



Schoolwide Plan Program (SWP) 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	43-69674-6049043	April 9, 2024	June 13, 2024

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 Schoolwide Plan Program (SWP) 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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Comprehensive Needs Assessment Components 3
 - California School Dashboard (Dashboard) Indicators 3
 - Other Needs 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - CAASPP Results..... 7
 - ELPAC Results 11
 - California School Dashboard 14
- Goals, Strategies, & Proposed Expenditures..... 26
 - Goal 1..... 26
 - Goal 2..... 31
 - Goal 3..... 35
 - Goal 4..... 39
- Budget Summary 42
 - Budget Summary 42
 - Other Federal, State, and Local Funds 42
- Budgeted Funds and Expenditures in this Plan 43
 - Funds Budgeted to the School by Funding Source..... 43
 - Expenditures by Funding Source 43
 - Expenditures by Budget Reference 43
 - Expenditures by Budget Reference and Funding Source 43
 - Expenditures by Goal..... 43
- School Site Council Membership 45
- Recommendations and Assurances 46

Plan Description

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

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

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

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

2023-2024 SSC Meeting Dates and Topics

November 28 3:00-4:00 Review of 2023-24 Plan; Goals and Activities, iReady data and CAASPP review (updated 2022-23 needs)

December 20 3:00-4:00 Review of Trimester 1 Data, progress on goals and Safety Plan Input

January 17 3:00-4:00 Review of SSC purpose and goals, approval of safety plan

February 13 3:00-4:00 Review of Trimester 2 Data and progress on goals

March 20 3:00-4:00 Input for Goals/Activities for 2024-2025 (needs assessment data review)

April 9 3:00-4:00 Introduction of 2024-2025 SPSA

May 14 3:00-4:00 Approval of 2024-2025 SPSA

2023-2024 ELAC Meeting Dates and Topics

October 11 6:30-7:30 RFEP Celebration and ELL data/process review

December 12 9:00-10:00 School program for ELL support, review of Lexia

February 28 9:00-10:00 Data Talks and ELPAC score review

April 30 2:45-3:45 Literacy Celebration and SPSA review/approval

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.

Chronic Absenteeism

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.

ELA: English Learners and Hispanic, Math: ENglish Learners

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

iREADY ELA Diagnostic 3 (March 2024)

Met/exceeded Benchmark

Overall: 57%

Students w/IEP's: 22% (area of concern)

English Learners: 31% (area of concern)

Hispanic/Latino: 41% (area of concern)

Fountas & Pinnell (March 2024)

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

Overall: 68%

Students w/IEP's: 34% (area of concern)

English Learners: 40% (area of concern)

Econ Disadvantaged: 48% (area of concern)

Hispanic/Latino: 52% (area of concern)

iREADY Math Diagnostic 3 (March 2024)

Met/exceeded Benchmark

Overall: 48%

Students w/IEP's: 22% (area of concern)

English Learners: 34% (area of concern)

Hispanic/Latino: 29% (area of concern)

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Westwood Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	%	0.52%	1		2
African American	3.1%	4.49%	4.19%	12	16	16
Asian	16.2%	17.13%	15.71%	62	61	60
Filipino	5.0%	4.78%	4.19%	19	17	16
Hispanic/Latino	37.9%	38.20%	40.05%	145	136	153
Pacific Islander	0.5%	1.12%	1.05%	2	4	4
White	27.2%	25.56%	26.18%	104	91	100
Multiple/No Response	8.4%	7.87%	7.59%	32	28	29
Total Enrollment				383	356	382

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	68	56	86
Grade 1	68	68	54
Grade 2	60	62	64
Grade3	70	54	64
Grade 4	66	60	56
Grade 5	51	56	58
Total Enrollment	383	356	382

Conclusions based on this data:

1. Enrollment has maintained.
2. Over the past three years, enrollment IS declining at the upper grade level.
3. Enrollment continues necessitate a grade 4/5 combination classroom due to classroom cap sizes.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	77	94	106	20.10%	26.4%	27.7%
Fluent English Proficient (FEP)	39	31	48	10.20%	8.7%	12.6%
Reclassified Fluent English Proficient (RFEP)	20	7	16	5.2%	2.0%	4.2%

Conclusions based on this data:

1. Our EL population is increasing.
2. The RFEP data shows the number of students increasing.
3. Total FEP population is also increasing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	56	66	0	53	60	0	53	60	0.0	94.6	90.9
Grade 4	65	66	55	0	63	49	0	63	49	0.0	95.5	89.1
Grade 5	49	59	65	0	59	61	0	59	61	0.0	100.0	93.8
All Grades	184	181	186	0	175	170	0	175	170	0.0	96.7	91.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2457.	2421.		32.08	21.67		33.96	21.67		20.75	31.67		13.21	25.00
Grade 4		2509.	2518.		42.86	44.90		26.98	18.37		15.87	18.37		14.29	18.37
Grade 5		2505.	2530.		25.42	32.79		25.42	34.43		22.03	13.11		27.12	19.67
All Grades	N/A	N/A	N/A		33.71	32.35		28.57	25.29		19.43	21.18		18.29	21.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.42	15.00		62.26	76.67		11.32	8.33
Grade 4		28.57	32.65		65.08	51.02		6.35	16.33
Grade 5		18.64	27.87		57.63	60.66		23.73	11.48
All Grades		24.57	24.71		61.71	63.53		13.71	11.76

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.53	15.00		54.72	56.67		20.75	28.33
Grade 4		30.16	28.57		57.14	63.27		12.70	8.16
Grade 5		20.34	19.67		55.93	68.85		23.73	11.48
All Grades		25.14	20.59		56.00	62.94		18.86	16.47

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.87	15.00		75.47	68.33		5.66	16.67
Grade 4		15.87	26.53		73.02	63.27		11.11	10.20
Grade 5		8.47	14.75		81.36	73.77		10.17	11.48
All Grades		14.29	18.24		76.57	68.82		9.14	12.94

