



Additional Targeted Support and Improvement (ATSI)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westwood Elementary School	39685856109839	May 14, 2026	6/16/2026

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

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

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

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

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

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

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Plan Description

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

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

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed. Offer family engagement activities and resources to foster stronger connections between school and home.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Phase One: Comprehensive Needs Assessment

The process began in December 2025 and continued through February 2026 with the Comprehensive Needs Assessment (CNA), during which the school community engaged in multiple activities to examine current practices and student outcomes. This phase included administering the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey, conducting classroom visits, facilitating focus groups, and reviewing artifacts related to instructional practices, school systems, and student supports. In addition, school leaders completed a reflective self-assessment aligned with the Four Domains for Rapid School Improvement to evaluate leadership, instruction, culture, and systems and provide internal perspectives on current practices.

Stakeholder engagement was an integral part of this process, with input gathered from teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were used to gather perspectives, validate findings, and build shared understanding of the school's strengths and areas for growth. As part of this phase, the team also reviewed Lodi Unified's accountability data, including student attendance and achievement data available through the school's report card. The combination of stakeholder input, quantitative data, and artifact review provided a well-rounded understanding of school performance and informed the findings of the CNA report.

Phase Two: Root Cause Analysis

In the second phase, the leadership team engaged in a root cause analysis process to examine the CNA findings more deeply. Through collaborative discussions and data analysis, the team identified the key factors influencing student performance and school outcomes. This process helped clarify the underlying drivers of both strengths and challenges, allowing the team to prioritize the most critical areas for improvement and focus their efforts on strategies most likely to impact student learning.

Phase Three: SPSA Plan Development

The final phase focused on the development of the School Plan for Student Achievement (SPSA). Using insights from the CNA and root cause analysis, school leadership teams with input from stakeholders worked together to develop focused goals, strategies, and actionable steps aligned with identified needs. This phase emphasized ensuring that improvement efforts are clearly connected to data and supported by specific actions designed to strengthen instructional practices, support student learning, and promote continuous improvement across the school.

Ongoing Engagement and Continuous Improvement

The school will continue to engage educational partners throughout the year to review progress and guide ongoing improvement of the School Plan for Student Achievement (SPSA). The School Site Council (SSC) will serve as a central structure for monitoring the implementation of strategies, reviewing student data, and discussing adjustments to actions based on evidence of impact. The English Learner Advisory Committee (ELAC) and other parent advisory groups will also be provided opportunities to review progress and offer input, ensuring that the needs of English learners and other student groups remain a focus of the school's improvement efforts.

Staff collaboration will also support the ongoing implementation of the plan. Regular opportunities during staff and team meetings will be used to review data, reflect on instructional practices, and make adjustments to strategies as needed to better support student learning.

The school will continue to communicate updates and gather feedback from the broader school community through multiple channels, such as newsletters, school communication platforms, parent meetings, and translated materials to ensure accessibility for all families. Student perspectives will also be incorporated through a variety of opportunities, such as surveys, classroom discussions, and student leadership forums.

Through continued collaboration and communication with educational partners, the school will use the SPSA as a living plan that guides improvement efforts and responds to the evolving needs of students and the school community.

Resource Inequities

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

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

Based upon the California School Dashboard state indicators, Westwood Elementary School has been identified for Additional Targeted Support and Improvement (ATSI). The following subgroups, African American and students of Two or More Races entered ATSI due to meeting the criteria based on the following indicators: Suspension Rate as reported on the 2024 CA Dashboard release. The school exited ATSI for African American students for suspension rate as reported on the 2025 CA Dashboard release but will continue in ATSI for the subgroup of students in Two or More Races in the suspension rate. In order to move the performance levels on this indicator for our qualifying students, it is necessary to address the needs of students, staff, and the school community.

