



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 21, 2026	June 11, 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 Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	17
Overall Performance	19
Academic Performance	21
Academic Engagement	28
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	38
Goal 3.....	42
Goal 4.....	47
Budget Summary	50
Budget Summary	50
Other Federal, State, and Local Funds	50
Budgeted Funds and Expenditures in this Plan	51
Funds Budgeted to the School by Funding Source.....	51
Expenditures by Funding Source	51
Expenditures by Budget Reference	51
Expenditures by Budget Reference and Funding Source	51
Expenditures by Goal.....	52
School Site Council Membership	53
Recommendations and Assurances	54

Plan Description

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

Westwood Elementary School's planning approach aligns with ESSA requirements and the District's Local Control and Accountability Plan (LCAP), with a focus on improving outcomes in mathematics, literacy, and whole-child development. We are committed to meeting the needs of all students, including English Learners, students receiving Special Education services, and those eligible for Free and Reduced Meals. Recognizing the connection between social-emotional well-being and academic success, we prioritize a supportive and inclusive learning environment. Over the past year, staff have strengthened their focus on equity through professional learning and reflection on systemic practices. Instructional strategies have also been refined to better support diverse learners, particularly in language development.

A central component of our work is The Wildcat Way, our PBIS framework, which establishes clear expectations and promotes a positive school climate. Through consistent implementation and reinforcement, this approach has contributed to reduced behavioral incidents and increased student engagement. We will continue to embed The Wildcat Way across all aspects of school culture.

Westwood Elementary also maintains a strong focus on literacy across the curriculum. Teachers collaborate to align goals and supports, using strategies such as sentence frames, structured partner discussions, and close reading to strengthen student outcomes.

Through these efforts, Westwood Elementary is committed to providing a safe, inclusive, and academically focused environment where all students can succeed.

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.

2025-2026 SSC Meeting Dates and Topics

September 16 3:00-4:00 SSC Training and review of goals/activities

October 21 3:00-4:00 School Safety Plan review

November 18 3:00-4:00 Approval of School Safety Plan and review of iReady Trimester 1 data

January 20 3:00-4:00 Review of iReady Diagnostic 2, progress on goals

March 24 3:00-4:00 Input for Goals/Activities for 2026-2027 (needs assessment data review)

April 21 3:00-4:00 Final approval of 2026-2027 SPSA, parent involvement meeting

May 20 3:00-4:00 Adjustment of 2026-2027 SPSA as needed, begin review of School Safety Plan for 2026-2027

2025-2026 ELAC Meeting Dates and Topics

October 7 2:45-3:45 RFEP Celebration and ELL data/process review

March 10 2:30-4:00 Literacy support (phonics games and literacy help), reading the report card, SPSA review and input

April 7 2:30-3:45 School program for ELL support, review of Lexia, using STEM activities to practice English

May 12 2:45-3:45 Literacy Celebration

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.

Westwood Elementary School is not an ATSI/TSI/CSI School. This section is not applicable for this year.

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.

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 three areas:

English Language Arts: English Learners, Hispanic/LatinX, and Students with Disabilities performed two levels below (orange - 2) the overall performance levels (green - 4).

Chronic Absenteeism: Both our English Learners and Hispanic/LatinX students performed two levels below (red - 1) the "all student" performance (yellow - 3).

Suspension: Our Asian sub group performed two levels below (yellow - 3) the overall suspension rate (blue - 5).

Both the English Language Arts and Chronic Absenteeism are areas where further support is needed for certain subgroups. Westwood has made considerable effort this year to address student engagement (opportunities to respond and behavior specific praise/active supervision) as a Tier 1 practice to support all students in accessing the curriculum. Chronic Absenteeism continues to be an issue for our Hispanic/LatinX population, with many English Learners in this group also being impacted. Again, more efforts have been placed in connecting with families and engaging them in conversations about good attendance habits.

While we have one group which appears to have a performance below the "all student" performance in the Suspension Rate, this is really indicative of an extremely low suspension rate, with only one student suspension. Westwood's efforts in PBIS and restorative practices continues to support all student groups in focusing on learning and being part of a positive, supportive learning community.

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 2025-2026 will show similar results.

iREADY ELA Diagnostic 2 (January 2026) GRADE 3-5

Met/exceeded Benchmark

Overall: 48%

Students w/IEP's: 24%

English Learners: 14%

Econ Disadvantaged: 39%

Hispanic/Latino: 27%

Fountas & Pinnell (March 2026)

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

Overall: 72%

Students w/IEP's: NA%

English Learners: 43%

Econ Disadvantaged: 62%

Hispanic/Latino: 60%

iREADY Math Diagnostic 2 (January 2026)

Met/exceeded Benchmark

Overall: 40%

Students w/IEP's: 13%

English Learners: 21%

Econ Disadv: 30%
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 for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.52%	%	%	2		
African American	4.43%	3.80%	3.51%	17	14	12
Asian	13.54%	16.03%	16.08%	52	59	55
Filipino	2.86%	3.53%	2.92%	11	13	10
Hispanic/Latino	43.49%	45.92%	45.91%	167	169	157
Pacific Islander	0.78%	0.54%	0.58%	3	2	2
White	24.48%	21.47%	23.10%	94	79	79
Multiple/No Response	9.38%	8.42%	6.43%	36	31	22
Total Enrollment				384	368	342