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.75	20.00		64.15	63.33		15.09	16.67
Grade 4		25.40	30.61		63.49	61.22		11.11	8.16
Grade 5		22.03	27.87		66.10	60.66		11.86	11.48
All Grades		22.86	25.88		64.57	61.76		12.57	12.35

Conclusions based on this data:

1. Overall student performance has decreased.
2. Most students are falling into the "at or near standard" category in all areas.
3. Producing clear and purposeful writing is the area of greatest need amongst all grades.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	56	66	0	55	62	0	55	62	0.0	98.2	93.9
Grade 4	65	66	55	0	65	53	0	65	53	0.0	98.5	96.4
Grade 5	49	59	65	0	59	65	0	59	65	0.0	100.0	100.0
All Grades	184	181	186	0	179	180	0	179	180	0.0	98.9	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2442.	2432.		25.45	16.13		21.82	25.81		29.09	35.48		23.64	22.58
Grade 4		2500.	2508.		29.23	28.30		38.46	26.42		18.46	28.30		13.85	16.98
Grade 5		2482.	2504.		13.56	16.92		16.95	23.08		35.59	35.38		33.90	24.62
All Grades	N/A	N/A	N/A		22.91	20.00		26.26	25.00		27.37	33.33		23.46	21.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.27	20.97		50.91	61.29		21.82	17.74
Grade 4		35.38	32.08		47.69	54.72		16.92	13.21
Grade 5		15.25	18.46		47.46	55.38		37.29	26.15
All Grades		26.26	23.33		48.60	57.22		25.14	19.44

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.45	20.97		47.27	56.45		27.27	22.58
Grade 4		30.77	39.62		50.77	45.28		18.46	15.09
Grade 5		10.17	18.46		66.10	56.92		23.73	24.62
All Grades		22.35	25.56		54.75	53.33		22.91	21.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.73	14.52		49.09	69.35		18.18	16.13
Grade 4		30.77	28.30		56.92	60.38		12.31	11.32
Grade 5		11.86	16.92		59.32	60.00		28.81	23.08
All Grades		25.14	19.44		55.31	63.33		19.55	17.22

Conclusions based on this data:

1. Overall student performance has decreased.
2. Most students are falling into the "at or near standard" category in all areas of mathematics.
3. Problem solving & modeling/data analysis is a new area of focus as this contains the largest percentage of students below standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1429.5	*	1411.4	1438.1	*	1424.2	1409.4	*	1381.2	31	10	34
1	1457.5	1445.7	*	1469.5	1458.6	*	1444.9	1432.2	*	14	22	9
2	1511.5	1451.4	1457.1	1493.4	1467.0	1457.1	1529.1	1435.1	1456.7	14	13	16
3	1478.9	1490.6	1468.6	1475.5	1480.2	1466.8	1481.7	1500.4	1469.9	17	14	14
4	1527.3	1485.4	1522.5	1509.6	1478.1	1524.3	1544.3	1492.4	1520.3	12	19	16
5	*	1535.7	1497.8	*	1532.9	1491.4	*	1537.8	1503.9	9	12	17
All Grades										97	90	106

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.35	*	8.82	45.16	*	29.41	25.81	*	44.12	9.68	*	17.65	31	*	34
1	14.29	13.64	*	42.86	40.91	*	14.29	18.18	*	28.57	27.27	*	14	22	*
2	28.57	15.38	6.25	42.86	15.38	31.25	21.43	38.46	31.25	7.14	30.77	31.25	14	13	16
3	17.65	7.14	0.00	17.65	42.86	28.57	47.06	42.86	50.00	17.65	7.14	21.43	17	14	14
4	16.67	5.26	25.00	66.67	31.58	50.00	16.67	42.11	18.75	0.00	21.05	6.25	12	19	16
5	*	25.00	17.65	*	33.33	11.76	*	41.67	58.82	*	0.00	11.76	*	12	17
All Grades	18.56	12.22	10.38	43.30	34.44	29.25	25.77	35.56	41.51	12.37	17.78	18.87	97	90	106

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.90	*	8.82	61.29	*	38.24	12.90	*	29.41	12.90	*	23.53	31	*	34
1	35.71	22.73	*	21.43	31.82	*	35.71	27.27	*	7.14	18.18	*	14	22	*
2	21.43	23.08	12.50	35.71	23.08	37.50	35.71	46.15	31.25	7.14	7.69	18.75	14	13	16
3	23.53	7.14	21.43	41.18	64.29	28.57	17.65	21.43	21.43	17.65	7.14	28.57	17	14	14
4	58.33	15.79	62.50	16.67	52.63	25.00	16.67	10.53	6.25	8.33	21.05	6.25	12	19	16
5	*	41.67	23.53	*	41.67	41.18	*	16.67	17.65	*	0.00	17.65	*	12	17
All Grades	27.84	18.89	21.70	41.24	43.33	34.91	20.62	24.44	23.58	10.31	13.33	19.81	97	90	106

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.13	*	2.94	32.26	*	23.53	41.94	*	41.18	9.68	*	32.35	31	*	34
1	0.00	9.09	*	50.00	31.82	*	21.43	31.82	*	28.57	27.27	*	14	22	*
2	28.57	7.69	6.25	42.86	15.38	25.00	21.43	38.46	31.25	7.14	38.46	37.50	14	13	16
3	5.88	7.14	0.00	17.65	28.57	7.14	58.82	50.00	64.29	17.65	14.29	28.57	17	14	14
4	16.67	0.00	6.25	66.67	21.05	43.75	8.33	36.84	31.25	8.33	42.11	18.75	12	19	16
5	*	0.00	0.00	*	50.00	11.76	*	41.67	41.18	*	8.33	47.06	*	12	17
All Grades	13.40	5.56	2.83	38.14	28.89	22.64	34.02	36.67	38.68	14.43	28.89	35.85	97	90	106