The school needs will be addressed through the following:

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the review of the 2025 California School Dashboard data and the Comprehensive Needs Assessment (CNA) for Westwood Elementary School, the following areas require significant improvement:

Areas of Low Performance & Significant Gaps:

1. Academic Achievement – English Language Arts (ELA):

- Overall Performance: Orange (42.8 points below standard, decreased by 6.5 points).
- Student Groups in Orange: English Learners (62.9 points below standard), Hispanic students (59.1 points below standard), Socioeconomically Disadvantaged Students (40.6 points below standard), and Asian (27.1 points below standard)

Gaps Identified: There is a significant performance gap for English Learner, Hispanic, Socioeconomically Disadvantaged, and Asian student groups.

2. Academic Achievement – Mathematics:

- Overall Performance: Orange (56.6 points below standard, decreased by 5.3 points).
- Student Groups in Orange: English Learners (70.6 points below standard), Hispanic students (65.7 points below standard), Socioeconomically Disadvantaged Students (54.3 points below standard), and Asian (39.1 points below standard).

Gaps Identified: There is a significant performance gap for English Learner, Hispanic, Socioeconomically Disadvantaged, and Asian student groups.

3. Chronic Absenteeism:

- Overall Performance: Red (33.1% chronically absent, increased by 1%).
- Student Groups in Red: Two or More Races (45.7%), Students with Disabilities (39.4%), Hispanic (39.2%), Socioeconomically Disadvantaged (34.7%), and Asian (25.3%) students.

Gaps Identified: High absenteeism rates among Two or More Races, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged students.

Westwood will utilize the following steps to improve the rate of Chronic Absenteeism for all students, especially those subgroups in the red:

- PBIS acknowledgement initiatives to support student attendance
- Student study teams meet to discuss barriers to attendance with families
- Child Welfare and Attendance Officer and administration support with home visits
- Ongoing parent education about the impact of chronic absenteeism
- Ongoing parent education about how to report student absences

These strategies have proven effective in supporting our African American students as well as those listed as English Learners on the 2025 California Dashboard.

4. Suspension Rate:

- Overall Performance: Orange (3.4%, decreased by 0.2%).
- Student Groups in Red: African American students (10.4%)

Gaps Identified: Disproportionate suspension rates for African American students

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

Parental engagement has continued to be an area of concern. Although parents attend fun engagement events, they are less likely to attend informational meetings and sessions, resulting in lost opportunities for school-home collaboration efforts.

The CNA identified targeted improvement strategies, including:

- Provide Rigorous, Evidence-Based Instruction: There is a need for teachers to provide rigorous instruction and student engagement opportunities, relating to their professional learning of best practices in teacher clarity.
- Remove Barriers and Provide Opportunities: An emphasis on communicating the effectiveness of current supports in place for academic, behavior, and attendance intervention, as well as, continue to strengthen data chats.
- Solicit and Act Upon Stakeholder Input: A need is to engage stakeholders in consistent feedback loops co-developed by leadership and staff.

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.

Annual Review

SPSA Year Reviewed: 2025-26

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement

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

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

This targeted improvement will contribute to the overall academic growth and success of our students.
Westwood will include targeted professional development for teachers and staff in support of reaching this goal; professional development effectiveness will be measured utilizing site-level professional development feedback forms.

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

During the 2025-2026 school year, the school implemented several strategies to improve English language arts and mathematics achievement.

The strategies and activities for goal one were implemented as planned, but were not effective for all students. For these strategies, the staff participated in collaborative meetings and PD about MTSS, data analysis, intervention planning, teacher clarity, ELD instructional strategies, and a focus on writing and vertical articulation of the scope and sequence across all grade levels.

ELA:
Overall, the effectiveness of the strategies related to growth in ELA were not effective for all students at moving students into proficiency in multiple measures. Throughout the school year, Title 1 funding has gone toward necessary AVID supplies, substitute codes to allow teachers to meet as grade levels for academic data conferences (twice so far this year as of April 2026). Below is a breakdown of performance according to each measure in ELA.

