



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 School	Elementary	43-69674-6049043	April 22, 2025	June 12, 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 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.

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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.

The overall objective in this school plan is to have all students make continuous growth in ELA and Math on iReady assessments, CAASPP, reduce chronic absenteeism and for all subgroups to accelerate growth to close the achievement gap and meet grade level standards. 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.

2024-2025 SSC Meeting Dates and Topics

September 17 3:00-4:00 SSC Training and review of goals/activities

October 15 3:00-4:00 School Safety Plan review

November 19 3:00-4:00 Approval of School Safety Plan and review of iReady Trimester 1 data

January 21 3:00-4:00 Review of iReady Diagnostic 2, progress on goals

March 18 3:00-4:00 Input for Goals/Activities for 2025-2026 (needs assessment data review)

April 22 3:00-4:00 Final approval of 2025-2026 SPSA, parent involvement meeting

May 20 3:00-4:00 Adjustment of 2025-2026 SPSA as needed

2024-2025 ELAC Meeting Dates and Topics

October 8 6:30-7:30 RFEP Celebration and ELL data/process review

February 11 2:30-4:00 School program for ELL support, review of Lexia, using STEM activities to practice English

March 20 8:30-10:00 Literacy support (phonics games and literacy help), involving EL parents, SPSA review and input

May 28 2:45-3:45 Literacy Celebration

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.

Currently, Westwood has no state indicators in which overall performance was in the "red" or "orange" category. Overall performance continues to improve or maintain, and chronic absenteeism, though in the "yellow" is continuing to improve since COVID.

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.

While most students have shown growth or maintain performance levels, Westwood continues to see a need for support of specific student groups in both ELA and Math. Both our English Learners and SocioEconomically Disadvantaged student groups made progress in both subject areas. Both are below standard, but only one performance level below "all student" performance.

Students who receive Special Education services do not have an indicator on the dashboard this year due to smaller numbers. They also showed growth this past year, but would be two or more levels below if the population were higher. Our Hispanic/LatinX student group, however, both declined in the performance level and are two or more levels below the "all student" level, appearing in the "orange" category. Additionally, while our chronic absentee rate is improving, our SocioEconomically Disadvantaged students are significantly behind the "all student" indicator, appearing in the "red" category.

Other Needs

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

All iReady data and F&P Reading Assessments confirm that all four student subgroups are performing below the overall student levels, giving indication that state testing data for 2024-2025 will show similar results.

iREADY ELA End Diagnostic (March 2025)

Met/exceeded Benchmark

Overall: 66%

Students w/IEP's: 16%

English Learners: 32%

Econ Disadv: 41%

Hispanic/Latino: 35%

Fountas & Pinnell (March 2025)

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

Overall: 63%

Students w/IEP's: 37%

English Learners: 37%

Econ Disadvantaged: 49%

iREADY Math End Diagnostic (March 2025)

Met/exceeded Benchmark

Overall: 43%

Students w/IEP's: 15%

English Learners: 25%

Econ Disadv: 32%

Hispanic/Latino: 20%

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.52%	0.52%		2	2
African American	4.49%	4.19%	4.43%	16	16	17
Asian	17.13%	15.71%	13.54%	61	60	52
Filipino	4.78%	4.19%	2.86%	17	16	11
Hispanic/Latino	38.20%	40.05%	43.49%	136	153	167
Pacific Islander	1.12%	1.05%	0.78%	4	4	3
White	25.56%	26.18%	24.48%	91	100	94
Multiple/No Response	7.87%	7.59%	9.38%	28	29	36
Total Enrollment				356	382	384

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten		20	20
Kindergarten	56	86	65
Grade 1	68	54	65
Grade 2	62	64	57
Grade3	54	64	61
Grade 4	60	56	65
Grade 5	56	58	51
Total Enrollment	356	382	386

Conclusions based on this data:

- Overall enrollment has steadily increased over the three years shown, rising from 356 in 21–22 to 386 in 23–24.
- Hispanic/LatinX students make up the largest demographic group, comprising over 40% of total enrollment from 2021–2024, increasing from 38.20% to 43.49%.

3. The percentage of students identifying as Asian and White has steadily declined over the past three years—Asian enrollment decreased from 17.13% to 13.54%, while White enrollment dropped from 25.56% to 24.48% during the same period, indicating a gradual demographic shift.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	94	106	85	20.10%	26.4%	22.0%
Fluent English Proficient (FEP)	31	48	39	10.20%	8.7%	10.2%
Reclassified Fluent English Proficient (RFEP)	7	16	14	5.2%	2.0%	3.6%

Conclusions based on this data:

1. Fluctuating English Learner Enrollment: The number of English Learners increased from 94 in 2021–22 to 106 in 2022–23 but then declined to 85 in 2023–24. Similarly, the percentage of English Learners peaked at 26.4% in 2022–23 before decreasing to 22.0% in 2023–24.
2. Steady Rates of Fluent English Proficient Students: The percentage of Fluent English Proficient (FEP) students remained relatively consistent over the three years, ranging from 8.7% to 10.2%, indicating a stable portion of the student population with strong English proficiency.
3. Increase in Reclassification Rates: The number of Reclassified Fluent English Proficient (RFEP) students more than doubled from 7 in 2021–22 to 16 in 2022–23, suggesting improved outcomes in reclassification efforts.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56	66	64	53	60	63	53	60	63	94.6	90.9	98.4
Grade 4	66	55	71	63	49	67	63	49	67	95.5	89.1	94.4
Grade 5	59	65	54	59	61	54	59	61	54	100.0	93.8	100
All Grades	181	186	189	175	170	184	175	170	184	96.7	91.4	97.4