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.13	*	26.47	70.97	*	64.71	12.90	*	8.82	31	*	34
1	28.57	27.27	*	64.29	63.64	*	7.14	9.09	*	14	22	*
2	21.43	15.38	6.25	71.43	76.92	81.25	7.14	7.69	12.50	14	13	16
3	29.41	28.57	21.43	52.94	57.14	50.00	17.65	14.29	28.57	17	14	14
4	41.67	21.05	56.25	50.00	52.63	37.50	8.33	26.32	6.25	12	19	16
5	*	41.67	17.65	*	33.33	64.71	*	25.00	17.65	*	12	17
All Grades	25.77	25.56	26.42	63.92	58.89	59.43	10.31	15.56	14.15	97	90	106

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	29.03	*	8.82	58.06	*	52.94	12.90	*	38.24	31	*	34
1	28.57	18.18	*	64.29	59.09	*	7.14	22.73	*	14	22	*
2	28.57	30.77	18.75	57.14	61.54	56.25	14.29	7.69	25.00	14	13	16
3	23.53	28.57	28.57	58.82	64.29	42.86	17.65	7.14	28.57	17	14	14
4	50.00	15.79	62.50	50.00	68.42	31.25	0.00	15.79	6.25	12	19	16
5	*	75.00	41.18	*	25.00	35.29	*	0.00	23.53	*	12	17
All Grades	34.02	26.67	26.42	55.67	58.89	47.17	10.31	14.44	26.42	97	90	106

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.23	*	2.94	83.87	*	79.41	12.90	*	17.65	31	*	34
1	21.43	13.64	*	50.00	54.55	*	28.57	31.82	*	14	22	*
2	35.71	15.38	12.50	50.00	46.15	43.75	14.29	38.46	43.75	14	13	16
3	5.88	14.29	0.00	47.06	57.14	35.71	47.06	28.57	64.29	17	14	14
4	8.33	0.00	25.00	83.33	57.89	56.25	8.33	42.11	18.75	12	19	16
5	*	8.33	5.88	*	75.00	52.94	*	16.67	41.18	*	12	17
All Grades	13.40	10.00	7.55	64.95	58.89	56.60	21.65	31.11	35.85	97	90	106

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	41.94	*	20.59	35.48	*	38.24	22.58	*	41.18	31	*	34
1	0.00	4.55	*	71.43	72.73	*	28.57	22.73	*	14	22	*
2	35.71	15.38	18.75	50.00	53.85	50.00	14.29	30.77	31.25	14	13	16
3	5.88	0.00	14.29	82.35	100.00	57.14	11.76	0.00	28.57	17	14	14
4	16.67	10.53	6.25	75.00	57.89	87.50	8.33	31.58	6.25	12	19	16
5	*	25.00	5.88	*	75.00	82.35	*	0.00	11.76	*	12	17
All Grades	23.71	13.33	13.21	58.76	65.56	59.43	17.53	21.11	27.36	97	90	106

Conclusions based on this data:

1. Not only is our EL population growing, our newcomer (Level 1-2) numbers are increasing.
2. More students are reaching level 4.
3. EL students performed the highest in the areas of speaking and listening.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
382	47.1	24.3	0.3
Total Number of Students enrolled in Westwood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	93	24.3
Foster Youth	1	0.3
Homeless		
Socioeconomically Disadvantaged	180	47.1
Students with Disabilities	33	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	4.2
American Indian	2	0.5
Asian	60	15.7
Filipino	16	4.2
Hispanic	153	40.1
Two or More Races	29	7.6
Pacific Islander	4	1
White	100	26.2

Conclusions based on this data:

1. Our largest ethnic groups continue to be Hispanic and White.
2. Our population of EL continues to ncrease.
3. Our students receiving free/reduced lunch continues to increase.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Orange	Suspension Rate Yellow
Mathematics Green		
English Learner Progress Blue		

Conclusions based on this data:

1. Westwood needs to continue to improve interventions provided to students (and families) with chronic absenteeism.
2. Westwood's suspension rate continues to decline from previous years.
3. Our EL population has made great gains.

School and Student Performance Data

Academic Performance English Language Arts

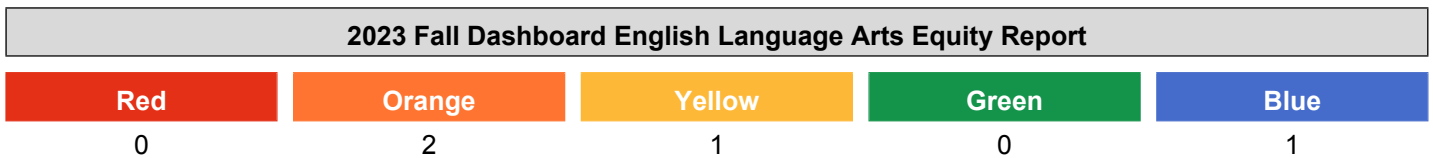
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 22.4 points above standard Maintained +1.9 points 160 Students	English Learners  Orange 40 points below standard Decreased Significantly -19.9 points 42 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged  Yellow 13.4 points below standard Increased +6.1 points 78 Students	Students with Disabilities 78 points below standard Maintained +0.1 points 29 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 1 Student	69.7 points above standard Increased Significantly +26.3 points 16 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12 points below standard Decreased -4.1 points 75 Students	6.2 points above standard Decreased Significantly - 84.2 points 14 Students	Less than 11 Students 1 Student	 Blue 45.1 points above standard Increased +10.1 points 40 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.4 points below standard Decreased -11.8 points 28 Students	14.2 points above standard Decreased Significantly -46.2 points 15 Students	37.1 points above standard Increased +5.6 points 106 Students

Conclusions based on this data:

1. Our English Learners remain an area of focus, as the area of greatest gap below standard.
2. Hispanic students remain an area of focus, as the largest student population group with a gap below standard.
3. Socioeconomically Disadvantaged students were a focus area that increase last year.