DIBELS:
The goal of 50% proficiency for K-3 students by MOY for the composite score in DIBELS was met; students did show proficiency at 56% for MOY. The strategies were not entirely ineffective, however, as most grade levels showed increases in the areas of decoding.

iReady ELA Universal Screener:
The goal of 35% of grades 2-6 students proficient or better at MOY for ELA was not met (students achieved 30% proficiency as of MOY results). BOY 2025-2026, 18% of students were two or more grade levels below (which increased to 30% MOY). Currently (MOY) 36% of students are one grade level below or “Ready for Grade Level Content” according to the iReady Universal Screener. Overall, this shows tremendous growth in moving students closer to proficiency despite not meeting the proficiency goal.

iReady Math Universal Screener (grades K-6):

The goal of 28% grades 2–6 students proficient or better at MOY for mathematics was not met (students achieved 19% proficiency as of MOY results). BOY 2025-2026, 8% of students were two or more grade levels below (which increased to 30% MOY). Currently (MOY) 59% of students are one grade level below or “Ready for Grade Level Content” according to the iReady Universal Screener. Overall this shows growth in moving students closer to the MOY proficiency despite not meeting the proficiency goal.

CAASPP ELA (grades 3-6):

In 2025-2026, there was a 6.5 decrease in the distance from standard for ELA from 49.3 to 42.8 points. Overall data shows that the implementation of the strategies was not effective on this measure.

CAASPP Math (grades 3-6):

In 2025-2026, there was a 5.3 decrease in the distance from standard for math from 61.9 to 56.6 points. Overall data shows that the implementation of the strategies was not effective on this measure.

English Learners:

Overall, despite EL students not meeting their goal according to the SPSA, 38.14% of students showed progress and movement in the English Learner Progress Indicator (ELPI), which was a decrease in 12.36%.

Evidence suggests that we need to continue to improve in both areas of ELA and math, as measured by multiple assessments, for all students, including English Learners.

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

Several differences between intended implementation and actual practice were identified. While the plan indicated funding would be used for assemblies, the funds were not used for this purpose. This year teachers were asked to identify assembly topics they wanted but they only used half of it. For the MTSS strategy for ELA and mathematics, we allocated a significant amount but many teachers opted to work after school instead of utilizing sub coverage, therefore we did not spend as much time in this strategy across the school. Teachers expressed they needed more flexibility in how/when this can occur. We started off with a data kickoff for grades 1-6 using the EOY data. We purchased a writing curriculum for teachers to use

English Learners: when we received a re-allocation, we purchased a curriculum that should arrive by the end of the school year, to be used next year, and scheduled a professional development for April 29th.

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.

A change in this goal from SY 2025-2026 to SY 2026-2027 is in strategy 1.3. Teachers will be implementing Language Power, an ELD curriculum, and Step Up to Writing, a writing curriculum. As a result of this change, we added professional development for staff to support implementation of these resources.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Behavioral

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

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

During the 2025-2026 school year, the school implemented several strategies to improve chronic absenteeism and the suspension rate for all students.

Administration, teachers, and staff received professional development for PBIS and classroom/campus engagement strategies as written in the SPSA in an ongoing manner throughout the 2024-2025 school year. According to the CA Dashboard, Westwood students decreased to a red performance level for Chronic Absenteeism, but they maintained the orange performance level for Suspension Rate in 2025.

Chronic Absenteeism:

Westwood increased its chronic absenteeism for all students by 1% according to the 2025 CA Dashboard. The data indicates there is a significant gap in the chronic absenteeism rates among Two or More Races, Students with Disabilities, Hispanic and, Socioeconomically Disadvantaged students, compared other groups of students.

Suspension/Expulsion Rate:

Westwood decreased its suspension rate for all students by 0.2% according to the CA Dashboard. The data indicates there are disproportionate suspension rates for African American students. The school decreased the suspension rate for students of Two or More Races, therefore, exiting ATSI status for this student group.