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2457.	2421.	2452.	32.08	21.67	31.75	33.96	21.67	30.16	20.75	31.67	17.46	13.21	25.00	20.63
Grade 4	2509.	2518.	2475.	42.86	44.90	29.85	26.98	18.37	16.42	15.87	18.37	28.36	14.29	18.37	25.37
Grade 5	2505.	2530.	2542.	25.42	32.79	35.19	25.42	34.43	29.63	22.03	13.11	16.67	27.12	19.67	18.52
All Grades	N/A	N/A	N/A	33.71	32.35	32.07	28.57	25.29	25.00	19.43	21.18	21.20	18.29	21.18	21.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.42	15.00	19.05	62.26	76.67	66.67	11.32	8.33	14.29
Grade 4	28.57	32.65	14.93	65.08	51.02	68.66	6.35	16.33	16.42
Grade 5	18.64	27.87	33.33	57.63	60.66	50.00	23.73	11.48	16.67
All Grades	24.57	24.71	21.74	61.71	63.53	62.50	13.71	11.76	15.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.53	15.00	36.51	54.72	56.67	47.62	20.75	28.33	15.87
Grade 4	30.16	28.57	17.91	57.14	63.27	58.21	12.70	8.16	23.88
Grade 5	20.34	19.67	27.78	55.93	68.85	57.41	23.73	11.48	14.81
All Grades	25.14	20.59	27.17	56.00	62.94	54.35	18.86	16.47	18.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.87	15.00	9.52	75.47	68.33	79.37	5.66	16.67	11.11
Grade 4	15.87	26.53	16.42	73.02	63.27	73.13	11.11	10.20	10.45
Grade 5	8.47	14.75	20.37	81.36	73.77	66.67	10.17	11.48	12.96
All Grades	14.29	18.24	15.22	76.57	68.82	73.37	9.14	12.94	11.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.75	20.00	22.22	64.15	63.33	65.08	15.09	16.67	12.70
Grade 4	25.40	30.61	20.90	63.49	61.22	59.70	11.11	8.16	19.40
Grade 5	22.03	27.87	37.04	66.10	60.66	50.00	11.86	11.48	12.96
All Grades	22.86	25.88	26.09	64.57	61.76	58.70	12.57	12.35	15.22

Conclusions based on this data:

- Overall achievement slightly declined in 2023–24 compared to the previous year. The combined percentage of students meeting or exceeding the standard across all tested grades dropped from 60.64% in 2022–23 (32.35% exceeded + 28.29% met) to 55.07% in 2023–24 (30.07% exceeded + 25.00% met). This indicates a small decline in overall academic performance, which may warrant a review of instructional strategies or support systems.
- Achievement levels in writing showed notable gains, especially in Grade 3. In writing, Grade 3 students exceeding the standard increased from 15.00% in 2022–23 to 36.51% in 2023–24. Simultaneously, those below standard decreased from 28.33% to 15.87%, indicating stronger writing instruction or support at that grade level.
- Listening and research/inquiry skills remained relatively stable with slight improvements. For all grades, the percentage of students at or near standard in listening rose from 68.82% (2022–23) to 73.37% (2023–24). Similarly, in research/inquiry, students at or near standard went from 61.76% to 58.70%, a slight decline but within a consistent performance range.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56	66	64	55	62	64	55	62	64	98.2	93.9	100
Grade 4	66	55	71	65	53	69	65	53	69	98.5	96.4	97.2
Grade 5	59	65	54	59	65	54	59	65	54	100.0	100.0	100
All Grades	181	186	189	179	180	187	179	180	187	98.9	96.8	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2442.	2432.	2450.	25.45	16.13	28.13	21.82	25.81	32.81	29.09	35.48	17.19	23.64	22.58	21.88
Grade 4	2500.	2508.	2492.	29.23	28.30	21.74	38.46	26.42	27.54	18.46	28.30	39.13	13.85	16.98	11.59
Grade 5	2482.	2504.	2509.	13.56	16.92	24.07	16.95	23.08	16.67	35.59	35.38	25.93	33.90	24.62	33.33
All Grades	N/A	N/A	N/A	22.91	20.00	24.60	26.26	25.00	26.20	27.37	33.33	27.81	23.46	21.67	21.39

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.45	20.97	31.25	47.27	56.45	43.75	27.27	22.58	25.00
Grade 4	30.77	39.62	17.39	50.77	45.28	66.67	18.46	15.09	15.94
Grade 5	10.17	18.46	18.52	66.10	56.92	57.41	23.73	24.62	24.07
All Grades	22.35	25.56	22.46	54.75	53.33	56.15	22.91	21.11	21.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.73	14.52	31.25	49.09	69.35	53.13	18.18	16.13	15.63
Grade 4	30.77	28.30	26.09	56.92	60.38	56.52	12.31	11.32	17.39
Grade 5	11.86	16.92	18.52	59.32	60.00	57.41	28.81	23.08	24.07
All Grades	25.14	19.44	25.67	55.31	63.33	55.61	19.55	17.22	18.72

Conclusions based on this data:

1. Grade 3 students have shown steady growth over the past three years. Both the percentage of students exceeding the standard (from 25.45% in 2021-22 to 28.13% in 2023-24) and meeting the standard (from 21.82% in 2021-22 to 32.81% in 2023-24) have increased. This indicates positive progress in student achievement at this grade level.
2. Grade 4 students showed a drop in performance in 2023-24. The percentage of students exceeding the standard decreased from 28.30% in 2022-23 to 21.74% in 2023-24. Additionally, the percentage of students not meeting the standard rose from 16.98% to 11.59% over the same period. This suggests a need for targeted academic support for Grade 4 students.
3. Grade 5 students increased their percentage of exceeding the standard from 13.56% in 2021-22 to 24.07% in 2023-24. However, the percentage of students not meeting the standard also increased from 24.62% in 2022-23 to 33.33% in 2023-24. This indicates that while high-achieving students are improving, more students are falling behind, highlighting a growing achievement gap in this grade level.

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/eng/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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1411.4	1388.3	*	1424.2	1398.2	*	1381.2	1365.1	10	34	21
1	1445.7	*	1423.0	1458.6	*	1435.9	1432.2	*	1409.6	22	9	19
2	1451.4	1457.1	1452.8	1467.0	1457.1	1470.3	1435.1	1456.7	1434.6	13	16	14
3	1490.6	1468.6	1496.6	1480.2	1466.8	1481.1	1500.4	1469.9	1511.6	14	14	15
4	1485.4	1522.5	1504.6	1478.1	1524.3	1493.3	1492.4	1520.3	1515.4	19	16	15
5	1535.7	1497.8	*	1532.9	1491.4	*	1537.8	1503.9	*	12	17	10
All Grades										90	106	94