School and Student Performance Data

Academic Performance Mathematics

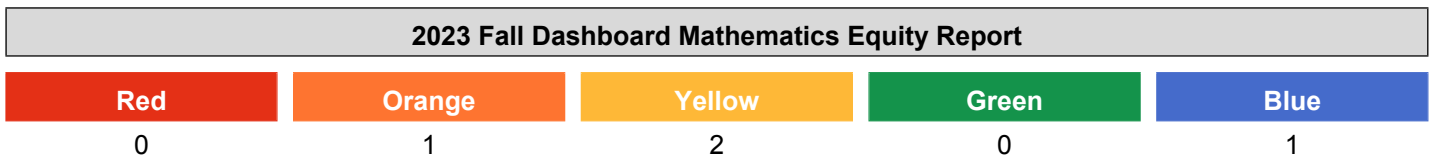
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 2 points above standard Increased +7.8 points 160 Students	English Learners  Orange 30.9 points below standard Maintained -0.1 points 41 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged  Yellow 30.3 points below standard Increased +6.6 points 78 Students	Students with Disabilities 91.7 points below standard Increased Significantly +19.1 points 29 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 1 Student	67.6 points above standard Increased +13.9 points 16 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.7 points below standard Increased +6.4 points 75 Students	25.3 points below standard Decreased Significantly - 94.7 points 14 Students	Less than 11 Students 1 Student	 Blue 22.1 points above standard Increased Significantly +21.2 points 40 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.9 points below standard Maintained -1.9 points 27 Students	5.3 points below standard Decreased Significantly -24.2 points 15 Students	8.8 points above standard Increased +8.2 points 106 Students

Conclusions based on this data:

1. Our English Learners remain an area of focus, as the area of greatest gap below standard.
2. Socioeconomically Disadvantaged students are another focus area as they also show a gap below standard.
3. Hispanic students made growth last year, but continue to remain an area of focus, as the largest student population group with a gap below standard.

School and Student Performance Data

Academic Performance English Learner Progress

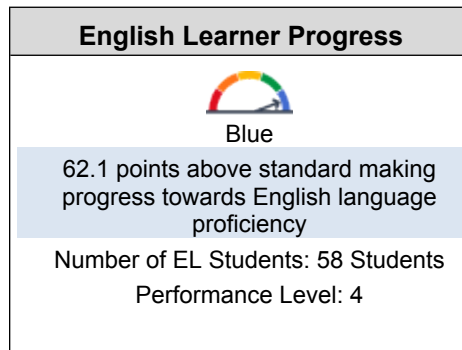
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 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.

2023 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
6	16	0	36

Conclusions based on this data:

1. 62% of ELs are progressing at least one level annually, which is a 20% increase from last year.
2. 27% of EL students maintained, showing a need for continued intervention.
3. 10% of EL students decreased in one level, needing significant intervention. This is a major decrease in percentage from last year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

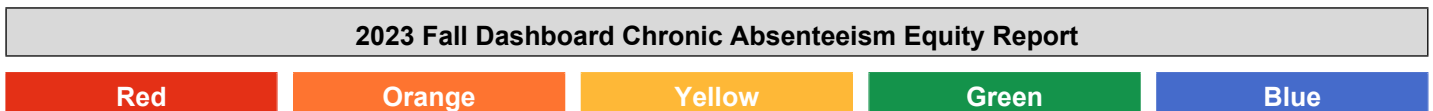
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 21.8% Chronically Absent Declined -1.4 422 Students	 Orange 23.3% Chronically Absent Declined -2.7 116 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 4 Students	 Yellow 26.8% Chronically Absent Declined Significantly -8.2 209 Students	 Red 35.8% Chronically Absent Increased 16.3 53 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>11.8% Chronically Absent</p> <p>Declined -3.2</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p> Yellow</p> <p>10.1% Chronically Absent</p> <p>Declined -8.6</p> <p>69 Students</p>	<p>25% Chronically Absent</p> <p>Declined -2.8</p> <p>16 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>30.5% Chronically Absent</p> <p>Increased 1.7</p> <p>174 Students</p>	<p> Red</p> <p>21.9% Chronically Absent</p> <p>Increased 3.7</p> <p>32 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p> Yellow</p> <p>17.6% Chronically Absent</p> <p>Declined -1.4</p> <p>108 Students</p>

Conclusions based on this data:

1. Chronic absenteeism continues to be a huge concern, but is decreasing in most student groups.
2. SED students were a focus from last year and decreased significantly.
3. Both out SPED population and Hispanic students have increased in the rates of absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

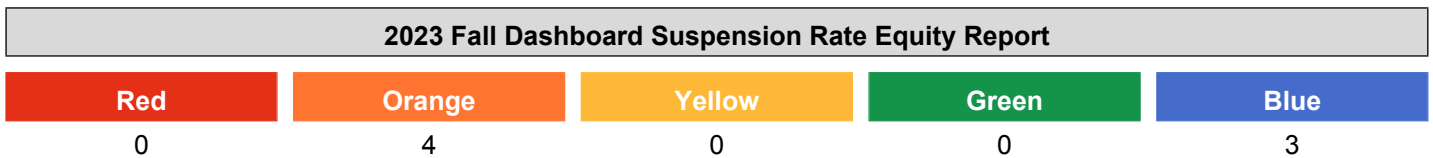
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.7 431 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 2.5 120 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>Less than 11 Students 4 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 0.6 211 Students</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 53 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -5 17 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3 75 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 18 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.7 174 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 32 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 108 Students</p>

Conclusions based on this data:

- Suspensions continue to remain a "last resort" discipline model, indicated by the low number of suspension data.
- Both Hispanic and Asian subgroups had an increase in suspension.

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: Literacy and Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- GOAL 1 - High quality academics and equitable opportunities: All students will make measurable annual progress toward mastering California Standards and toward graduation as indicated in the metrics for each goal. We will raise student achievement overall and reduce the achievement gap between student groups as indicated in the metrics for each goal.
- GOAL 2 - Addressing the whole child: All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.

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.

