SPSA guidelines and according to district guidance
-Discussions with math intervention teacher about the expectations of the role according to the SPSA guidelines

English Learners:
There were no significant differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated 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.

Despite not meeting parts or all of certain proficiency goals in multiple measures (DIBLES, CAASPP ELA and Math Data, i-Ready ELA and i-Ready Math Universal Screener, and multiple CA Dashboard indicators) students showed significant growth towards proficiency across multiple universal assessments. That being said, Westwood is seeking to implement increased funding for (targeted) professional development opportunities (both on and off site) for the 2025-2026 school year. Additionally, Westwood will be increasing the amount of funding needed for MTSS collaboration time to support teacher substitutes and timecards as well as funding for supplemental instructional supplies. Finally, Westwood is hoping to utilize increased funding amounts for both educational assemblies as well as academic-centered study trips in support of increased learning outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Behavioral
Westwood will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments (inclusive of staff surveys, focus groups involving students, staff, teachers, and parents) as well as state and local data, there are several areas that emerged that require significant improvement.

Related to Suspension Rates on the 2024 California Dashboard, we have identified notable performance gaps among the following subgroups:
African-American, Asian, Two or More Races, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

Related to Chronic Absenteeism Rates on the 2024 California Dashboard, we have identified notable performance gaps among the following subgroups:
African-American, Asian, Two or More Races, English Learners, and Students with Disabilities

Measures include:
2024 CA Dashboard - Chronic Absenteeism data
2024 CA Dashboard - Suspension Rate data
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity data
PBIS State Recognition level
Panorama SEL Survey for Grades 3-6 data

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is Yellow, which is a decrease of 9.3% from 2023	2025 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group maintains yellow and decreases by 7.4% from 32.1% to 24.7% below the standard.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator:	2025 CA Dashboard Suspension Indicator:

	ALL Student Group is Orange, which is an increase of 1.3% from 2023	ALL Student Group moves to yellow and decreases suspension rate by 0.3% from 3.7% to 3.4% below the standard.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 86% Tier 2 TFI Score 96% Tier 3 TFI Score 82%	2025-2026 Local Data: Tier 1 TFI Score 92+% Tier 2 TFI Score 100% Tier 3 TFI Score 90+%
PBIS State Recognition	Platinum recognition for the 2024-2025 School Year	Maintain Platinum recognition for the 2025-2026 School Year
Panorama SEL Survey for Grades 3-6	The following are MOY data points for the 2024-2025 school year: Positive Feelings: 61% Sense of Belonging: 58% Social Awareness: 56% Challenging Feelings: 45% Self-efficacy: 38% Emotional Regulation: 45%	At MOY data points for the 2025-2026 school year: Positive Feelings: 66% Sense of Belonging:63% Social Awareness: 61% Challenging Feelings: 50% Self-efficacy: 43% Emotional Regulation: 50%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Positive Behavioral Intervention and Supports Implementation and Collaboration: Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern utilizing a software license for the Schoolwide Information System (SWIS). Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student	All Students	$2,222 Title I 1120 Teacher Temp $554 Title I 3000 Benefits $675 Title I 5875 Technology Licenses

	needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives. Purchase of student incentive materials and supplemental books to support student engagement. Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		
2.2	Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components: Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing	All Students	$0 Title I See Goal 1.9

	personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.		
2.3	Structured Recess Four Days a Week to Support Student Engagement, Sense of Belonging, and Suspension Rates Structured recess activities related to sports and visual and performing arts that is supported by outside contractors and includes: Student Leadership Skill Progression Strategy Focus Learning Positions and Terminology Visualization and Regulation Cultural Connections Student Choice Olympic Style Contests Tournaments & Skill Showcases Supports community skill building and provides opportunities for students to develop higher engagement and a sense of belonging to the Westwood campus. Also supports other areas of SEL focus within the SPSA goal.	All Students	$48,696 Title I 5800 Prof and Operating/Consultants	
2.4	Artists in Schools Supplemental Art Program Through art, students generate ideas, organize thoughts, and communicate more effectively. Art in schools helps to support a sense of belonging and	All Students	$4,692 Title I 5800 Prof and Operating/Consultants	