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	8.82	14.29	*	29.41	23.81	*	44.12	28.57	*	17.65	33.33	*	34	21
1	13.64	*	0.00	40.91	*	42.11	18.18	*	36.84	27.27	*	21.05	22	*	19
2	15.38	6.25	21.43	15.38	31.25	21.43	38.46	31.25	28.57	30.77	31.25	28.57	13	16	14
3	7.14	0.00	13.33	42.86	28.57	40.00	42.86	50.00	46.67	7.14	21.43	0.00	14	14	15
4	5.26	25.00	26.67	31.58	50.00	40.00	42.11	18.75	13.33	21.05	6.25	20.00	19	16	15
5	25.00	17.65	*	33.33	11.76	*	41.67	58.82	*	0.00	11.76	*	12	17	*
All Grades	12.22	10.38	18.09	34.44	29.25	31.91	35.56	41.51	28.72	17.78	18.87	21.28	90	106	94

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	8.82	19.05	*	38.24	23.81	*	29.41	28.57	*	23.53	28.57	*	34	21
1	22.73	*	21.05	31.82	*	31.58	27.27	*	26.32	18.18	*	21.05	22	*	19
2	23.08	12.50	28.57	23.08	37.50	21.43	46.15	31.25	28.57	7.69	18.75	21.43	13	16	14
3	7.14	21.43	20.00	64.29	28.57	40.00	21.43	21.43	26.67	7.14	28.57	13.33	14	14	15
4	15.79	62.50	53.33	52.63	25.00	20.00	10.53	6.25	6.67	21.05	6.25	20.00	19	16	15
5	41.67	23.53	*	41.67	41.18	*	16.67	17.65	*	0.00	17.65	*	12	17	*
All Grades	18.89	21.70	30.85	43.33	34.91	26.60	24.44	23.58	21.28	13.33	19.81	21.28	90	106	94

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	2.94	9.52	*	23.53	19.05	*	41.18	42.86	*	32.35	28.57	*	34	21
1	9.09	*	0.00	31.82	*	31.58	31.82	*	36.84	27.27	*	31.58	22	*	19
2	7.69	6.25	14.29	15.38	25.00	21.43	38.46	31.25	14.29	38.46	37.50	50.00	13	16	14
3	7.14	0.00	20.00	28.57	7.14	20.00	50.00	64.29	53.33	14.29	28.57	6.67	14	14	15
4	0.00	6.25	20.00	21.05	43.75	26.67	36.84	31.25	26.67	42.11	18.75	26.67	19	16	15
5	0.00	0.00	*	50.00	11.76	*	41.67	41.18	*	8.33	47.06	*	12	17	*
All Grades	5.56	2.83	13.83	28.89	22.64	24.47	36.67	38.68	32.98	28.89	35.85	28.72	90	106	94

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	26.47	19.05	*	64.71	57.14	*	8.82	23.81	*	34	21
1	27.27	*	36.84	63.64	*	42.11	9.09	*	21.05	22	*	19
2	15.38	6.25	21.43	76.92	81.25	57.14	7.69	12.50	21.43	13	16	14
3	28.57	21.43	33.33	57.14	50.00	60.00	14.29	28.57	6.67	14	14	15
4	21.05	56.25	46.67	52.63	37.50	33.33	26.32	6.25	20.00	19	16	15
5	41.67	17.65	*	33.33	64.71	*	25.00	17.65	*	12	17	*
All Grades	25.56	26.42	32.98	58.89	59.43	47.87	15.56	14.15	19.15	90	106	94

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	8.82	4.76	*	52.94	61.90	*	38.24	33.33	*	34	21
1	18.18	*	5.26	59.09	*	78.95	22.73	*	15.79	22	*	19
2	30.77	18.75	21.43	61.54	56.25	64.29	7.69	25.00	14.29	13	16	14
3	28.57	28.57	20.00	64.29	42.86	46.67	7.14	28.57	33.33	14	14	15
4	15.79	62.50	40.00	68.42	31.25	40.00	15.79	6.25	20.00	19	16	15
5	75.00	41.18	*	25.00	35.29	*	0.00	23.53	*	12	17	*
All Grades	26.67	26.42	21.28	58.89	47.17	55.32	14.44	26.42	23.40	90	106	94

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	2.94	4.76	*	79.41	57.14	*	17.65	38.10	*	34	21
1	13.64	*	15.79	54.55	*	52.63	31.82	*	31.58	22	*	19
2	15.38	12.50	7.14	46.15	43.75	42.86	38.46	43.75	50.00	13	16	14
3	14.29	0.00	6.67	57.14	35.71	60.00	28.57	64.29	33.33	14	14	15
4	0.00	25.00	13.33	57.89	56.25	60.00	42.11	18.75	26.67	19	16	15
5	8.33	5.88	*	75.00	52.94	*	16.67	41.18	*	12	17	*
All Grades	10.00	7.55	11.70	58.89	56.60	53.19	31.11	35.85	35.11	90	106	94

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	20.59	28.57	*	38.24	33.33	*	41.18	38.10	*	34	21
1	4.55	*	5.26	72.73	*	68.42	22.73	*	26.32	22	*	19
2	15.38	18.75	21.43	53.85	50.00	50.00	30.77	31.25	28.57	13	16	14
3	0.00	14.29	20.00	100.00	57.14	80.00	0.00	28.57	0.00	14	14	15
4	10.53	6.25	26.67	57.89	87.50	53.33	31.58	6.25	20.00	19	16	15
5	25.00	5.88	*	75.00	82.35	*	0.00	11.76	*	12	17	*
All Grades	13.33	13.21	22.34	65.56	59.43	55.32	21.11	27.36	22.34	90	106	94

Conclusions based on this data:

1. Increase in Higher-Level Oral Language Performance:
Across all grades, the percentage of students performing at Level 4 (Well Developed) in Oral Language improved from 18.89% in 2021–22 to 30.85% in 2023–24. This upward trend suggests that more students are developing stronger oral English skills over time.