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

Annual Measurable Outcomes

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
F&P Scores	<p>Fountas & Pinnell (March 2024) Met/exceeded Tri 2 Benchmark (gr K-5) Overall: 68% Students w/IEP's: 34% English Learners: 40% Economically Disadvantaged: 48% Hispanic/Latino: 52%</p> <p>Fountas & Pinnell (March 2023) Met/exceeded Tri 2 Benchmark (gr K-5) Overall: 63% Students w/IEP's: 30% English Learners: 30% Econ Disadvantaged: 43% Hispanic/Latino: 48%</p>	By June of 2025 increase the number of K-5 students reading on grade level by 5% overall and 10% target student groups (EL, Hispanic/Latinx, Low-Income, Students w/IEP's) as measured by Fountas & Pinnell benchmarks.
ELA CAASPP	<p>2023-2024 ELA CAASPP data will be entered in Fall 2024.</p> <p>2022-2023 CAASPP Met or exceeded grade level in ELA: Overall: 58% Special Education: 17% English Learners: 17% Economically Disadvantaged: 41% Hispanic/Latino: 45%</p>	<p>Overall Goal: Current (2024-25) 3rd graders overall will meet or exceed the achievement of 2023-2024 3rd graders on the CAASPP (ELA).</p> <p>Closing the achievement gap: We will reduce the number of 3rd graders in target groups (EL, Hispanic/Latino, Economically Disadvantaged, Students w/IEP's) who score below standard by 10% or more compared to prior year's 3rd graders in those student groups.</p> <p>Every 4th and 5th grader will increase their scale scores significantly enough to maintain or exceed within the scale score band in which they scored this year, with 10% more students meeting proficiency.</p> <p>Closing the achievement gap: (EL, Hispanic/Latino, Economically Disadvantaged, Students w/IEP's) will increase their scale scores significantly enough to move higher within their previous band (from "bottom third" of the scale score range to the middle third, from middle third to the top third, from top third to the bottom third of the next level, etc.).</p>
Math CAASPP	<p>2023-2024 Math CAASPP data will be entered in Fall 2024.</p> <p>2022-2023 Math CAASPP Met or exceeded grade level in Math: Overall: 47% Special Education: 22% English Learners: 14% Economically Disadvantaged: 30% Hispanic/Latino: 29%</p>	<p>Overall Goal: Current (2024-2025) 3rd graders overall will meet or exceed the achievement of 2023-2024 3rd graders on the CAASPP (Math).</p> <p>Closing the achievement gap: We will reduce the number of 3rd graders in target groups (EL, Hispanic/Latino, Economically Disadvantaged, Students w/IEP's) who score below standard by</p>

		<p>10% or more compared to prior year's 3rd graders in those student groups.</p> <p>Every 4th and 5th grader will increase their scale scores significantly enough to maintain or exceed within the scale score band in which they scored this year, with 10% more students meeting proficiency.</p> <p>Closing the achievement gap: (EL, Hispanic/Latino, Economically Disadvantaged, Students w/IEP's) will increase their scale scores significantly enough to move higher within their previous band (from "bottom third" of the scale score range to the middle third, from middle third to the top third, from top third to the bottom third of the next level, etc.).</p>
iReady Reading Diagnostic	<p>iREADY ELA Diagnostic 3 (March 2024) Met/exceeded Benchmark Overall: 57% Students w/IEP's: 22% English Learners: 31% Econ Disadvantaged: Hispanic/Latino:41%</p> <p>iREADY ELA Diagnostic 3 (March 2023) Met/exceeded Benchmark Overall: 57% Students w/IEP's: 24% English Learners: 28% Econ Disadvantaged: 44% Hispanic/Latino:42%</p>	<p>All students will make annual growth targets in iReady ELA.</p> <p>Closing the achievement gap: EL, Hispanic/Latinx, Low-Income, Students w/IEP's will exceed annual growth targets on the way towards stretch growth targets in iReady ELA.</p> <p>Students who scored one or more years below grade level on the iReady diagnostics will exceed typical growth targets on the way towards stretch goals in iReady ELA.</p>
iReady Math Diagnostic	<p>iREADY Math Diagnostic 3 (March 2024) Met/exceeded Benchmark Overall: 48% Students w/IEP's: 22% English Learners: 34% Hispanic/Latino: 29%</p> <p>iREADY Math Diagnostic 3 (March 2023) Met/exceeded Benchmark Overall: 49% Students w/IEP's: 22% English Learners: 27% Econ Disadvantaged: 19% Hispanic/Latino: 31%</p>	<p>All students will make annual growth targets in iReady Math.</p> <p>Closing the achievement gap: EL, Hispanic/Latinx, Low-Income, Students w/IEP's will exceed annual growth targets on the way towards stretch growth targets in iReady Math.</p> <p>Students who scored one or more years below grade level on the iReady diagnostics will exceed typical growth targets on the way towards stretch goals in iReady Math.</p>

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	<p>PROFESSIONAL DEVELOPMENT/COLLABORATION</p> <ul style="list-style-type: none"> Trimester Grade Level Collaboration for teachers to review data and plan for their grade level, with time set aside for target meetings with MTSS Team. Hourly compensation for site leadership collaboration. Professional Development opportunities such as: District Training (Opt-In summer, school year, and after school hourly training), CIM, possible outside conferences. Substitutes for release days for teachers to attend training. Hourly compensation for teachers to attend after-hours/summer. 	All students	15147 Targeted Allocation 1000-1999: Certificated Personnel Salaries Subs, Hourly compensation for PD/collaboration/trainings
1.2	<p>MATERIALS</p> <ul style="list-style-type: none"> Purchase additional support materials for literacy and math (such as: online licenses/programs: RAZ Kids, Writing A to Z, books, technology, and tech support) 	All students	1500 Targeted Allocation 0001-0999: Unrestricted: Locally Defined Support materials (license, online, books, technology)
1.3	<p>LIBRARY SUPPORT</p> <ul style="list-style-type: none"> Purchase library materials, books and hardware/software based on library and curriculum standards, student demographics, and circulation and collection data. 	All students	1000 Targeted Allocation 4000-4999: Books And Supplies Library materials, books, hardware/software, MP3 books
1.4	<p>INTERVENTION SUPPORT TEAM</p> <ul style="list-style-type: none"> 1.0 Comprehensive Coordinated Early Intervention Supports (CCEIS) Coach (district provided) to coach, mentor, and co-teach Primary (K-2) teachers in supporting target groups with small group intervention, best practices, and culturally responsive strategies. The CCEIS coach will also work with the MTSS team to coordinate interventions and support classified staff supporting target students. Additional hourly classified support (extended yard duty on STLA) to support implementation of small groups in the classroom under direction of the teacher. 	Students below level in reading and/or math, EL students needing additional support	46978 Targeted Allocation 2000-2999: Classified Personnel Salaries salary for 3 hourly classified support
1.7			

1.8			
-----	--	--	--

Annual Review

SPSA Year Reviewed: 2023-24

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.