	can contribute to positive feelings about the school site.	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student group moves to yellow at 31.4% which is a decrease of 10% from 2023	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is Yellow at 32.1%, which is a decrease of 9.3% from 2023
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: All Student group is yellow at 2.4% of students having received at least one suspension which is a decrease of 0.1% points.	2024 CA Dashboard Suspension Indicator: ALL Student Group is Orange at 3.7%, which is an increase of 1.3% from 2023
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 90+% Tier 2 TFI Score 96+% Tier 3 TFI Score 91+%	2023-2024 Local Data: Tier 1 TFI Score 86% Tier 2 TFI Score 96% Tier 3 TFI Score 82%
PBIS Recognition	Platinum for the 2023-2024 School Year	Platinum for the 2023-2024 School Year
Panorama Survey	At MOY data points for the 2024-2025 school year: Positive Feelings: 71% Sense of Belonging: 69% Social Awareness: 68% Challenging Feelings: 60% Self-efficacy: 54% Emotional Regulation: 51%	The following are MOY data points for the 2024-2025 school year: Positive Feelings: 61% Sense of Belonging: 58% Social Awareness: 56% Challenging Feelings: 45% Self-efficacy: 38% Emotional Regulation: 45%

Analysis

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

Administration, teachers, and staff received professional development for PBIS and classroom/campus engagement strategies in as written in the SPSA in an ongoing manner throughout the 2024-2025 school year (see goal 5.1 for Professional Development). According to the CA Dashboard, Westwood students maintained a yellow performance level for Chronic Absenteeism, but they moved from a yellow performance level to an orange for Suspension Rate in 2024.

Chronic Absenteeism:
Westwood improved its chronic absenteeism by 9.3% according to the 2024 CA Dashboard
English Learner students' chronic absenteeism increased by 1% to 30.8% for 159 students in 2024
African American students' chronic absenteeism decreased by 25.9% to 35.5% for 31 students in 2024
Asian students' chronic absenteeism decreased by 8.8% to 22.1% for 145 students in 2024
Two or More Races students' chronic absenteeism decreased by 3.6% to 42.6% for 47 students in 2024
Students w/ disabilities decreased 19.3% to 36.2% for 105 students in 2024

Chronic absenteeism for students of two or more races increased 2% to 46.2% for 39 students in 2024

Suspension/Expulsion Rate:
Westwood students had a suspension rate of 3.7% of students being suspended at least one day according to the 2024 CA Dashboard
African American, Asian, and students listed as Two or More Races showed an increase in their suspension rate and are in the red performance band
English Learners, Socioeconomically Disadvantaged, and Students w/ Disabilities showed an increase in their suspension rate and are in the orange performance band
Hispanic students showed a decrease in their suspension rate and are in the green performance band

Social Emotional Learning Data - Panorama Survey:
Students' self-reported SEL data shows that Westwood needs to do more to support students across all measures within the Panorama SEL Survey. In this regard, Westwood needs to look at additional strategies in order to support students.

Positive Behavioral Intervention and Support (PBIS) Fidelity and Recognition:
The fidelity of Westwood's PBIS program is very high and continues to function at a high level. Westwood continues to qualify as a Platinum level school for PBIS recognition and will apply for the same status next year. Despite a 1.3% increase in student suspensions according to the CA Dashboard, Westwood still operates close to the state's average rate of suspension (within 0.5%). Westwood gained the ability to better analyze student behavior data using the SWIS application this year; Westwood will continue to implement better ways of utilizing PBIS using this new data source in order to improve our discipline strategies and suspension rate for 2025.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated 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.