Social Emotional Learning Data - Panorama Survey:

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

Positive Behavioral Intervention and Support (PBIS) Fidelity and Recognition:

The fidelity of Westwood's PBIS program is high and Tier 1 and Tier 2 supports continue to function at a high level. Westwood qualifies to apply for Gold level PBIS recognition and will apply for this recognition this year. Despite a 1.3% increase in student suspensions according to the CA Dashboard, Westwood still operates close to the state's average rate of suspension (within 0.5%). Westwood gained the ability to better analyze student behavior data using the SWIS application this year;

Westwood will continue to implement better ways of utilizing PBIS using this new data source in order to improve our discipline strategies and suspension rate for 2026.

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

Several differences between intended implementation and actual practice were identified. While the plan indicated we would utilize a set amount for the funding for assemblies, we did not use all of this funding and allocated it to other areas of the plan. The upper grade teachers did not use their funds as frequently as the lower grades. The other strategies were all implemented as planned.

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.

There were no significant changes to this plan. It originally was allocated for teachers to choose the assemblies, however, as it was not being utilized the administrators chose assemblies for the remainder of the year.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

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

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

During the 2025-2026 school year, the school implemented several strategies to improve parent involvement. This year, Westwood showed great growth in parent participation across multiple measures. ELAC attendance, Parent Teacher Conferences, and Back to School Night attendance improved greatly according to the sign-in sheet data collected. The school saw increased Parent teacher Conference attendance this school year from the previous school year. In addition to these measures, Westwood also saw great attendance at weekly Parent Cafes as well as Parent Club hosted parent nights (movie nights, father daughter dance, cookies with Santa, as well as the Fall Festival).

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

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

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

In order to improve parental involvement at Westwood for next year, Westwood will continue with fingerprinting to remove cost barriers for parents, with a goal of having at least one parent per classroom teacher at each grade level.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Additional Targeted Support and Improvement (ATSI)

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

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

During the 2025-2026 school year, the school implemented several strategies to improve the suspension rate and chronic absenteeism for African American students and those students listed as Two or More Races. Westwood saw success in reducing the rates of Chronic Absenteeism for students listed as Two or More Races, and the rate for African American students maintained at the Orange Performance Level. The school exited ATSI for chronic absenteeism for students listed as African American. Westwood, however, saw an increase in regard to suspension rates according to the 2025 California Dashboard. Students listed as Two or More races moved from the red to yellow performance band for suspension rates, but African American students maintained in the red performance band. Due to this, the African American student group will be under Additional Targeted Support and Improvement (ATSI) for suspension rates in the 2026-2027 school year.

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

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

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

Going into the 2026-2027 school year, Westwood will continue to utilize strong professional development and MTSS collaboration in support of the efforts to decrease the suspension and chronic absenteeism rates. One strategy that we will place more emphasis on is the use of the structured recess program.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Growth and Achievement

By Spring 2026, Westwood Elementary School will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district i-Ready assessments, through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework. Aligned with three-year California Dashboard trends, the school will reduce English Language Arts distance from standard by 6 points, reduce Mathematics distance from standard by 6 points, and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued growth in academic achievement. Locally, informed by four-year i-Ready middle-of-year trend data, the school will reduce Reading distance from standard by 8 points and reduce Math distance from standard by 7 points, as measured by the i-Ready diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
2. All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

Based on the needs assessment, we have identified the following areas in ELA, Mathematics, & Science that need improvement based on a review of the 2025 California School Dashboard and local data. The All-Students group performed in the Orange performance band for English language arts and mathematics, falling short of the expected growth targets. The All-Students group performed in the Yellow performance band for science. Additionally, performance on the CAASPP reveals a similar pattern, with only 32.59% of students meeting standards in ELA and 28.13% in math.

Performance gaps persist among student groups, particularly:

- English Learner, Hispanic, Socioeconomically Disadvantaged, and Asian student groups who remain in the Orange for both English language arts and mathematics.
- Socioeconomically Disadvantaged students who remain in the Yellow for science.