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	20	21	38
Kindergarten	65	42	44
Grade 1	65	61	37
Grade 2	57	60	60
Grade3	61	56	50
Grade 4	65	60	51
Grade 5	51	68	62
Total Enrollment	384	368	342

Conclusions based on this data:

1. Growth in Enrollment by Ethnicity: while enrollment overall has declined, the student enrollment has either maintained or shown a slight increase in the number of students across most ethnic groups, especially in the Hispanic/Latino population, which grew from 153 to 169 students.
2. Hispanic/LatinX students make up the largest demographic group, comprising over 46% of total enrollment, increasing from 40% in 2022-23.

3. Overall decrease in enrollment: The total enrollment has declined from 384 students in 23-24 to 368 students in 24-25. This decline will continue as cohorts move up in the grade levels.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	85	76	67	27.7%	22.0%	19.6%
Fluent English Proficient (FEP)	39	38	37	12.6%	10.2%	10.8%
Reclassified Fluent English Proficient (RFEP)	14	17		4.2%	3.60%	

Conclusions based on this data:

1. Declining English Learner Enrollment: The number of English Learners has decreased each year, from 106 in 2022-23 to 85 in 2023-24, and further to 76 in 2024-25. Correspondingly, the percentage of English Learners has declined from 27.7% in 2022-23 to 20.7% in 2024-25.
2. Stable Fluent English Proficient (FEP) Enrollment: The number of Fluent English Proficient (FEP) students remained relatively stable, decreasing slightly from 48 students in 2022-23 to 39 in 2023-24, then to 38 in 2024-25. The percentage of FEP students also remained close, ranging from 12.6% to 10.3%.
3. Growth in Reclassified Fluent English Proficient (RFEP) Students: The number of Reclassified Fluent English Proficient (RFEP) students showed growth, increasing from 16 students in 2022-23 to 17 in 2024-25. The percentage of RFEP students more than tripled, growing from 4.2% in 2022-23 to 18.3% in 2024-25, indicating an improvement 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	64	57	60	63	55	60	63	55	90.9	98.4	96.5
Grade 4	55	71	62	49	67	56	49	67	56	89.1	94.4	90.3
Grade 5	65	54	68	61	54	68	61	54	68	93.8	100	100
All Grades	186	189	187	170	184	179	170	184	179	91.4	97.4	95.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2421.	2452.	2448.	21.67	31.75	30.91	21.67	30.16	30.91	31.67	17.46	16.36	25.00	20.63	21.82
Grade 4	2518.	2475.	2489.	44.90	29.85	30.36	18.37	16.42	28.57	18.37	28.36	14.29	18.37	25.37	26.79
Grade 5	2530.	2542.	2516.	32.79	35.19	23.53	34.43	29.63	26.47	13.11	16.67	30.88	19.67	18.52	19.12
All Grades	N/A	N/A	N/A	32.35	32.07	27.93	25.29	25.00	28.49	21.18	21.20	21.23	21.18	21.74	22.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.00	19.05	20.00	76.67	66.67	63.64	8.33	14.29	16.36
Grade 4	32.65	14.93	21.43	51.02	68.66	62.50	16.33	16.42	16.07
Grade 5	27.87	33.33	20.59	60.66	50.00	67.65	11.48	16.67	11.76
All Grades	24.71	21.74	20.67	63.53	62.50	64.80	11.76	15.76	14.53

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.00	36.51	29.09	56.67	47.62	50.91	28.33	15.87	20.00
Grade 4	28.57	17.91	25.00	63.27	58.21	62.50	8.16	23.88	12.50
Grade 5	19.67	27.78	14.71	68.85	57.41	69.12	11.48	14.81	16.18
All Grades	20.59	27.17	22.35	62.94	54.35	61.45	16.47	18.48	16.20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.00	9.52	5.45	68.33	79.37	81.82	16.67	11.11	12.73
Grade 4	26.53	16.42	16.07	63.27	73.13	71.43	10.20	10.45	12.50
Grade 5	14.75	20.37	14.71	73.77	66.67	67.65	11.48	12.96	17.65
All Grades	18.24	15.22	12.29	68.82	73.37	73.18	12.94	11.41	14.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.00	22.22	16.36	63.33	65.08	70.91	16.67	12.70	12.73
Grade 4	30.61	20.90	14.29	61.22	59.70	73.21	8.16	19.40	12.50
Grade 5	27.87	37.04	22.06	60.66	50.00	61.76	11.48	12.96	16.18
All Grades	25.88	26.09	17.88	61.76	58.70	68.16	12.35	15.22	13.97

Conclusions based on this data:

- Overall performance shows a slight decline in highest achievement levels, with a shift toward “Met” rather than “Exceeded.”
Across subjects, the percentage of students exceeding standards has generally decreased from 2023–24 to 2024–25 (e.g., All Grades Overall Achievement dropped from 32.07% to 27.93%). At the same time, “Met” or “At/Near Standard” increased or remained stable, indicating students are performing adequately but fewer are reaching the highest level.
- Reading and Writing show relative stability or improvement in proficiency, but not in advanced performance.
-In Reading, “At or Near Standard” increased overall (62.50% to 64.80%), while “Below Standard” decreased slightly compared to 2023–24.
-In Writing, there is a similar pattern: “At or Near Standard” rebounded in 2024–25 (54.35% to 61.45%), but “Above Standard” declined compared to the prior year.
This suggests instruction is supporting grade-level proficiency, but extension to higher-level mastery is inconsistent.
- Listening and Research/Inquiry show declining advanced performance and mixed trends in lower performance levels.
-In Listening, “Above Standard” steadily declined across years (18.24% to 12.29%), while “At/Near Standard” increased, indicating a shift toward mid-level performance.
-In Research/Inquiry, “Above Standard” dropped notably in 2024–25 (26.09% to 17.88%), while “At/Near Standard” increased (58.70% to 68.16%).
-Although “Below Standard” percentages remain relatively stable, the decline in high achievement suggests a need to strengthen rigor, critical thinking, and opportunities for advanced performance.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	64	57	62	64	56	62	64	56	93.9	100	98.2
Grade 4	55	71	62	53	69	60	53	69	60	96.4	97.2	96.8
Grade 5	65	54	68	65	54	68	65	54	68	100.0	100	100
All Grades	186	189	187	180	187	184	180	187	184	96.8	98.9	98.4

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2432.	2450.	2431.	16.13	28.13	17.86	25.81	32.81	32.14	35.48	17.19	28.57	22.58	21.88	21.43
Grade 4	2508.	2492.	2493.	28.30	21.74	30.00	26.42	27.54	15.00	28.30	39.13	36.67	16.98	11.59	18.33
Grade 5	2504.	2509.	2472.	16.92	24.07	8.82	23.08	16.67	14.71	35.38	25.93	29.41	24.62	33.33	47.06
All Grades	N/A	N/A	N/A	20.00	24.60	18.48	25.00	26.20	20.11	33.33	27.81	31.52	21.67	21.39	29.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.97	34.38	21.43	61.29	40.63	60.71	17.74	25.00	17.86
Grade 4	32.08	31.88	31.67	54.72	50.72	43.33	13.21	17.39	25.00
Grade 5	18.46	24.07	11.76	55.38	46.30	41.18	26.15	29.63	47.06
All Grades	23.33	30.48	21.20	57.22	45.99	47.83	19.44	23.53	30.98

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.97	31.25	23.21	56.45	43.75	44.64	22.58	25.00	32.14
Grade 4	39.62	17.39	23.33	45.28	66.67	51.67	15.09	15.94	25.00
Grade 5	18.46	18.52	11.76	56.92	57.41	52.94	24.62	24.07	35.29
All Grades	25.56	22.46	19.02	53.33	56.15	50.00	21.11	21.39	30.98

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.52	31.25	23.21	69.35	53.13	58.93	16.13	15.63	17.86
Grade 4	28.30	26.09	30.00	60.38	56.52	50.00	11.32	17.39	20.00
Grade 5	16.92	18.52	5.88	60.00	57.41	57.35	23.08	24.07	36.76
All Grades	19.44	25.67	19.02	63.33	55.61	55.43	17.22	18.72	25.54

Conclusions based on this data:

- Decline in Overall Student Achievement, Particularly in Upper Elementary Grades**
 Analysis of performance data indicates a decline in the percentage of students meeting or exceeding standards over time, most notably in Grade 5. This includes a significant decrease in students exceeding standards alongside a corresponding increase in students not meeting standards, suggesting a need for intensified academic support at this grade level.
- Increase in Students Performing Below Standard Across Key Domains**
 Across multiple reporting areas—Concepts and Procedures, Problem Solving and Data Analysis, and Communicating Reasoning—there is a clear upward trend in the percentage of students performing below standard, particularly from 2023–24 to 2024–25. This pattern highlights the need for targeted instructional strategies and interventions to address learning gaps.
- Inconsistent Performance Trends Across Grade Levels and Domains**
 Student performance data shows variability across grade levels and content domains, with some areas demonstrating short-term gains followed by declines. This inconsistency suggests a need for greater alignment in instructional practices, ongoing progress monitoring, and a more cohesive approach to curriculum implementation to ensure sustained academic growth.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1411.4	1388.3	1396.5	1424.2	1398.2	1384.1	1381.2	1365.1	1425.6	34	21	14
1	*	1423.0	1429.2	*	1435.9	1428.2	*	1409.6	1429.6	9	19	13
2	1457.1	1452.8	1473.8	1457.1	1470.3	1482.3	1456.7	1434.6	1465.1	16	14	19
3	1468.6	1496.6	1488.1	1466.8	1481.1	1476.9	1469.9	1511.6	1498.9	14	15	14
4	1522.5	1504.6	1499.4	1524.3	1493.3	1480.9	1520.3	1515.4	1517.3	16	15	15
5	1497.8	*	*	1491.4	*	*	1503.9	*	*	17	10	8
All Grades										106	94	83