Moving into the 2025-2026 school year, the goal will be adjusted to support goals from our current baselines in the same metrics. Westwood is looking to add additional funding to support strategies and actions such as structured recess programs, behavior data analysis software licensing, increased funding for time cards to support collaboration around students' social emotional needs, as well as increased funding to support the implementation of the schools preventative behavior programs as utilized in a Positive Behavioral Intervention and Supports (PBIS) framework.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement
Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments (inclusive of staff surveys, focus groups involving students, staff, teachers, and parents) as well as local data, there are several areas that emerged that require improvement.

Many parents express a desire to be more engaged in their children's education and school community, but face barriers such as conflicting schedules, limited communication channels, and unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates diverse schedules and preferences while clearly defining the roles and benefits of active involvement in the educational process. Westwood has identified the following areas of need to support this accessible and inclusive approach:
- Consistent communication from school to home
- Supplies for paper communication
- Parent activities during and after school
- Parental engagement in academic support for students

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC Attendance	38 individual parents attended ELAC meetings during the 2024-2025 school year	40+ parents will attend ELAC meetings during the 2024-2025 school year
Parent/Teacher Conferences	347 parents/guardians attended parent/teacher conferences in September of 2024	375+ parents/guardians will participate in parent/teacher conferences during the 2024-2025 school year
Back-to-School Night	364 parents/guardians participated in BTSN in August of 2024	380+ parents/guardians will participate in BTSN during the 2024-2025 school year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All Students	$500 Title I: Parent Involvement 4325 Food For Meetings Light snacks for parent meetings/events $
3.2	Communication: Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All Students	$746 Title I: Parent Involvement 4300 Materials
3.3	Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities: Timecard hours for classified staff to provide support through translation, child care support, and involvement in the following activities: Culturally Inclusive Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided. Parent Café – Organize informal gatherings where EL parents can share their experiences, voice concerns, and collaborate on school initiatives in a welcoming, culturally affirming space. Parent Leadership & Advocacy – Offer leadership training and opportunities for EL parents to serve on advisory committees (e.g., ELAC/DELAC) to amplify their voices in school decision-making. Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.	All Students	$600 Title I: Parent Involvement 2120 Para Temp $237 Title I: Parent Involvement 3000 Benefits
3.4	Student-Led Family Engagement Events:	All Students	$0

	Encourage student-led events such as the Westwood Ice Cream Social, STEAM nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation. Home-school partnerships are leveraged to develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education.		LCFF
3.5	Parent Volunteer Fingerprinting: Due to school and district policy for long-term volunteering opportunities, parent volunteers in instructional spaces must be fingerprinted. To remove the barrier of cost funding is needed to support Westwood parents who are seeking to participate in the classroom for volunteer opportunities.	All Students	$1,400 Title I: Parent Involvement 5800 Prof and Operating/Consultants Livescan vendor to increase parent involvement

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELAC Attendance	25+ parents will attend ELAC meetings during the 2024-2025 school year	38 individual parents attended ELAC meetings during the 2024-2025 school year
Parent/Teacher Conferences	440+ parents/guardians will participate in parent/teacher conferences during the 2024-2025 school year	347 parents/guardians attended parent/teacher conferences in September of 2024
Back-to-School Night	225+ parents/guardians will participate in BTSN during the 2024-2025 school year	364 parents/guardians participated in BTSN in August of 2024

Analysis

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

This year, Westwood showed great growth in parent participation across multiple measures. ELAC attendance and Back to School Night attendance improved greatly according to the sign-in sheet data collected. Parent teacher conference attendance did not meet the goal but still represents a large number (and majority) of Westwood's parents/guardians.

In addition to these measures, Westwood also saw great attendance at weekly Parent Cafes as well as Parent Club-hosted parent nights (movie nights, father daughter dance, cookies with Santa, as well as the Fall Festival.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated 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.