Analysis

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

Target meetings and PLC with a PD focus has been a key factor in common language and articulation around goals for this year. We have seen an increase in F&P scores overall (5%) for students, with the same growth in each sub-group, though not closing the gap for our sub groups.
 The MTSS aide structure has really support designated ELD and EL growth over the year, seen in the F&P reading scores of our EL population.

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

none

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

We will review CAASPP and ELPAC data in the fall, but believe the goal is still applicable: specific, measurable, and attainable.

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.

ENGLISH LANGUAGE DEVELOPMENT

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- GOAL 1 - High quality academics and equitable opportunities: All students will make measurable annual progress toward mastering California Standards and toward graduation as indicated in the metrics for each goal. We will raise student achievement overall and reduce the achievement gap between student groups as indicated in the metrics for each goal.
- GOAL 2 - Addressing the whole child: All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
- GOAL 3 - Community involvement: SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

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.

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

Annual Measurable Outcomes

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
ELPAC	<p>Spring 2024 Data to be entered in Fall 2024</p> <p>Spring 2023 Data Number of students tested overall: Level 4 - Well Developed: 13% Level 3 - Moderately Developed: 30% Level 2 - Somewhat Developed: 43% Level 1 - Beginning Stage: 18% 10% Decreased one or more levels 27% Maintained level 162% Increased one or more levels</p> <p>Reclassification Data: 2023-2024 data to be entered in Fall 2024 2022-2023 12/120 students reclassified 2021-2022 18/89 students reclassified 2020-2021 21/97 students reclassified</p> <p>2024-2025 at risk of LTEL: to be added in fall 2024 2023-2024 at risk of LTEL: 14</p>	<p>All English learners will show growth on the ELPAC to meet or exceed state expectations (one level growth each year, or maintain at Level 4), leading to expected reclassification within 4 to 5 years.</p> <p>We will decrease the number of students who are at risk of becoming long term English Learners (LTELs).</p>
CAASPP ELA/Math for EL Subgroup	<p>2023-2024 CAASPP data will be updated in the Fall.</p> <p>2022-2023 CAASPP ELA Overall: 58% ELA English Learners: 17% Math Overall: 47% Math English Learners: 14%</p>	<p>Closing the achievement gap: We will reduce the number of 3rd graders in the EL target group who score below standard by 10% or more compared to prior year's 3rd graders in those student groups.</p> <p>Closing the achievement gap: Students identified as EL will increase their scale scores significantly enough to move higher within their previous band (from "bottom third" of the scale score range to the middle third, from middle third to the top third, from top third to the bottom third of the next level, etc.).</p>
iReady ELA/Math for EL Subgroup	<p>iREADY ELA Diagnostic 3 (March 2024) ELA Overall: 57% ELA English Learners: 31% Math Overall: 48% Math English Learners: 34%</p> <p>iREADY Diagnostic 3 (March 2023) ELA Overall: 57% ELA English Learners: 24% Math Overall: 49% Math English Learners: 27%</p>	<p>Closing the achievement gap: Students identified as EL will exceed annual growth targets on the way towards stretch growth targets in iReady ELA.</p>
Fountas & Pinnell Reading Survey	<p>Fountas & Pinnell (March 2024) Met/exceeded Tri 2 Benchmark (gr K-5) Overall: 68%</p>	<p>By June of 2024, increase the number of K-5 EL students reading on grade level by 10% as measured by Fountas</p>

	<p>English Learners: 40%</p> <p>Fountas & Pinnell (March 2023) Met/exceeded Tri 2 Benchmark (gr K-5) Overall: 63% English Learners: 30%</p>	<p>& Pinnell benchmarks (compared to 5% more students in non-EL counterparts)..</p>
--	---	---

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	<p>PARENT EDUCATION/INVOLVEMENT</p> <ul style="list-style-type: none"> Provide educational opportunities for parents of EL students with translators if needed: parent literacy, parenting skills, community events, understanding of school and understanding of second language acquisition, and other topics provided as needed. Provide childcare for those families with the need to attend parent ed opportunities. When necessary, translators will be provided for non-English speaking parents to facilitate in understanding the students proficiency in academic and behavioral areas. 	EL Students	<p>500 Targeted Allocation 0001-0999: Unrestricted: Locally Defined Parent Education, materials, child care support and translators 250 Targeted Allocation 0001-0999: Unrestricted: Locally Defined Parent mentoring opportunities, childcare, training 250 Targeted Allocation 2000-2999: Classified Personnel Salaries Translation Services</p>
1.2	<p>MATERIALS</p> <ul style="list-style-type: none"> Provide a literacy/print rich environment in all classrooms. Purchase hands on learning materials through the Science Refurbishment Center, to reinforce best practices in English Language Development. Support purchase of multicultural and multilingual books (fiction/nonfiction) books in other languages (i.e. Spanish) for the library to support English Learner students. 	EL students	<p>1000 Targeted Allocation 4000-4999: Books And Supplies Materials to support EL students</p>
1.3	<p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intervention and collaboration utilizing teachers, ELSAT, and para support to pull out students cross-grade level for oral language development (funded in other areas). <p>(Using the Professional Development structure listed in the academic goals (GOAL 1), teachers will continue to grow in understanding and use of designated English language supports through PD, observation, and collaboration. Funded through Goal 1/Action 1 and district-funded ELD instructional</p>	Students below level in literacy, identified as English Learners	<p>1000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Instructional coaching in ELD/MTSS and Comprehensive Coordinated Early Intervention Services (district funded positions 1.6 FTE)</p>

	coach and CCEIS coach)		
1.4	<p>INTERVENTION SUPPORT</p> <ul style="list-style-type: none"> Additional ELSAT hours for training parents, students in accessing technology/curriculum; connecting parents to resources; translation support 	Students below level in literacy, identified as English Learners	1250 Targeted Allocation 2000-2999: Classified Personnel Salaries Additional hours for ELSAT support
1.6			
1.7			
1.8			

Annual Review

SPSA Year Reviewed: 2023-24

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.