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.82	14.29	28.57	29.41	23.81	21.43	44.12	28.57	21.43	17.65	33.33	28.57	34	21	14
1	*	0.00	15.38	*	42.11	15.38	*	36.84	30.77	*	21.05	38.46	*	19	13
2	6.25	21.43	21.05	31.25	21.43	42.11	31.25	28.57	21.05	31.25	28.57	15.79	16	14	19
3	0.00	13.33	7.14	28.57	40.00	35.71	50.00	46.67	50.00	21.43	0.00	7.14	14	15	14
4	25.00	26.67	20.00	50.00	40.00	40.00	18.75	13.33	13.33	6.25	20.00	26.67	16	15	15
5	17.65	*	*	11.76	*	*	58.82	*	*	11.76	*	*	17	*	*
All Grades	10.38	18.09	19.28	29.25	31.91	30.12	41.51	28.72	27.71	18.87	21.28	22.89	106	94	83

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.82	19.05	21.43	38.24	23.81	28.57	29.41	28.57	21.43	23.53	28.57	28.57	34	21	14
1	*	21.05	23.08	*	31.58	7.69	*	26.32	46.15	*	21.05	23.08	*	19	13
2	12.50	28.57	31.58	37.50	21.43	42.11	31.25	28.57	21.05	18.75	21.43	5.26	16	14	19
3	21.43	20.00	14.29	28.57	40.00	57.14	21.43	26.67	21.43	28.57	13.33	7.14	14	15	14
4	62.50	53.33	20.00	25.00	20.00	46.67	6.25	6.67	6.67	6.25	20.00	26.67	16	15	15
5	23.53	*	*	41.18	*	*	17.65	*	*	17.65	*	*	17	*	*
All Grades	21.70	30.85	25.30	34.91	26.60	34.94	23.58	21.28	21.69	19.81	21.28	18.07	106	94	83

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		9.52	28.57		19.05	14.29		42.86	28.57		28.57	28.57		21	14
1		0.00	15.38		31.58	23.08		36.84	23.08		31.58	38.46		19	13
2		14.29	5.26		21.43	36.84		14.29	36.84		50.00	21.05		14	19
3		20.00	14.29		20.00	21.43		53.33	35.71		6.67	28.57		15	14
4		20.00	13.33		26.67	40.00		26.67	13.33		26.67	33.33		15	15
5		*	*		*	*		*	*		*	*		*	*
All Grades	2.83	13.83	14.46	22.64	24.47	25.30	38.68	32.98	28.92	35.85	28.72	31.33	106	94	83

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.47	19.05	28.57	64.71	57.14	42.86	8.82	23.81	28.57	34	21	14
1	*	36.84	23.08	*	42.11	53.85	*	21.05	23.08	*	19	13
2	6.25	21.43	42.11	81.25	57.14	52.63	12.50	21.43	5.26	16	14	19
3	21.43	33.33	42.86	50.00	60.00	35.71	28.57	6.67	21.43	14	15	14
4	56.25	46.67	46.67	37.50	33.33	26.67	6.25	20.00	26.67	16	15	15
5	17.65	*	*	64.71	*	*	17.65	*	*	17	*	*
All Grades	26.42	32.98	34.94	59.43	47.87	44.58	14.15	19.15	20.48	106	94	83

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.82	4.76	14.29	52.94	61.90	64.29	38.24	33.33	21.43	34	21	14
1	*	5.26	0.00	*	78.95	61.54	*	15.79	38.46	*	19	13
2	18.75	21.43	5.26	56.25	64.29	78.95	25.00	14.29	15.79	16	14	19
3	28.57	20.00	14.29	42.86	46.67	78.57	28.57	33.33	7.14	14	15	14
4	62.50	40.00	20.00	31.25	40.00	53.33	6.25	20.00	26.67	16	15	15
5	41.18	*	*	35.29	*	*	23.53	*	*	17	*	*
All Grades	26.42	21.28	15.66	47.17	55.32	63.86	26.42	23.40	20.48	106	94	83

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	2.94	4.76	28.57	79.41	57.14	42.86	17.65	38.10	28.57	34	21	14
1	*	15.79	23.08	*	52.63	30.77	*	31.58	46.15	*	19	13
2	12.50	7.14	15.79	43.75	42.86	57.89	43.75	50.00	26.32	16	14	19
3	0.00	6.67	7.14	35.71	60.00	42.86	64.29	33.33	50.00	14	15	14
4	25.00	13.33	13.33	56.25	60.00	53.33	18.75	26.67	33.33	16	15	15
5	5.88	*	*	52.94	*	*	41.18	*	*	17	*	*
All Grades	7.55	11.70	16.87	56.60	53.19	45.78	35.85	35.11	37.35	106	94	83

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.59	28.57	57.14	38.24	33.33	14.29	41.18	38.10	28.57	34	21	14
1	*	5.26	7.69	*	68.42	53.85	*	26.32	38.46	*	19	13
2	18.75	21.43	15.79	50.00	50.00	68.42	31.25	28.57	15.79	16	14	19
3	14.29	20.00	28.57	57.14	80.00	64.29	28.57	0.00	7.14	14	15	14
4	6.25	26.67	13.33	87.50	53.33	66.67	6.25	20.00	20.00	16	15	15
5	5.88	*	*	82.35	*	*	11.76	*	*	17	*	*
All Grades	13.21	22.34	22.89	59.43	55.32	56.63	27.36	22.34	20.48	106	94	83

Conclusions based on this data:

- Overall English Language Proficiency is improving, particularly in early grades, but remains inconsistent across grade levels. Across multiple grade levels (especially K–2), there is an upward trend in mean scale scores and an increase in students reaching Level 4. However, upper elementary grades show a higher percentage of students in lower levels, indicating a need for support for newcomers and early English fluency.