In order to improve parental involvement at Westwood for next year, additional strategies of creating meaningful parental involvement through parental leadership training (at ELAC, Parent Cafe, etc...) and supporting volunteer opportunities through increased funding to remove cost barriers for parent fingerprinting will be utilized.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Additional Targeted Support and Improvement (ATSI)
The educational outcomes of our African American and students of Two or More Races will mirror that of the general population (the "All Students" group as seen on the CA Dashboard).

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Currently, the African American student group and students of Two or More Races are being targeted for additional support; these same two groups exited ATSI for Chronic Absenteeism last year (but qualified for re-entry this year based on suspension rate data).

Suspension Rate:
Westwood students had a suspension rate of 3.7% of students being suspended at least one day according to the 2024 CA Dashboard. African American students and students listed as Two or More Races showed an increase in their suspension rate and are in the red performance band according to the 2024 CA Dashboard.

Chronic Absenteeism:
Westwood improved its chronic absenteeism by 9.3% according to the 2024 CA Dashboard. African American students' chronic absenteeism decreased by 25.9% to 35.5% for 31 students in 2024. Students of Two or More Races' chronic absenteeism decreased by 3.6% to 42.6% for 47 students in 2024

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: All Student group is orange at 3.7% of students having received at least one suspension which is a increase of 1.3% points. African American students showed an increase of 1.9% and are in the red performance band according to the 2024 CA Dashboard. Students listed as Two or More Races showed an increase of 1.4% and are in the red performance band according to the 2024 CA Dashboard.	2025 CA Dashboard Suspension Indicator: All Student group will move to yellow at 3.0% of students having received at least one suspension which is a decrease of 0.7% points. African American students will show an decrease of 0.3% in suspension rate and will move to the yellow performance band according to the 2025 CA Dashboard. Students listed as Two or More Races showed a decrease of 0.3% in suspension rate and will move to the yellow performance band according to the 2025 CA Dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Professional Development Provide professional development opportunities to administration, teachers, and staff related to PBIS and classroom engagement strategies as it relates to the performance indicators.	African American and students of Two or More Races	$0 Title I See Goal 1.3
4.2	Collaboration / MTSS Data Conferences Provide time during MTSS data conferences for admin, teachers, and staff to collaborate, plan, and review data in regard to engagement strategies and its impact on each of the indicators. In addition, opportunities will be provided to teachers and staff to collaborate and analyze attendance data.	African American and students of Two or More Races	$0 Title I See Goals 1.2 and 1.5
4.3	Positive Behavioral Intervention and Supports Implementation and Collaboration: Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students,	African American and students of Two or More Races	$0 Title I See Goal 2.1

	and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern utilizing a software license for the Schoolwide Information System (SWIS). Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives. Purchase of student incentive materials and supplemental books to support student engagement. Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		See Goal 2.3
4.4	Structured Recess Four Days a Week to Support Student Engagement, Sense of Belonging, and Suspension Rates	African American and students of Two or More Races	$0 Title I See Goal 2.3

| | Structured recess activities related to sports and visual and performing arts that is supported by outside contractors and includes:

Student Leadership
Skill Progression
Strategy Focus
Learning Positions and Terminology
Visualization and Regulation
Cultural Connections
Student Choice
Olympic Style Contests
Tournaments & Skill
Showcases

Supports community skill building and provides opportunities for students to develop higher engagement and a sense of belonging to the Westwood campus. Also supports other areas of SEL focus within the SPSA goal. | | |

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Dashboard 2024: Chronic Absenteeism	African American Students: Westwood Elementary will reduce the chronic absenteeism rate by .5% or more for the African American students in order to obtain the orange performance level on the 2024 CA Dashboard. Students of Two or More Races: Westwood Elementary will reduce the chronic absenteeism rate by .5% or more for the African American students in order to obtain the orange performance level on the 2024 CA Dashboard.	African American Students: Westwood's African American student group demonstrated a 25.9% decrease in suspension rates and performed in the Orange performance band on the 2024 CA Dashboard. Students of Two or More Races: Westwood's students identified as Two or More Races showed a 3.6% decrease in suspension rates and also performed in the Orange performance band on the 2024 CA Dashboard.