2. **Written Language Remains a Challenge:**
The Written Language domain continues to show a high percentage of students at Level 1 (Beginning)—with 35.85% in 2022–23 and still 28.72% in 2023–24. This indicates that either many students are still struggling with writing or there are more newcomers included in our EL population. Either way, additional support in written expression may be needed.
3. **Listening and Speaking Growth Evident in 2023–24:**
In the Listening domain, 32.98% of students scored at the “Well Developed” level in 2023–24, a notable increase from 26.42% the year before. Similarly, in Speaking, 55.32% were rated “Somewhat/Moderately Developed,” the highest across the three years, showing positive momentum in students' verbal communication and listening comprehension skills.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
384	34.1%	22.1%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	85	22.1%
Foster Youth	1	0.3%
Homeless	3	0.8%
Socioeconomically Disadvantaged	131	34.1%
Students with Disabilities	43	11.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	4.4%
American Indian	2	0.5%
Asian	52	13.5%
Filipino	11	2.9%
Hispanic	167	43.5%
Two or More Races	36	9.4%
Pacific Islander	3	0.8%
White	94	24.5%

Conclusions based on this data:

1. Hispanic and White students make up the majority of the school population, with Hispanic students representing 43.5% and White students 24.5% of the total enrollment. These are the two largest ethnic groups at Westwood Elementary School.
2. A significant portion of the student body faces economic challenges, as 34.1% of students are identified as socioeconomically disadvantaged. This indicates a need for continued support services and resources to help ensure equity in learning opportunities.
3. The percentage of English Learners is relatively high, at 22.1%, highlighting the importance of strong English language development programs and support for multilingual learners at the school.

School and Student Performance Data

Overall Performance

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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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Students are performing well academically in core subjects, as indicated by the green rating in both English Language Arts and Mathematics, reflecting above-average achievement.
- Chronic absenteeism and English Learner progress are areas of concern, both marked as yellow, suggesting the need for targeted support and interventions to improve attendance and better support English Learners.

3. The school climate appears to be very positive, with a blue rating for suspension rate, indicating a very low rate of disciplinary removals and a strong emphasis on maintaining a safe and supportive learning environment.

School and Student Performance Data

Academic Performance English Language Arts

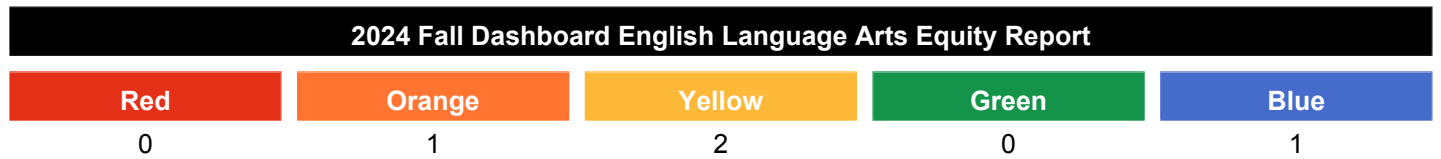
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 22.7 points above standard Maintained 0.3 points 171 Students	English Learners  Yellow 14.1 points below standard Increased 25.9 points 45 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 8.6 points below standard Increased 4.9 points 55 Students

Students with Disabilities  No Performance Color 48.8 points below standard Increased 29.2 points 30 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 56.7 points above standard Declined 13.0 points 26 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Orange 19.3 points below standard Declined 7.3 points 67 Students
Two or More Races  No Performance Color 58.1 points above standard Increased 51.9 points 15 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Blue 58.8 points above standard Increased 13.8 points 44 Students

Conclusions based on this data:

- Overall student performance in English Language Arts is strong, with all students performing 22.7 points above standard and maintaining that level, resulting in a green performance rating.
- White and Asian student groups are excelling, performing well above standard (White: +56.8 points, Blue rating; Asian: +56.7 points), indicating high achievement within these groups.
- The Hispanic student group shows a need for targeted academic support, as they are performing 19.3 points below standard and have declined by 7.3 points, leading to an orange performance rating, the lowest among the reported ethnic subgroups.

School and Student Performance Data

Academic Performance Mathematics

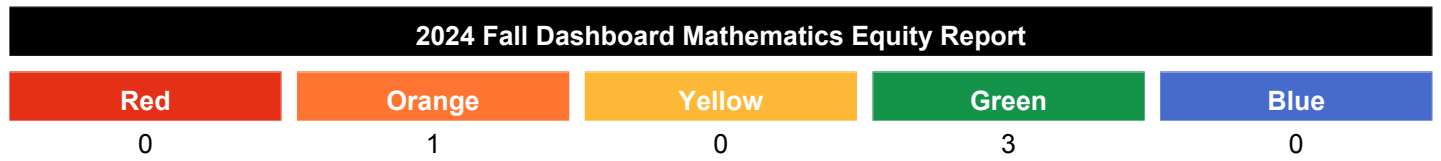
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 4.8 points above standard Maintained 2.8 points 170 Students	English Learners  Green 21.8 points below standard Increased 9.1 points 45 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 22.9 points below standard Increased 7.4 points 55 Students

Students with Disabilities  No Performance Color 82.0 points below standard Increased 9.7 points 30 Students	African American  No Performance Color Less than 11 Students 7 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 42.7 points above standard Declined 24.9 points 26 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Orange 37.9 points below standard Declined 4.2 points 67 Students
Two or More Races  No Performance Color 13.4 points above standard Increased 38.7 points 15 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Green 32.3 points above standard Increased 10.3 points 44 Students

Conclusions based on this data:

1. Overall student performance in math is strong, with students scoring 4.8 points above standard and maintaining progress, resulting in a green performance rating.
2. White and Socioeconomically Disadvantaged students both performed well, with White students scoring 32.3 points above standard and Socioeconomically Disadvantaged students earning a green rating despite being 22.9 points below standard, due to a significant improvement (+7.4 points).
3. Hispanic students continue to need support in math, performing 37.0 points below standard and receiving an orange rating, with performance declining by 2.4 points—indicating this group is falling further behind.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
58.2% making progress.	making progress.
Number Students: 67 Students	Number Students: 0 Students

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.