Analysis

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

Our english learners have met the desired outcome of 10% more on grade level for F&P. We have not yet seen ELPAC data for the current year, or CAASPP. We are expecting to see improvement, though, based on the reading assessment and iReady growth. For this reason, the activities remain unchanged.

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

We found that though we had planned on more expense for childcare and parent education, we were able to accomplish with in-house staff, leading to using less of targeted funding for 2024-2025 (while still implementing the same acitivities). Addiitonally, the focus of staff PD has been on designated ELD, so additional funding was not used. We have adusted the budget to reflect this moving forward.

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

We have changed the goal to reflect growth (2024-2025) as opposed to "percentage increase" (2023-2024) as there are often different stsudents in the mix each year depending on attrition and redesignation. We are looking to decrease the number of students (beginning at Westwood) who become at rish for long term English Learner status (LTEL). Since this is a new goal, we are using data from this current year (14) as our baseline.

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.

MULTI-TIERED SYSTEMS OF SUPPORT

Increase systems of support for students both behaviorally and academically

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- GOAL 1 - High quality academics and equitable opportunities: All students will make measurable annual progress toward mastering California Standards and toward graduation as indicated in the metrics for each goal. We will raise student achievement overall and reduce the achievement gap between student groups as indicated in the metrics for each goal.
- GOAL 2 - Addressing the whole child: All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
- GOAL 3 - Community involvement: SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

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.

Westwood needs to continue to build comprehensive, multi-tiered systems of support for all target students and target student groups, which are identifiable to all staff.

Cycles of inquiry need to be conducted in order to properly assign tier 2 and tier 3 interventions for target students/groups.

We need to decrease disruption/disrespect on the playground and in the classrooms.

Annual Measurable Outcomes

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
Behavior Tracking Tools (BTTs)	<p>Updated data will be added in the Fall.</p> <p>2nd grade has the highest number of behavior referrals.</p> <p>Physical aggression is the most referred behavior.</p>	<p>Decrease physical aggression by 25%</p> <p>Decrease 3rd grade (2023-24) behavior referrals by 25%</p>
SEL Survey	<p>% Positive Feedback</p> <p>Relationship Skills 2019-2020: 50% 2022-2023: 31%</p> <p>Responsible Decision-Making 2019-2020: 56% 2022-2023: 32%</p> <p>Self-Awareness - Future 2019-2020: 86% 2022-2023: 72%</p> <p>Self-Awareness - Learning 2019-2020: 41% 2022-2023: 27%</p> <p>Self-Management - School 2019-2020: 42% 2022-2023: 21%</p> <p>Social-Awareness - Classroom 2019-2020: 43% 2022-2023: 32%</p> <p>Social-Awareness - School 2019-2020: 50% 2022-2023: 51%</p>	<p>Improve in Academic Perseverance and Classroom Context.</p> <p>Make gains in all, areas back toward pre-COVID percentages.</p>
Healthy Kids Survey	<p>Student Survey</p> <p>Meaningful participation in school 37% (2022) 35% (2024)</p> <p>School Boredom 34% (2022) 32% (2024)</p> <p>Violence/Victimization 53% reporting "yes" (2022), 45% reporting "yes" (2024)</p> <p>Students report bullying 77% report "yes" (2022) most/all and some of the time, 85% report "yes" (2024) most/all and some of the time</p> <p>Parent Survey</p> <p>Parental Involvement Scale 33% (2022) 36% (2024) strongly agree</p> <p>School Learning Environment 32% (2022) 39% (2024) strongly agree</p> <p>Fairness, Rule Clarity, and Respect for Diversity 31-40% positive (2022), 38-48% positive (2024)</p> <p>Average reporting any problems is 20% (2022) 15% (2024)</p>	<p>Meaningful participation will increase. School boredom will decrease.</p> <p>Violence/Victimization will decrease overall.</p> <p>Bullying reporting/stopping rates by other students will maintain and increase (38% report all/some of the time).</p> <p>Continue parent outreach to maintain or increase positive ratings.</p>

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	<p>INTERVENTION: CICO</p> <ul style="list-style-type: none"> Provide hourly (STLA or additional for existing staff) aide to help support CICO and provide additional behavioral/engagement support. 	Targeted students based on SEL data, teacher input, and attendance/engagement concerns	1000 Targeted Allocation 2000-2999: Classified Personnel Salaries Provide hourly (STLA or additional for existing staff) aide to help support CICO and provide additional behavioral/engagement support.
1.2	<p>INTERVENTION: COUNSELING</p> <ul style="list-style-type: none"> Provide School Based Counseling Program 3 1/2 days/week (additional 1/2 day increase from District availability). Counselor will assist teachers with helping Provide PIP Program 2 days/week. 	All Students, but specifically students identified with lower SEL scores, behavior referrals, or chronic absenteeism.	13000 Targeted Allocation 2000-2999: Classified Personnel Salaries PIP Program aide
1.3	<p>PROFESSIONAL DEVELOPMENT (included in cost of PD in academic goals): Collaboration (PBIS focus), and Professional Development and sub release for PBIS training (certificated) Additional hourly for yard duty, PBIS, CICO training for noon duty staff and classified staff</p>	All Students, but specifically students identified with lower SEL scores, behavior referrals, or chronic	1500 Targeted Allocation 2000-2999: Classified Personnel Salaries addiitonal wellness hourly for collaboration with teachers
1.4	<p>TARGET MEETINGS</p> <ul style="list-style-type: none"> Monthly SST meetings (sub release) Target meetings with LIT, Wellness, and SAI are included in each of the collaboration meetings throughout the year (1 each trimester). 	Target students (little, no progress in intervention cycle)	6238 Targeted Allocation 0001-0999: Unrestricted: Locally Defined Parent Ed, materials, training
1.5	<p>PARENT EDUCATION</p> <p>Additional hourly for planning and preenting parent education: mental health support, homework, resiliency through wellness, adult ed, and project cornerstone</p>	Parents	700 Targeted Allocation 2000-2999: Classified Personnel Salaries Hourly for wellness coordinator, adult ed, other for planning/implementing parent ed
1.6	<p>PARENT INVOLVEMENT AND STUDENT ENGAGEMENT THROUG PROJECT CORNERSTONE:</p> <p>Materials and books for Project Cornerstone ABC Readers.</p>	All students and families	1000 Targeted Allocation 4000-4999: Books And Supplies Materials and books for Project Cornerstone ABC Readers