This goal is based on disaggregated data from the following sources:

- The 2024-2025 3rd-6th Grade CAASPP ELA Assessment
- The 2025 California Dashboard: ELA
- The 2025-2026 2nd-6th Grade iReady MOY ELA Assessment
- The 2025-2026 K-2 MOY DIBELS Assessment
- The 2025-2026 2nd-6th Grade MOY Reading Inventory (RI) Assessment
- The 2024-2025 3rd-6th Grade CAASPP Math Assessment
- The 2025 California Dashboard: Mathematics
- The 2025-2026 2nd-6th Grade iReady MOY Mathematics Assessment
- The 2022-2025 5th Grade California Science Test (CAST)
- The 2025 California Dashboard: Science
- The 2025 California Dashboard: English Learner Progress Indicator (ELPI)

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: English Language Arts (ELA) Distance from Standard	2025 CA Dashboard: 42.8 points below standard	2026 Dashboard: Reduce distance from standard to 36.8 points below standard.
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 55.6 points below standard	2026 Dashboard: Reduce distance from standard to 49.6 points below standard
CA Dashboard: English Learner Progress	2025 CA Dashboard: 38.14% making progress	2026 Dashboard: Increase to 41.1% making progress.
i-Ready ELA MOY: Distance from Standard	(MOY 2026): 39.58 points below standard	(MOY 2027): Reduce distance from standard to 31.58 points below standard.
i-Ready Math MOY: Distance from Standard	(MOY 2026): 21.53 points below standard	(MOY 2027): Reduce distance from standard to 14.53 points below standard.

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	Early Literacy Intervention Teacher (ELA TOSA) The District ELA TOSA will support K–3 early literacy by providing supplemental intervention, instructional coaching, and assessment support. The ELA TOSA will collaborate with teachers, site administrators, and district leadership to strengthen evidence-based reading instruction and improve literacy outcomes for students. Description of services: *Modeling or co-teaching SIPPS and Amplify lessons *Supporting teachers with effective early reading instruction *Providing short-term, flexible small group intervention *Assisting with DIBELS and SIPPS assessments *Progress monitoring intervention students every 3–6 weeks *Supporting teachers with assessment timelines and data use *Collaborating with site administrators on intervention schedules, CORE visits, data conferences, and professional learning needs	All Students	\$0 Central Title I 1900 Other Cert Salaries ELA TOSA
1.2	MTSS Data Conferences and Analysis Provide teacher release time to: *Analyze universal screener, state, and local assessment data	All Students	\$9600 Title I 1150 Teacher Sub Subs for MTSS Data Conferences

	*Identify student trends, needs, and areas for improvement *Collaborate with teachers and specialists to plan targeted interventions *Adjust instruction based on data and individual student needs *Use data collection sheets to monitor student progress *Review intervention effectiveness and make improvements as needed		\$2406 Title I 3000 Benefits Sub Benefits
1.3	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District ELA/Math/Science/SS Initiative Professional Developments Include: * CORE SIPPS Site Training Grades K-6 * i-Ready Math Leader Walks / PD Days / Lesson Study * Supplies and Materials to support professional development sessions * Other PD opportunities as student and staff needs present themselves Site ELA/Math/Science/SS Based Initiative Professional Developments Include: * Clarity - Visible Learning for Math and ELA * ELD Professional Development Related to Integrated and Designated ELD Instruction * Professional Development to support Language Power, a designated ELD curriculum to support implementation * Professional development to support Step Up to Writing, a designated writing curriculum to support implementation. * Supplies and Materials to support professional development sessions * Other PD opportunities as student and staff needs present themselves * Attendance at off-site professional development and/or learning opportunities	All Students	\$9600 Title I 1150 Teacher Sub Subs for Professional Development \$2398 Title I 3000 Benefits Sub Benefits \$15500 Title I 5800 Prof and Operating/Consultants PD: Language Power \$8800 Title I 5800 Prof and Operating/Consultants Professional Development: Step Up To Writing \$10,000 Title I 5220 Conference Corwin Teacher/Student Clarity Conference \$8,029 Title I 5800 Prof and Operating/Consultants Additional PD Opportunities aligned to school goals
1.4	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, additional student technology devices, STEAM and AVID Supplies Ensure students have access to AVID Supplies and materials, supplemental books and instructional materials, duplicating services, STEAM materials, ELD instructional support materials, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies and materials: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1	All Students	\$11588 Title I 4300 Materials AVID Supplies, Materials \$7000 Title I 4375 Technology (under \$500) Additional Chromebooks for each classroom \$25,000 Title I 4200 Books \$1000 for each class & \$6000 for WW Library