2024 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
10.4%	31.3%	0%	58.2%

Conclusions based on this data:

- Over half of English Learners (58.2%) are making progress toward English language proficiency, earning a yellow performance level, which suggests improvement is occurring but there's still room for growth.
- A significant portion (31.3%) of EL students are not progressing but are maintaining lower proficiency levels, indicating a need for targeted support to help these students advance beyond their current ELPI level
- A small number (10.4%) of students decreased at least one level, highlighting the importance of differentiated instruction to both sustain and build on gains for all English Learners.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 19.2% Chronically Absent Declined 2.6 416 Students	English Learners  Yellow 18.2% Chronically Absent Declined 5.1 99 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Socioeconomically Disadvantaged  Red 27% Chronically Absent Maintained 0.2 152 Students

Students with Disabilities  Orange 22.6% Chronically Absent Declined 13.3 62 Students	African American  No Performance Color 5.9% Chronically Absent Declined 5.9 17 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Orange 13.8% Chronically Absent Increased 3.6 58 Students	Filipino  No Performance Color 16.7% Chronically Absent Declined 8.3 12 Students	Hispanic  Yellow 23.4% Chronically Absent Declined 7.1 188 Students
Two or More Races  Yellow 15.8% Chronically Absent Declined 6.1 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Orange 19.4% Chronically Absent Increased 1.8 98 Students

Conclusions based on this data:

1. Chronic absenteeism is a significant concern, with 19.2% of all students identified as chronically absent, earning a yellow performance level, although there was a slight improvement (2.6% decrease from the previous year).
2. Socioeconomically Disadvantaged students have the highest chronic absenteeism rate at 27%, resulting in a red rating, and this group's rate has not improved, showing no significant change from the previous year.
3. Students with Disabilities and Hispanic students also face high absenteeism rates (22.6% and 23.4%, respectively), both of which have worsened, indicating a need for stronger attendance interventions and targeted family engagement efforts.

School and Student Performance Data

Conditions & Climate Suspension Rate

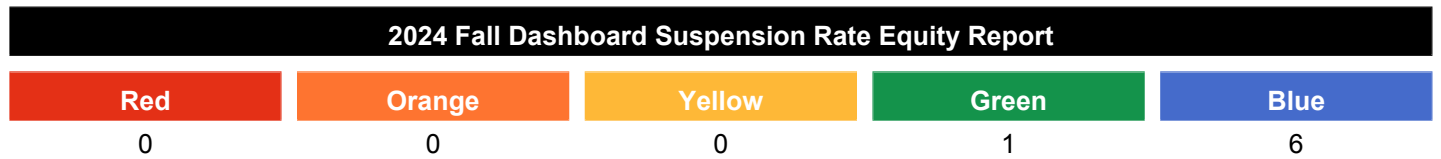
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.5% suspended at least one day Declined 0.5% 426 Students	English Learners  Blue 0% suspended at least one day Declined 2.5% 102 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Socioeconomically Disadvantaged  Green 0.6% suspended at least one day Declined 0.8% 156 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 66 Students	African American  No Performance Color 5.9% suspended at least one day Increased 5.9% 17 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0% suspended at least one day Declined 1.3% 61 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	Hispanic  Blue 0.5% suspended at least one day Declined 1.2% 194 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Blue 0% suspended at least one day Maintained 0% 99 Students

Conclusions based on this data:

1. The overall suspension rate is very low, with only 0.5% of all students suspended at least once, earning a blue performance level, which reflects a strong and positive school climate.
2. Most student groups, including English Learners, Students with Disabilities, Hispanic, White, Asian, and those of Two or More Races, had a 0% suspension rate, highlighting equitable discipline practices across diverse populations.
3. The only group showing a suspension increase is African American students, with 5.9% suspended at least once and a noted increase of 0.9%, indicating a potential need to review disciplinary practices and provide additional support or interventions for this subgroup.

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 and Math grades 3-5).

-Each student will demonstrate growth (improving towards reaching annual growth targets) in i-Ready Math and Reading Diagnostics (K-5).

-Each student will demonstrate growth in the Fountas & Pinnell Reading Survey (K-5).

Additionally, we will reduce achievement gaps between higher and lower performing student groups, specifically focused on our Hispanic/LatinX and English Learning populations.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- GOAL 1 - All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

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: most specifically our Hispanic/LatinX population, along with Students with IEPs, English Learners, and Socio-Economically Disadvantaged 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
F&P Scores	Fountas & Pinnell (March 2025) Met/exceeded Tri 2 Benchmark (gr K-5) Overall: 63% Students w/IEP's: 37% English Learners: 37% Econ Disadvantaged: 49% Hispanic/Latino: 37% 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%	By June of 2026, 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	2024-2025 ELA CAASPP data will be entered in Fall 2025. 2023-2024 CAASPP Met or exceeded grade level in ELA: Overall: 57% Special Education: 21% English Learners: 26% Econ Disadvantaged: 43% Hispanic/Latino: 40% 2022-2023 CAASPP Met or exceeded grade level in ELA: Overall: 58% Special Education: 17% English Learners: 17% Economically Disadvantaged: 41% Hispanic/Latino: 45%	Overall Goal (3rd grade): Current (2025-26) 3rd graders overall will meet or exceed the achievement of 2024-2025 3rd graders on the CAASPP (ELA). Closing the achievement gap (3rd grade): 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. Overall Goal (4th-5th Grade): 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. Closing the achievement gap (4th-5th Grade): (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.).
Math CAASPP	2024-2025 Math CAASPP data will be entered in Fall 2025. 2023-2024 Math CAASPP Met or exceeded grade level in Math: Overall: 51% Special Education: 21% English Learners: 23%	Overall Goal (3rd Grade): Current (2025-2026) 3rd graders overall will meet or exceed the achievement of 2024-2025 3rd graders on the CAASPP (Math). Closing the achievement gap (3rd Grade): We will reduce the number of

	Econ Disadvantaged: 36% Hispanic/Latino: 27% 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%	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. Overall Goal (4th-5th Grade): 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. Closing the achievement gap (4th-5th Grade): (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.).
iReady Reading Diagnostic	iREADY ELA End Diagnostic (March 2025) Met/exceeded Benchmark Overall: 54% Students w/IEP's: 14% English Learners: 32% Econ Disadv: 41% Hispanic/Latino: 37% iREADY ELA Diagnostic 3 (March 2024) Met/exceeded Benchmark Overall: 57% Students w/IEP's: 22% English Learners: 31% Econ Disadvantaged: Hispanic/Latino: 41%	All students will make annual growth targets in iReady ELA. 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. 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.
iReady Math Dignostic	iREADY Math Diagnostic 3 (March 2024) Met/exceeded Benchmark Overall: 48% Students w/IEP's: 22% English Learners: 34% Hispanic/Latino: 29% 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%	All students will make annual growth targets in iReady Math. 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. 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.