2. A significant percentage of our English Learning population are in Levels 1 and 2, especially in Written Language and Reading domains.
While gains are evident in oral language, written language and reading continue to show higher percentages of students at lower performance levels. This suggests that literacy development—particularly writing and reading comprehension—remains a critical area of need across grade levels.
3. Growth in oral language proficiency is outpacing growth in literacy-based domains.
Data across years shows stronger performance and improvement in speaking and listening compared to reading and writing. This indicates that while students are developing foundational language skills, additional emphasis is needed on transferring those skills to academic literacy tasks, particularly in writing and reading.

School and Student Performance Data

Student Population

The 2025 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 information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
368	38.6%	20.7%	0.0%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	76	20.7%
Foster Youth	0	0.0%
Homeless	1	0.3%
Socioeconomically Disadvantaged	142	38.6%
Students with Disabilities	50	13.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	3.8%
American Indian	0	0.0%
Asian	59	16%
Filipino	13	3.5%
Hispanic	169	45.9%
Two or More Races	31	8.4%
Pacific Islander	2	0.5%
White	79	21.5%

Conclusions based on this data:

1. A significant proportion of students require targeted academic and support services.

With 38.6% of students identified as socioeconomically disadvantaged, 20.7% as English Learners, and 13.6% as students with disabilities, a large portion of the student population may need differentiated instruction, language development support, and additional academic interventions.

2. The student population is predominantly Hispanic, indicating a need for culturally responsive practices. Hispanic students make up 45.9% of the enrollment, the largest racial/ethnic group by a wide margin. This suggests the importance of implementing culturally relevant pedagogy and strong family engagement practices that reflect and support this community.
3. The school has a diverse student body, but some groups are underrepresented. While there is diversity across racial/ethnic groups (e.g., White 21.5%, Asian 16%, Two or More Races 8.4%), certain groups such as African American (3.8%), Filipino (3.5%), and Pacific Islander (0.5%) have relatively small populations, which may require intentional efforts to ensure equitable access, representation, and inclusion in school programs.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Strength in English Language Arts and English Learner Progress
Westwood demonstrates strong academic performance in English Language Arts (Green) and English Learner Progress (Blue), indicating effective core instruction and targeted supports for multilingual learners. These areas should be maintained and leveraged as models for instructional practices across content areas.
2. Mathematics and Chronic Absenteeism as Areas for Growth

Mathematics performance (Yellow) and Chronic Absenteeism (Yellow) indicate the need for targeted improvement. This suggests inconsistencies in student achievement in math and attendance patterns that may be impacting learning outcomes. Focused intervention, including differentiated instruction and attendance supports, is needed to move these indicators toward higher performance levels.

3. **Positive School Climate with Opportunity to Sustain Gains**
The Suspension Rate (Blue) reflects a strong school climate and effective behavior supports, likely aligned with PBIS or similar systems. Westwood should continue reinforcing these practices while ensuring that improved climate conditions translate into increased student engagement and academic success, particularly in identified areas of need.

School and Student Performance Data

Academic Performance English Language Arts

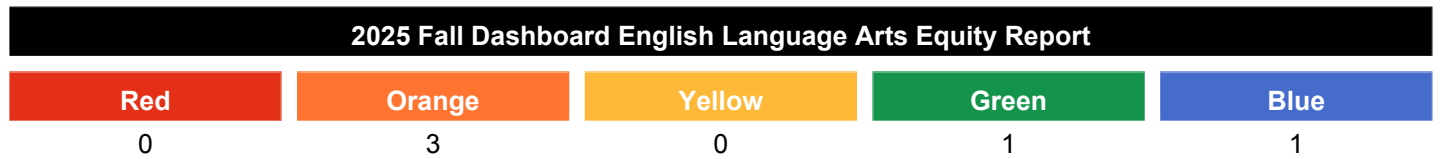
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 17.1 points above standard Declined 5.6 points 173 Students	English Learners  Orange 33.3 points below standard Declined 19.2 points 40 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Green 3.4 points below standard Increased 5.2 points 73 Students

Students with Disabilities  Orange 55.4 points below standard Declined 6.6 points 36 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 55.3 points above standard Maintained -1.4 points 27 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 26.3 points below standard Declined 7 points 77 Students
Two or More Races  No Performance Color 59.3 points above standard Maintained 1.2 points 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 56.2 points above standard Maintained -2.7 points 38 Students

Conclusions based on this data:

- Overall ELA performance is strong, but there are early signs of decline. All students are performing in the Green level (17.1 points above standard); however, performance declined by 5.6 points, indicating a need to strengthen core Tier 1 instruction to prevent further downward trends.
- English Learners and Hispanic students are significantly underperforming and declining. English Learners (33.3 points below standard, declined 19.2 points) and Hispanic students (26.3 points below standard, declined 7 points) are both in the Orange level, showing substantial achievement gaps and negative growth. These groups require targeted language development, differentiated instruction, and intervention supports.
- Students with Disabilities show the greatest need for intensive support. Students with Disabilities are 55.4 points below standard (Orange) and declined by 6.6 points, representing the largest performance gap among significant student groups. This indicates a critical need for strengthened specialized instruction, progress monitoring, and alignment of supports to grade-level standards.

School and Student Performance Data

Academic Performance Mathematics

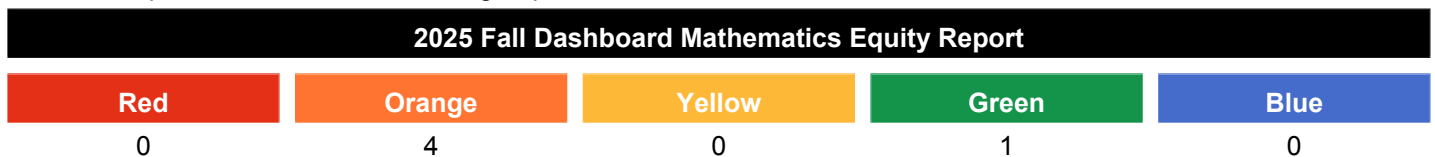
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 17.4 points below standard Declined 22.2 points 176 Students	English Learners  Orange 39.6 points below standard Declined 17.9 points 43 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Orange 45.9 points below standard Declined 23 points 76 Students

Students with Disabilities  Orange 88.6 points below standard Declined 6.6 points 36 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 46 points above standard Increased 3.3 points 27 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 64.8 points below standard Declined 27 points 80 Students
Two or More Races  No Performance Color 19.2 points above standard Increased 5.8 points 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 12.1 points above standard Declined 20.2 points 38 Students

Conclusions based on this data:

- Overall mathematics performance is below standard and declining. All students are performing in the Yellow level at 17.4 points below standard, with a significant decline of 22.2 points. This indicates a broad need for strengthened core instruction and intervention in mathematics across the school.
- English Learners, Socioeconomically Disadvantaged students, and Hispanic students show the greatest performance gaps. These groups are all in the Orange level and significantly below standard (EL: 39.6 points below; SED: 45.9 points below; Hispanic: 64.8 points below), with notable declines. This suggests a need for targeted, differentiated supports and language-integrated math instruction to address persistent achievement gaps.
- Students with Disabilities demonstrate the lowest performance and require intensive support. Students with Disabilities are performing 88.6 points below standard in Orange, indicating the most significant academic need among all groups. Although the decline is smaller compared to other groups, the overall performance level highlights an urgent need for specialized interventions and alignment of supports to improve outcomes.

School and Student Performance Data

Academic Performance Science

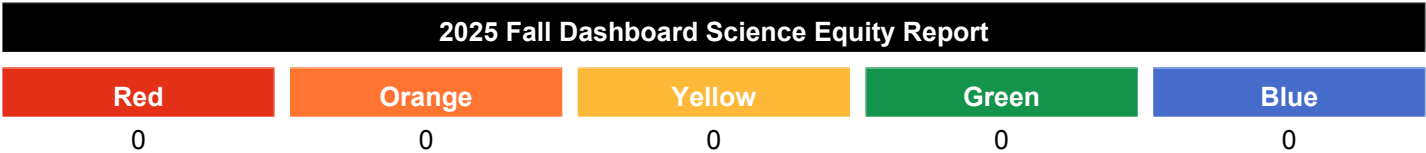
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 55 science points Declined 8.8 points 66 Students	English Learners  No Performance Color 41.5 science points Declined 17.9 points 11 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 51.7 science points Declined 6.8 points 26 Students

Students with Disabilities  No Performance Color 41.3 science points 18 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  No Performance Color 45.9 science points Declined 15.5 points 32 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 60.1 science points Maintained -1.1 points 17 Students

Conclusions based on this data:

- Overall science performance is in the Green range but shows a declining trend. All Students scored 55 points (Green), indicating overall grade-level performance; however, the 8.8-point decline signals a downward trend that requires attention to maintain and strengthen achievement.
- Key student groups are underperforming and declining at a faster rate than the overall population.
 - English Learners (41.5 points, declined 17.9) and Hispanic students (45.9 points, declined 15.5) show significantly lower performance and sharper declines.
 - Socioeconomically Disadvantaged students (51.7 points, declined 6.8) also underperform relative to All Students. This indicates a need for targeted supports to address equity gaps in science achievement.
- Limited data for several student groups restricts comprehensive analysis and highlights small subgroup sizes. Multiple groups (e.g., Long-Term English Learners, Foster Youth, Homeless, several racial groups) show “No Performance Color” or fewer than 11 students, limiting trend analysis. This suggests the importance of monitoring these students closely through site-based data and ensuring supports are in place despite small numbers.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
66.1 making progress.	making progress.
Number Students: 59 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.