	high-quality first instruction. School organization planners. Supplemental Classroom Library Books- Increase classroom libraries and the Westwood school library to include additional books including culturally responsive and high interest reading material.		
1.5	MTSS (Multi-Tiered System of Supports) Collaboration: Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social emotional domains. This analysis informs decision making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support. Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision making within the MTSS framework Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts. Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation. Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.	All Students	\$11110 Title I 1120 Teacher Temp \$3400 Title I 1150 Teacher Sub \$3623 Title I 3000 Benefits

	Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework. Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		
1.6	ELD Support Strategies *ELD instruction: Ensure that students are provided 30 minutes of daily designated EL instruction. *Instructional Support: District ELD Coaches will provide support to classrooms teachers of EL Students. *Bilingual Para-educators: will work with certificated and classified staff to provide push-in or pull-out support for instruction of the core for identified EL students.	English Learners	\$0 Title III
1.7	Study Trips Supplementing Grade-Level Core Curriculum: Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips: Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning. Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions. Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.	All Students	\$8750 Title I 5872 Field Trips

	Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum. Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings. Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.		
1.8	Educational Assemblies to support the school's curriculum and culture The assemblies should include one or more of the following components Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.	All Students	\$6000 Title I 5800 Prof and Operating/Consultants

	Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school. Educational Assemblies to Support Curriculum and School Culture Provide educational assemblies that support classroom instruction, student engagement, and a positive school culture. Assemblies may include: *Real-world connections to classroom learning *Community-building activities for students and staff *Guest speakers who inspire goal setting, perseverance, and student motivation *Topics such as bullying prevention, mental health, diversity, character development, and positive behavior *Opportunities to build leadership, communication, critical thinking, and collaboration skills *Recognition of student achievement and positive behavior *Activities that reinforce schoolwide expectations and values		
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Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Behavioral

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on the needs assessment and 2025 California School Dashboard, the identified two key areas in need under the Social-Emotional Behavioral Goal are chronic absenteeism and suspension rate.

Chronic absenteeism is in the Red performance band, indicating a 1% increase in the rate from 32.1% to 33.1%. The following student groups are in the Red performance band and indicate significant concerns: Two or More Races (45.7%), Students with Disabilities (39.4%), Hispanic (39.2%), Socioeconomically Disadvantaged (34.7%), and Asian (25.3%) students.

Suspension rate is an area of concern, for several student groups. The All Students group falls into the Orange performance band, indicating a decrease of 0.2% from 3.6% to 3.4%. The Red performance band includes African American students (10.4%) and indicates a significant gap in suspension rates.

This goal is based on disaggregated data from the following source:

- The 2025 California Dashboard: Chronic Absenteeism and Suspension Rate
- Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity Data
- Panorama SEL Survey for Grades 3-6 Data

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2025 CA Dashboard Chronic Absenteeism Indicator: The All Student Group is Red which is an increase of 1% from 32.1% to 33.1%	2026 CA Dashboard Chronic Absenteeism Indicator: The All Student Group will be Orange, and decrease by 6% from 33.1% to 27.1% below the standard.
CA Dashboard - Suspension Rate	2025 CA Dashboard Suspension Indicator: The All Student Group is Orange, which is a decrease of 0.2% from 3.6% to 3.4%.	2026 CA Dashboard Suspension Indicator: The All Student Group will be Yellow, decreasing the suspension rate by 0.3% from 3.4% to 3.1%.

Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2025-2026 Local Data: Tier 1 TFI Score 77% Tier 2 TFI Score 88% Tier 3 TFI Score 53%	2026-2027 Local Data: Tier 1 TFI Score 82% Tier 2 TFI Score 93% Tier 3 TFI Score 58%
Panorama Survey	At MOY data points for the 2025-2026 school year: Positive Feelings: 62.5% Sense of Belonging: 55.5% Social Awareness: 55.5% Challenging Feelings: 75.5% Self-efficacy: 33% Emotional Regulation: 40.5%	At MOY data points for the 2026-2027 school year will be: Positive Feelings: 67% Sense of Belonging: 60% Social Awareness: 60% Challenging Feelings: 55% Self-efficacy: 38% Emotional Regulation: 40%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Positive Behavioral Intervention and Supports Implementation and Collaboration: Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern utilizing a software license for the Schoolwide Information System (SWIS). Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.	All Students	\$1500 Title I 1120 Teacher Temp \$370 Title I 3000 Benefits \$800 Title I 5875 Technology Licenses

	Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives. Purchase of student incentive materials and supplemental books to support student engagement. Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		
2.2	Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components: Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.	All Students	\$0 Title I

	Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.		
2.3	Artists in Schools Supplemental Art Program Through art, students generate ideas, organize thoughts, and communicate more effectively. Art in schools helps to support a sense of belonging and can contribute to positive feelings about the school site.	All Students	\$6800 Title I 5800 Prof and Operating/Consultants
2.4			\$

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

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

- Consistent communication from school to home
- Supplies for paper communication
- Parent activities during and after school
- Parental engagement in academic support for students

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC Attendance	40+ parents attended ELAC meetings during the 2025-2026 school year	50+ parents will attend ELAC meetings during the 2026-2027 school year
Parent/Teacher Conferences	375+ parents/guardians participated in parent/teacher conferences during the 2025-2026 school year	380+ parents/guardians will individual parent/teacher conferences in 2026-2027
Back-to-School Night	450+ parents/guardians participated in BTSN during the 2025-2026 school year	460+ parents/guardians will participate in BTSN during the 2026-2027 school year

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All Students	\$500 Title I: Parent Involvement 4325 Food For Meetings Light snacks for parent meetings/events \$
3.2	Communication: Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All Students	\$816 Title I: Parent Involvement 4300 Materials
3.3	Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities: Timecard hours for classified staff to provide support through translation, childcare support, and involvement in the following activities: Culturally Inclusive Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided. Parent Café – Organize informal gatherings where EL parents can share their experiences, voice concerns, and collaborate on school initiatives in a welcoming, culturally affirming space. Parent Leadership & Advocacy – Offer leadership training and opportunities for EL parents to serve on advisory committees (e.g., ELAC/DELAC) to amplify their voices in school decision-making. Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.	All Students	\$600 Title I: Parent Involvement 2120 Para Temp \$234 Title I: Parent Involvement 3000 Benefits
3.4	Student-Led Family Engagement Events:	All Students	\$0 LCFF

	Encourage student-led events such as the Westwood Ice Cream Social, STEAM nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation. Home-school partnerships are leveraged to develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education.		
3.5	Parent Volunteer Fingerprinting: Due to school and district policy for long-term volunteering opportunities, parent volunteers in instructional spaces must be fingerprinted. To remove the barrier of cost funding is needed to support Westwood parents who are seeking to participate in the classroom for volunteer opportunities.	All Students	\$1400 Title I: Parent Involvement 5800 Prof and Operating/Consultants Livescan vendor to increase parent involvement

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Additional Targeted Support and Improvement (ATSI)

The educational outcomes of our Two or More Races subgroup of students will mirror that of the general population (the "All Students" group as seen on the CA Dashboard).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Suspension Rate:

Westwood students had a 0.2% decrease in suspension rate of 3.4% of students being suspended at least one day according to the 2025 CA Dashboard. African American students showed an increase in their suspension rate and are in the red performance band according to the 2025 CA Dashboard.