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	PROFESSIONAL DEVELOPMENT/COLLABORATION -Trimester Grade Level Collaboration for teachers to review data and plan for their grade level, with time set aside for target meetings with MTSS Team. -Hourly compensation for site leadership collaboration, beyond adjunct duty as needed. -Professional Development opportunities such as: District Training (Opt-In summer, school year, and after school hourly training), possible outside conferences. Substitutes for release days for teachers to attend training. Hourly compensation for teachers to attend after-hours/summer.	All students, target students	15147 Targeted Allocation 1000-1999: Certificated Personnel Salaries Subs and hourly compensation for PD/collaboration/trainings
1.2	MATERIALS -Purchase additional support materials for literacy and math (such as: online licenses/programs, books, technology, and tech support)	All students	1500 Targeted Allocation 0001-0999: Unrestricted: Locally Defined Support materials (license, online, books, technology)
1.3	INTERVENTION SUPPORT TEAM - MTSS PARAS Hire 2 hourly classified support staff (para) for full year to implement small group intervention under directions of teacher and instructional coach.	Students below level in reading and/or math, EL students needing additional support	45752 Targeted Allocation 2000-2999: Classified Personnel Salaries salary for 2 hourly classified support
1.4	INTERVENTION SUPPORT TEAM - MTSS SUPPORT Additional hourly classified support (extended yard duty on STLA) to support implementation of teacher-led small groups in the classroom under direction of the teacher. (Funded \$15500 through targeted funds and \$15500 through general funds/donations.)	Students below level in reading and/or math, EL students needing additional support	15500 Targeted Allocation 2000-2999: Classified Personnel Salaries salary for STLA hourly support
1.5	INTERVENTION SUPPORT TEAM 1.0 Comprehensive Coordinated Early Intervention Supports (CCEIS) Coach (district provided) to coach, mentor, and co-teach Primary (K-2) teachers in supporting target groups with small group intervention, best practices, and culturally responsive strategies. The CCEIS coach will also work with the MTSS team to coordinate interventions and support classified staff supporting target students. (Funded by CCEIS funds through district.)	All students, target groups, focus students	None Specified None Specified salary for CCEIS Instructional Coach
1.6	INTERVENTION SUPPORT TEAM 1.0 School Support TOSA to facilitate PBIS system and support MTSS scheduling. (Funded by SCUSD as a school support.)	All students	None Specified None Specified

			salary for School Support TOSA
1.7	LIBRARY SUPPORT -Purchase library materials, books and hardware/software based on library and curriculum standards, student demographics, and circulation and collection data.	All students	1500 Targeted Allocation 4000-4999: Books And Supplies Library materials, books, hardware/software, MP3 books
1.8			

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.

Analysis

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

Target meetings and PLC with a PD focus on Designated English Language Development (dELD) and our new UFLI Phonics program has been a key factor in common language and articulation around goals for this year. We have seen an increase in all scores for our English Learners from 2023 to 2024, but scores on assessments dipped again this year, due to the influx of so many new students from other countries at newcomer levels. We also continue to see a decline in scores (year comparative) for our Hispanic/LatinX students. (Many of our newcomers are from Central and South America.)

The MTSS aide structure has really supported designated ELD and EL growth over the year, as well as given opportunity for additional small groups in phonics (UFLI).

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

We did have to alter the structure as our original intent was to run support for 75% of the day for the full year using the short term limited assignment hiring structure. This cannot continue next year unless it is truly kept to 75% of the school year (not a daily 75%). Additionally, raises given mid-year continue to impact the ability to keep to budget for these positions.

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.

We have also adjusted the support (and budget allocation) to hire two paraprofessionals for these support positions. This allows not only to have the support for the entire year, but now small groups can be led by the paraprofessionals as well.

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).

This goal is further defined in our school Problem of Practice and SMARTIE Goal:

PROBLEM OF PRACTICE: Our school faces a significant achievement gap, particularly among our English learners, Latinx, and socioeconomically disadvantaged students (compounded when students fall into multiple of these categories), who are consistently performing below their peers in district and state-wide assessments. Despite efforts to provide equitable opportunities, these populations continue to struggle with meeting grade-level expectations, as reflected in their ELPAC, iReady, and CAASPP scores.

SMARTIE GOAL:

1. The percentage of EL and Latinx students meeting annual typical growth will be within 5% of non-EL students as measured by iReady Reading and Math Data. Additionally, the percentage of EL and Latinx students with improved placement will increase 10% (EL from 45% to 55%, and Latinx from 52% to 62%).
2. Our EL students will raise their scores to 36% meeting or exceeding standard as measured by Spring 2024 CAASPP which is an improvement of 10% from prior year.
3. Our Latinx students will raise their scores to 50% meeting or exceeding standard as measured by Spring 2024 CAASPP which is an improvement of 10% from prior year.
4. The percentage of English Learners growing one or more levels will grow to 60%, with those not growing continuing to maintain their ELPAC level on our summative ELPAC (compared to 49% last year).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- GOAL 1 - All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
- GOAL 2 - All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.
- GOAL 3 - SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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 continue to have more newcomers with little English entering our school. While we have implemented a uniform structure for Designated English Language Development and support through newcomer small groups, we need stronger supports for these newcomers.

We have decreased in the number of students who have remained as English learners beyond 4 years (many of whom entered at a level 2 or 3). We need to continue 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	Spring 2025 Data to be entered in Fall 2025 Spring 2024 Data Number of students tested overall: 96 Level 4 - Well Developed: 18% Level 3 - Moderately Developed: 32% Level 2 - Somewhat Developed: 29% Level 1 - Beginning Stage: 21% 10% Decreased one or more levels 31% Maintained level 58% Increased one or more levels 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 62% Increased one or more levels Reclassification Data: 2023-2024 15/96 students reclassified 2022-2023 12/120 students reclassified 2021-2022 18/89 students reclassified 2020-2021 21/97 students reclassified 2024-2025 at risk of LTEL: 14 2023-2024 at risk of LTEL: 14	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. We will decrease the number of students who are at risk of becoming long term English Learners (LTELs).
CAASPP ELA/Math for EL Subgroup	2024-2025 CAASPP data will be updated in the Fall. 2023-2024 CAASPP ELA Overall: 57% ELA English Learners: 26% Math Overall: 51% Math English Learners: 23% 2022-2023 CAASPP ELA Overall: 58% ELA English Learners: 17% Math Overall: 47% Math English Learners: 14%	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. 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.).
iReady ELA/Math for EL Subgroup	iREADY ELA Diagnostic 3 (March 2025) ELA Overall: 54% ELA English Learners: 32% Math Overall: 42%	Closing the achievement gap: Students identified as EL will exceed annual growth targets on the way towards stretch growth targets in iReady ELA and Math.