Analysis

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

Westwood saw success in reducing the rates of Chronic Absenteeism for both African American students and those students listed as Two or More Races on the 2024 California Dashboard. The strategies of collaboration and professional development were successful at showing growth towards this goal.

Both student groups, African American and Two or More races, were exited from Additional Targeted Support and Improvement (ATSI) for moving from red to orange performance bands on the 2024 California Dashboard.

Westwood, however, saw an increase in regard to suspension rates according to the 2024 California Dashboard. Because of this, African American students and students of Two or More races saw an increase in the rate of suspensions. Due to this, both student groups will be under Additional Targeted Support and Improvement (ATSI) for suspension rates in the 2025-2026 school year.

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

There were no major differences between the intended plan and the implementation of the plan (including expenditures).

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

Going into the 2025-2026 school year, Westwood will be shifting its focus for targeted subgroups of students in order to reduce suspension rates. Westwood will continue to utilize strong professional development and MTSS collaboration in support of this effort, but other strategies will be added. One strategy is the addition of funding to support PBIS implementation and collaboration. This will allow staff to analyze behavior data utilizing the Schoolwide Information System (SWIS) application in order to more quickly analyze and support student behavior needs. Additionally, Westwood will utilize additional funding in order to develop a structured recess program at both morning and lunch recess; this will support student engagement and provide additional structures to support students with behavioral needs.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$141,049.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$141,049.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$137,566.00
Title I: Parent Involvement	$3,483.00
Title III	$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $141,049.00

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 ($)
Central Title I	$0.00
LCFF	$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $141,049.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
LCFF	0.00
Title I	137,566.00
Title I: Parent Involvement	3,483.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	13,332.00
1150 Teacher Sub	22,600.00
1900 Other Cert Salaries	0.00
2120 Para Temp	600.00
3000 Benefits	9,212.00
4300 Materials	19,342.00
4325 Food For Meetings	500.00
5800 Prof and Operating/Consultants	64,788.00
5872 Field Trips	10,000.00
5875 Technology Licenses	675.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
	LCFF	0.00
	Title I	0.00
1120 Teacher Temp	Title I	13,332.00
1150 Teacher Sub	Title I	22,600.00
3000 Benefits	Title I	8,975.00
4300 Materials	Title I	18,596.00
5800 Prof and Operating/Consultants	Title I	63,388.00
5872 Field Trips	Title I	10,000.00
5875 Technology Licenses	Title I	675.00
2120 Para Temp	Title I: Parent Involvement	600.00
3000 Benefits	Title I: Parent Involvement	237.00
4300 Materials	Title I: Parent Involvement	746.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,400.00
	Title III	0.00
2120 Para Temp	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	80,727.00
Goal 2	56,839.00
Goal 3	3,483.00
Goal 4	0.00

School Site Council Membership

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

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

Name of Members	Role
Joe Ward	Principal
Eva Gomez	Other School Staff
Carol Rexroth	Classroom Teacher
Phetkadai Hyman	Classroom Teacher
Michelle Ramos-LaGrone	Classroom Teacher
Jeff Lewis	Parent or Community Member
Anahi Avelar	Parent or Community Member
Adela Ramirez	Parent or Community Member
Mauro Flores	Parent or Community Member
Jessica Williams	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 April 24, 2025.

Attested:
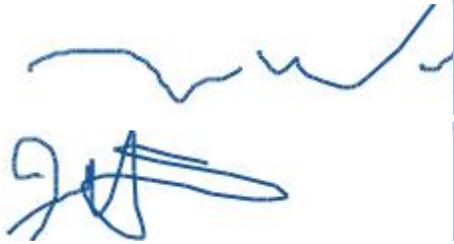
	Principal, Joe Ward on April 24, 2025
	SSC Chairperson, Jeff Lewis on April 24, 2025