Chronic Absenteeism:

Westwood increased its chronic absenteeism by 1% according to the 2025 CA Dashboard. Students of Two or More Races' chronic absenteeism increased to 45.7% in 2025.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Suspension Rate	2025 CA Dashboard Suspension Indicator: The All Student Group is Orange, which is a decrease of 0.2% from 3.6% to 3.4%. The African American student group is Red (10.4%).	2026 CA Dashboard Suspension Indicator: The All Student Group will be Yellow, decreasing the suspension rate by 0.3% from 3.4% to 3.1%. African American students will show a decrease of 0.3%, from 10.4% to 10.1%, in suspension rate and will move to the orange performance band according to the 2026 CA Dashboard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Professional Development Provide professional development opportunities to administration, teachers, and staff related to PBIS and classroom engagement strategies as it relates to the performance indicators.	African American Students	\$0 Title I See Goal 1.3
4.2	Collaboration / MTSS Data Conferences Provide time during MTSS data conferences for admin, teachers, and staff to collaborate, plan, and review data in regard to engagement strategies and its impact on each of the indicators. In addition, opportunities will be provided to teachers and staff to collaborate and analyze attendance data.	African American Students	\$0 Title I See Goals 1.2 and 1.5
4.3	Positive Behavioral Intervention and Supports Implementation and Collaboration: Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern utilizing a software license for the Schoolwide Information System (SWIS). Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the	African American Students	\$0 Title I See Goal 2.1

	school environment. Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives. Purchase of student incentive materials and supplemental books to support student engagement. Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		
4.4			\$

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$155,824.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$155,824.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$152,274.00
Title I: Parent Involvement	\$3,550.00
Title III	\$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$155,824.00

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

State or Local Programs	Allocation (\$)
Central Title I	\$0.00
LCFF	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$155,824.00

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
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Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
LCFF	0.00
Title I	152,274.00
Title I: Parent Involvement	3,550.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	12,610.00
1150 Teacher Sub	22,600.00
1900 Other Cert Salaries	0.00
2120 Para Temp	600.00
3000 Benefits	9,031.00
4200 Books	25,000.00
4300 Materials	12,404.00
4325 Food For Meetings	500.00
4375 Technology (under \$500)	7,000.00
5220 Conference	10,000.00
5800 Prof and Operating/Consultants	46,529.00
5872 Field Trips	8,750.00
5875 Technology Licenses	800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
	LCFF	0.00
	Title I	0.00
1120 Teacher Temp	Title I	12,610.00
1150 Teacher Sub	Title I	22,600.00
3000 Benefits	Title I	8,797.00
4200 Books	Title I	25,000.00
4300 Materials	Title I	11,588.00
4375 Technology (under \$500)	Title I	7,000.00
5220 Conference	Title I	10,000.00
5800 Prof and Operating/Consultants	Title I	45,129.00
5872 Field Trips	Title I	8,750.00
5875 Technology Licenses	Title I	800.00
2120 Para Temp	Title I: Parent Involvement	600.00
3000 Benefits	Title I: Parent Involvement	234.00
4300 Materials	Title I: Parent Involvement	816.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,400.00
	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	142,804.00
Goal 2	9,470.00
Goal 3	3,550.00
Goal 4	0.00

School Site Council Membership

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

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

Name of Members	Role
Christine Neal	Principal
Chloe Storrs	Classroom Teacher
Phetkaday Hyman	Classroom Teacher
Cheri McClelland	Classroom Teacher
Eva Gomez	Other School Staff
Jeff Lewis	Parent or Community Member
Mauro Flores	Parent or Community Member
Anahi Arevalo	Parent or Community Member
Adela Ramirez	Parent or Community Member
Mariana Hernandez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



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 May 14, 2026.

Attested:



Principal, Christine Neal on 5/14/26



SSC Chairperson, Jeff Lewis on 5/14/26