	Math English Learners: 25% iREADY ELA Diagnostic 3 (March 2024) ELA Overall: 57% ELA English Learners: 31% Math Overall: 48% Math English Learners: 34%	
Fountas & Pinnell Reading Survey	Fountas & Pinnell (March 2025) Met/exceeded Tri 2 Benchmark (gr K-5) Overall: 63% English Learners: 37% Fountas & Pinnell (March 2024) Met/exceeded Tri 2 Benchmark (gr K-5) Overall: 68% English Learners: 40%	By June of 2025, increase the number of K-5 EL students reading on grade level by 10% as measured by Fountas & Pinnell benchmarks (compared to 5% more students in non-EL counterparts)..

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	PARENT EDUCATION/INVOLVEMENT (Funded through General Fund and Donations) -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. (Funded \$500 through General Fund) -Provide childcare for those families with the need to attend parent ed opportunities. (Funded \$250 through donations.) -When necessary, translators will be provided for non-English speaking parents to facilitate in understanding the students proficiency in academic and behavioral areas. (Funded \$250 through donations.)	EL Students	0 None Specified 0001-0999: Unrestricted: Locally Defined Parent Education, materials, child care support and translators 0 None Specified 0001-0999: Unrestricted: Locally Defined Parent mentoring opportunities, childcare, training 0 None Specified 2000-2999: Classified Personnel Salaries Translation Services
1.2	MATERIALS -Provide a literacy/print rich environment in all classrooms. -Purchase hands on learning materials through the Science Refurbishment Center, to reinforce best practices in English Language Development. -Support purchase of multicultural and multilingual books (fiction/nonfiction) books in other languages (i.e. Spanish) for the library and/or classrooms to support English Learner students.	EL students	2000 Targeted Allocation 4000-4999: Books And Supplies Materials to support EL students
1.3	PROFESSIONAL DEVELOPMENT -Intervention and collaboration utilizing teachers, ELSAT, and para support to pull out students cross-	Students below level in literacy, identified as English Learners	0 None Specified None Specified

	grade level for oral language development (funded in other areas). (Using the Professional Development structure listed in the academic goals (GOAL 1), teachers will continue to grow in understanding and use of designated English language supports through PD, observation, and collaboration. Funded through Goal 1/Action 1 and district-funded ELD instructional coach and CCEIS coach)		Instructional coaching in ELD/MTSS and Comprehensive Coordinated Early Intervention Services (district funded positions 2.0 FTE)
1.4	INTERVENTION SUPPORT -Additional hours (ELSAT, Wellness, instructional coaches, teachers, or others) for training parents/students in accessing technology/curriculum; connecting parents to resources; translation support	Students below level in literacy, identified as English Learners	500 Targeted Allocation 2000-2999: Classified Personnel Salaries Additional hours for ELSAT support
1.5	NEWCOMER SUPPORT -Additional STLA (135 days, up to 1 hour per day) and/or additional ELSAT hours for newcomer support	Newcomer EL students	2867 Targeted Allocation 2000-2999: Classified Personnel Salaries STLA for newcomer support
1.6			
1.7			
1.8			

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.

Analysis

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

In 2023-2024, our english learners met the desired outcome of 10% more on grade level for F&P, CAASPP?ELPAC, and iReady. So far, for the current year, we have not made the same growth. Our ELs have matched our overall growth, but have not met the 10% desired growth. This can be due to the large influx of newcomers to our school from Spanish speaking countries. We did implement a newcomer group in the early Spring, and want to continue this group next year (with an STLA). Because we did meet the goals in the previous year, the previous 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 2025-2026 (while still implementing the same activities). Additionally, the focus of staff PD has been on designated ELD, so additional funding was not used. We have adjusted the budget to reflect this moving forward. We were able to do parent training through ELAC and with in-house staffing, so the cost can be covered through donations/general ed if needed.

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 (2025-2026) as opposed to "percentage increase" as there are often different students 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 risk for long term English Learner status (LTEL). Since this is a newer goal, we are using data from this current year (14) as our baselline.

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:

1. Westwood will provide students with a safe, healthy, inclusive environment in which to learn.
2. Continue to implement PBIS, including further defining and adding Tier 2 supports.
3. Teach behavior expectations as explicitly as academic expectations.
4. Continue to implement the four school-wide rules: Be Peaceful, Be Aware, Be Wise, Be Safe (PAWS)
5. Hold MTSS target meetings and SST to support students who need intervention beyond the Tier 1 supports of the classroom (both behaviorally and academically)
6. Provide appropriate interventions for students needing support behaviorally and academically.
7. 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 - All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
- GOAL 2 - All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.
- GOAL 3 - SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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 building comprehensive, multi-tiered systems of support for all target students and target 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)	Updated data will be added in the Fall. 2nd grade has the highest number of behavior referrals. Disruption and physical contact are the most referred behaviors.	Consistent usage of SWIS data systems (increase usage by 100%). Decrease disruption and physical contact by 25% each. Decrease 3rd grade (2025-26) behavior referrals by 25%.
SEL Survey	% Positive Feedback Relationship Skills 2019-2020: 50% 2022-2023: 31% Responsible Decision-Making 2019-2020: 56% 2022-2023: 32% Self-Awareness - Future 2019-2020: 86% 2022-2023: 72% Self-Awareness - Learning 2019-2020: 41% 2022-2023: 27% Self-Management - School 2019-2020: 42% 2022-2023: 21% Social-Awareness - Classroom 2019-2020: 43% 2022-2023: 32% Social-Awareness - School 2019-2020: 50% 2022-2023: 51%	Maintain/Improve in Academic Perseverance and Classroom Context. Make gains of minimum 3% each in Academic Behaviors, Academic Mindset, Learning Strategies, and Social Skills.
Healthy Kids Survey	Student Survey Meaningful participation in school 37% (2022) 35% (2024) School Boredom 34% (2022) 32% (2024) Violence/Victimization 53% reporting "yes" (2022), 45% reporting "yes" (2024) 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 Parent Survey Parental Involvement Scale 33% (2022) 36% (2024) strongly agree School Learning Environment 32% (2022) 39% (2024) strongly agree Fairness, Rule Clarity, and Respect for Diversity 31-40% positive (2022), 38-48% positive (2024) Average reporting any problems is 20% (2022) 15% (2024)	Meaningful participation will increase. School boredom will decrease. Violence/Victimization will decrease overall. Bullying reporting/stopping rates by other students will maintain and increase (38% report all/some of the time). Continue parent outreach to maintain or increase positive ratings.