2025 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
8.5%	25.4%	0%	66.1%

Conclusions based on this data:

- Strong overall progress among English Learners:
With 66.1% of English Learners progressing at least one ELPI level and the indicator rated Blue, the majority of students are making measurable gains toward English proficiency. This reflects effective core instruction and supports for language development.
- Need to reduce regression and strengthen consistency of growth:
While progress is strong overall, 8.5% of students decreased at least one ELPI level, and 25.4% maintained lower ELPI levels without advancing. This indicates a need for more targeted intervention and differentiation to ensure more consistent growth across all English Learners.
- Limited data and focus needed for long-term English Learners (LTELs):
The absence of data for Long-Term English Learners (0 students reported) suggests a very small population. Westwood should monitor this subgroup closely to ensure early intervention and prevent students from becoming LTELs.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

17.1% Chronically Absent

Declined 2.1

391 Students

English Learners



Red

25% Chronically Absent

Increased 6.8

88 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Socioeconomically Disadvantaged



Orange

24.7% Chronically Absent

Declined 2.3

170 Students

Students with Disabilities  Yellow 15.5% Chronically Absent Declined 7.1 58 Students	African American  No Performance Color 26.7% Chronically Absent Increased 20.8 15 Students	American Indian  No Performance Color 0 Students
Asian  Green 6.3% Chronically Absent Declined 7.5 64 Students	Filipino  No Performance Color 7.7% Chronically Absent Declined 9 13 Students	Hispanic  Red 23.6% Chronically Absent Maintained 0.2 182 Students
Two or More Races  Green 9.1% Chronically Absent Declined 6.7 33 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Yellow 13.6% Chronically Absent Declined 5.8 81 Students

Conclusions based on this data:

1. Chronic absenteeism remains a schoolwide concern, with 17.1% of all students chronically absent (Yellow), despite a modest improvement (-2.1). While overall rates have declined, attendance continues to significantly impact student learning and requires sustained intervention.
2. English Learners and Hispanic students demonstrate the greatest need, with chronic absenteeism rates of 25% (Red, +6.8 increase) and 23.6% (Red, maintained), respectively. These groups show either worsening or stagnant outcomes, indicating a need for targeted, culturally responsive attendance supports and increased family engagement.
3. Socioeconomically Disadvantaged students and Students with Disabilities show mixed progress, with rates of 24.7% (Orange, declined) and 15.5% (Yellow, declined). Although both groups improved, their absenteeism rates remain elevated, suggesting the need to continue and strengthen tiered attendance interventions and monitoring systems.

School and Student Performance Data

Conditions & Climate Suspension Rate

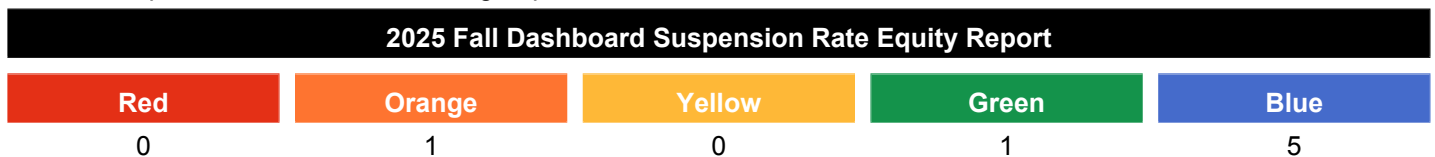
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.2% suspended at least one day Maintained -0.2% 403 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 90 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Green 0.6% suspended at least one day Maintained -0.1% 175 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 59 Students	African American  No Performance Color 0% suspended at least one day Declined 5.9% 15 Students	American Indian  No Performance Color 0 Students
Asian  Orange 1.5% suspended at least one day Increased 1.5% 65 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Hispanic  Blue 0% suspended at least one day Declined 0.5% 189 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 33 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  Blue 0% suspended at least one day Maintained 0% 85 Students

Conclusions based on this data:

1. The overall suspension rate is very low, with only 0.2% 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, 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 Asian students, with 1.5% suspended at least once and a noted increase of 1.5%, 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 (3-5), or on the DIBELS (K-2) assessment.

-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.

The data indicate that overall student achievement in both English Language Arts (ELA) and Mathematics remains below desired levels, with inconsistent progress over time. CAASPP results show that only about 56–58% of students met or exceeded standards in ELA in recent years, while Math performance is notably lower, declining to 39% in 2024–2025. Local i-Ready data further confirm that fewer than half of students are meeting benchmark expectations in both ELA (48%) and Math (40%), signaling a need for stronger core instruction and more effective intervention systems.

Significant performance gaps persist among student groups. Students with IEPs, English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latinx students consistently perform well below overall averages across both state and local measures. For example, in ELA i-Ready data, only 14% of English Learners and 24% of students with IEPs met benchmark, compared to 48% overall. Similar disparities are evident in Math, where students with IEPs (13%) and English Learners (21%) lag substantially behind overall performance. These trends reflect persistent inequities aligned to Dashboard student group performance gaps and indicate a need for targeted, differentiated supports.