Annual Review

SPSA Year Reviewed: 2023-24

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.

Analysis

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

This year, our Wellness coordinator was able to offer one parent education night in conjunction with a PTA event. Project Cornerstone got up and running this year, post-pandemic. Our PIP aide continues to provide excellent support as an addition to our MTSS. 68 students were serviced through wellness this year.

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

We continue to hold a space for an additional day of counseling (intern) should it become available through the district. This year, we added to our MTSS aides with the funding that was not used to provide further behavior support in the K and 2 classrooms, based on need evidenced in SWIS.

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

We don't see the need for change, other than to further implement the plan as presented. We continue to offer wellness support, with additional counseling as available. We continue to provide opportunities for our wellness to participate in collaboration and target meetings. We continue to provide opportunities for family connections and student engagement through project cornerstone.

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.

School Climate/Student Engagement

Increase students engagement and connectedness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- GOAL 1 - High quality academics and equitable opportunities: All students will make measurable annual progress toward mastering California Standards and toward graduation as indicated in the metrics for each goal. We will raise student achievement overall and reduce the achievement gap between student groups as indicated in the metrics for each goal.
- GOAL 2 - Addressing the whole child: All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
- GOAL 3 - Community involvement: SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

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.

19% of Westwood students (72 students) are considered chronically absent. Socioeconomically Disadvantaged and Hispanic subgroups have the highest numbers.

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
Chronic Absenteeism	<p>Chronic Absenteeism</p> <p>2018-19 10.5% of all students are chronically absent (8.8% moderate, 1.7% severe)</p> <p>2019-20 5.26% of all students are chronically absent (5.3% moderate, 0 severe)</p> <p>2020-21 4.2% of all students are chronically absent (2.9% moderate, 1.3% severe)</p> <p>2021-22 23% of all students are chronically absent (20% moderate, 3% severe)</p> <p>2022-23 19% of all students are chronically absent (16% moderate, 3% severe)</p>	Continue decreasing chronic absenteeism, back to pre-COVID numbers.(Under 10%), provided absence protocols return to pre-COVID standards. If not, decrease Chronic absenteeism by 20%.

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	<p>INCREASE ATTENDANCE</p> <p>Outreach to families of chronically absent students to resolve root-cause of absenteeism; collaboration with Truancy Officers; Attendance Works; Attendance Improvement Plans; Awards Ceremonies; Parent Volunteers; Additional Support hours for clerk for SARB meetings</p>	Chronically Absent students	1500 Targeted Allocation 2000-2999: Classified Personnel Salaries Additional clerk time for truancy meetings and support of tardies
1.2	<p>ENRICHMENT/SCHOOL CLIMATE</p> <p>Class Meetings; Classroom instruction/differentiation; Anti-Bullying Presentations; Character Assemblies and others; Art curriculum and materials; Student awards and acknowledgements; SEL Curriculum; Conflict Resolution, opportunities</p>	All Students	3500 Targeted Allocation 0001-0999: Unrestricted: Locally Defined Students Assemblies, enrichment materials, and materials

Annual Review

SPSA Year Reviewed: 2023-24

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.

Analysis

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

Attendance is improving, but not as significantly as desired. More effort needs to be done earlier in the year to combat truancy and absenteeism. We focused on truancy (unexcused absences) but needed to split that focus to excused absences and tardies as well.

We also had many opportunities for student engagement, but more in the second half of the year.

We need to plan these out to span the entire year.

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

none

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 2023-24, we worked with Allera Sports for a lunchtime sports program. While this has been a very effective program in the past, it does not appear to be meeting the needs as it had been. While we enjoy the support, the team believes it is no longer an effective use of funds. We will be working with our community to add sports and support of lunchtime in a different way, through our donations.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$97,313.00
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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
Targeted Allocation	\$97,313.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$97,313.00

Total of federal, state, and/or local funds for this school: \$97,313.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	97,313.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	97,313.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	11,988.00
1000-1999: Certificated Personnel Salaries	16,147.00
2000-2999: Classified Personnel Salaries	66,178.00
4000-4999: Books And Supplies	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	Targeted Allocation	11,988.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	16,147.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	66,178.00
4000-4999: Books And Supplies	Targeted Allocation	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	64,625.00

Goal 2
Goal 3
Goal 4

4,250.00
23,438.00
5,000.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Samantha Pursell	Parent or Community Member
Linda Pascoal	Parent or Community Member
Manuel Torres	Parent or Community Member
Corinne Ghaffari	Principal
Heidi Murray	Classroom Teacher
Dylan Werth	Classroom Teacher Other School Staff
Deborah Glines	Classroom Teacher
Mark Darrah	Parent or Community Member
Sara Sanders	Parent or Community Member
Kelly Penfield	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04/09/2024.

Attested:




Principal, Corinne Ghaffari on 5/08/2024

SSC Chairperson, Manuel Torres on 5/08/2024