Wellness Referrals	2024-2025 Total students supported through Wellness: 77 (with 120 referrals) as of 3/17/25	Continue to provide PIP and additional counseling (beyond district minimum).
	2023-2024 Total students supported through Wellness: 68 (with 8 on the waitlist)	Provide SEL supports in each classroom, with Wellness support as requested and needed.

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	INTERVENTION: MTSS and CICO Hourly support throughout the year for CICO facilitators and meetings. MTSS aides and TOSA provide the support through funded positions. (Any additional funding through other sources.)	Targeted students based on SEL data, teacher input, and attendance/engagement concerns	0 None Specified None Specified Provide hourly pay for CICO facilitator meetings as needed
1.2	INTERVENTION: COUNSELING -Provide PIP Program 2 days/week. -Provide School Based Counseling Program 3 1/2 days/week (additional 1/2 day increase from District availability). Counselor will assist teachers with helping	All Students, but specifically students identified with lower SEL scores, behavior referrals, or chronic absenteeism.	11500 Targeted Allocation 2000-2999: Classified Personnel Salaries PIP Program aide 3500 Targeted Carryover 2000-2999: Classified Personnel Salaries Additional day of counseling
1.3	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 (Funded \$3000 through General Fund.)	All Students, but specifically students identified with lower SEL scores, behavior referrals, or chronic	1500 Targeted Allocation 2000-2999: Classified Personnel Salaries additional wellness hourly for collaboration with teachers 0 None Specified 2000-2999: Classified Personnel Salaries hourly for yard duty training and PBIS support
1.4	TARGET MEETINGS -Monthly SST meetings (sub release) -Target meetings with LIT, Wellness, and SAI are included in each of the collaboration meetings throughout the year (1 each trimester).	Target students (little, no progress in intervention cycle)	4000 Targeted Allocation 2000-2999: Classified Personnel Salaries Sub release for SST and MTSS target meetings
1.5	PARENT EDUCATION Additional hourly for planning and preenting parent education: mental health support, homework, resiliency through wellness, adult ed, and project cornerstone	Parents	700 Targeted Allocation 2000-2999: Classified Personnel Salaries Hourly for wellness coordinator, adult ed, other for planning/implementing parent ed

1.6	PARENT INVOLVEMENT AND STUDENT ENGAGEMENT THROUGH PROJECT CORNERSTONE: Materials and books for Project Cornerstone ABC Readers. (Fund \$1000 through donations.)	All students and families	0 None Specified 4000-4999: Books And Supplies Materials and books for Project Cornerstone ABC Readers
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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.

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. We lost our Project Cornerstone coordinator and did not proceed with the program. We would like to bring it back in the next academic year.

Our PIP aide continues to provide excellent support as an addition to our MTSS.

120 referrals were recorded and 78 students were serviced through wellness this year.

We launched MTSS target meetings this year school-wide, with 46 students in review. This was a successful tracking of students for our implementation year.

Westwood achieved "silver status" with the state for PBIS, with successful review of SWIS data in all grade levels and targeted work at playground aggressions (which were cut in half at the beginning of the 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.

We also had set goals to address disruption and disrespect on the yard and in the classroom, but SWIS data suggested that playground aggression was a higher need in November/December.

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 - All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
- GOAL 2 - All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.
- GOAL 3 - SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

16% of Westwood students (60 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	Chronic Absenteeism PRE-COVID BASELINE 2018-19 10.5% of all students are chronically absent (8.8% moderate, 1.7% severe) POST-COVID 2024-25 16% of all students are chronically absent (15% moderate, 1% severe) 2023-24 19% of all students are chronically absent (16% moderate, 3% severe) 2022-23 21% of all students are chronically absent (17% moderate, 4% severe) 2021-22 23% of all students are chronically absent (20% moderate, 3% severe)	Continue decreasing chronic absenteeism, back to pre-COVID numbers.(Under 10%). Work to 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	INCREASE ATTENDANCE Outreach to families of chronically absent students to resolve root-cause of absenteeism; collaboration with Truancy Officers; Attendance Works; Attendance Improvement Plans; Awards Ceremonies; Parent Volunteers; Additional Support hours for clerk for SARB meetings	Chronically Absent students	1500 Targeted Allocation 2000-2999: Classified Personnel Salaries Additional clerk time for truancy meetings and support of tardies
1.2	ENRICHMENT/SCHOOL CLIMATE 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. (Additional \$3000 funded through donations, and additional through PTA.)	All Students	3000 Targeted Allocation 0001-0999: Unrestricted: Locally Defined Students Assemblies, enrichment materials, and materials

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.

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.

none

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	\$110,466.00
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 (\$)
None Specified	\$0.00
Targeted Allocation	\$106,966.00
Targeted Carryover	\$3,500.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$110,466.00

Total of federal, state, and/or local funds for this school: \$110,466.00

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	106966	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	106,966.00
Targeted Carryover	3,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	4,500.00
1000-1999: Certificated Personnel Salaries	15,147.00
2000-2999: Classified Personnel Salaries	87,319.00
4000-4999: Books And Supplies	3,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	None Specified	0.00
2000-2999: Classified Personnel Salaries	None Specified	0.00
4000-4999: Books And Supplies	None Specified	0.00
None Specified	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	Targeted Allocation	4,500.00

1000-1999: Certificated Personnel Salaries	Targeted Allocation	15,147.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	83,819.00
4000-4999: Books And Supplies	Targeted Allocation	3,500.00
2000-2999: Classified Personnel Salaries	Targeted Carryover	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,399.00
Goal 2	5,367.00
Goal 3	21,200.00
Goal 4	4,500.00

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
Danielle Musumeci	Parent or Community Member
Linda Pascoal	Parent or Community Member
Chandra Henry	Parent or Community Member
Corinne Ghaffari	Principal
Christa Ivancovich	Classroom Teacher
Elena Dritsas	Classroom Teacher
Nicole Young	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 04/22/2022.

Attested:



Principal, Corinne Ghaffari on 4/22/2025

SSC Chairperson, Mark Darrah on 4/22/2025