Additionally, while some growth is evident in early literacy (Fountas & Pinnell increasing to 72% overall), subgroup performance remains disproportionately low, particularly for English Learners (43%) and other targeted groups. This suggests that foundational literacy improvements are not yet translating into equitable outcomes across all student populations, and that acceleration strategies for multilingual learners and other high-need groups must be strengthened.

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
ELA CAASPP	2025-2026 CAASPP data will be added in Fall 2026. 2024-2025 CAASPP Met or exceeded grade level in ELA: Overall: 56% Special Education: 23% English Learners: 25% Econ Disadvantaged: 51% Hispanic/Latino: 38% 2023-2024 CAASPP Met or exceeded grade level in ELA: Overall: 57% Special Education: 21% English Learners: 26% Econ Disadvantaged: 43% Hispanic/Latino: 40%	Overall Goal: Current (2026-2027) 3rd graders overall will meet or exceed the achievement of 2025-2026 3rd graders on the CAASPP (ELA). Closing the achievement gap: We will reduce the number of 3rd graders in target groups (EL, Hispanic/Latino, Economically Disadvantaged, Students w/IEP's) who score below standard by 10% or more compared to prior year's 3rd graders in those student groups. 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: (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 Diagnostic 2 (January 2026) GRADE 3-5 Met/exceeded Benchmark Overall: 48% Students w/IEP's: 24% English Learners: 14% Econ Disadvantaged: 39% Hispanic/Latino: 27% 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%	The overall percentage of students in grades 3–5 who are early on, mid, or above grade level will improve by 20 percentage points in iReady Reading from Diagnostic 1 to Diagnostic 3. Our 3-year goal is for 70%+ of students to be performing at or above grade level in Reading by Diagnostic 3. Students in target subgroups will improve at least one academic performance band as measured in iReady reading data from Diagnostic 1 to Diagnostic 3. Additionally, students performing two or more grade levels behind will improve at least one academic performance band. Our 3-year goal is to have less than 10% of students performing 2 or more grade levels below.
F&P Scores	Fountas & Pinnell (March 2026) Met/exceeded Tri 2 Benchmark (gr K-5) Overall: 72% Students w/IEP's: NA% English Learners: 43% Econ Disadvantaged: 62% Hispanic/Latino: 60% Fountas & Pinnell (March 2025) Met/exceeded Tri 2 Benchmark (gr K-5)	Progress for grades K–2 will continue to be monitored using DIBELS to inform instruction and intervention. Our goal for 26-27 will be 70%+ of students performing at or above grade level reading on the F&P assessment, with all subgroups increasing by 10% more with proficiency.

	Overall: 63% Students w/IEP's: 37% English Learners: 37% Econ Disadvantaged: 49% Hispanic/Latino: 37%	
Math CAASPP	2025-2026 Math CAASPP data will be entered in Fall 2026. 2024-2025 Math CAASPP Met or exceeded grade level in math: Overall: 39% Special Education: 19% English Learners: 18% Econ Disadvantaged: 23% Hispanic/Latino: 18% 2023-2024 Math CAASPP Met or exceeded grade level in Math: Overall: 51% Special Education: 21% English Learners: 23% Econ Disadvantaged: 36% Hispanic/Latino: 27%	Overall Goal: Current (2026-2027) 3rd graders overall will meet or exceed the achievement of 2025-2026 3rd graders on the CAASPP (Math). Closing the achievement gap: We will reduce the number of 3rd graders in target groups (EL, Hispanic/Latino, Economically Disadvantaged, Students w/IEP's) who score below standard by 10% or more compared to prior year's 3rd graders in those student groups. 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: (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 Math Diagnostic	iREADY Math Diagnostic 2 (January 2026) Met/exceeded Benchmark Overall: 40% Students w/IEP's: 13% English Learners: 21% Econ Disadv: 30% Hispanic/Latino: 20% iREADY Math Diagnostic 3 (March 2024) Met/exceeded Benchmark Overall: 48% Students w/IEP's: 22% English Learners: 34% Hispanic/Latino: 29%	The overall percentage of students in grades 3–5 who are early on, mid, or above grade level will improve by 20 percentage points in iReady Math from Diagnostic 1 to Diagnostic 3. Our 3-year goal is for 60%+ of students to be performing at/above grade level in Math by Diagnostic 3. Students in target subgroups will improve at least one academic performance band as measured in iReady math data from Diagnostic 1 to Diagnostic 3. Our 3-year goal is to have less than 10% of students performing 2 or more grade levels below. Westwood staff will work together through professional development to implement the updated math framework, grounding their work in instructional clarity in preparation for the new math curriculum in 2027-2028.

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	10000 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	950 Targeted Allocation 0001-0999: Unrestricted: Locally Defined Support materials (license, online, books, technology)
1.3	LIBRARY SUPPORT -Purchase library materials, books and hardware/software based on library and curriculum standards, student demographics, and circulation and collection data.	All students	527 Targeted Allocation 4000-4999: Books And Supplies Library materials, books, hardware/software, MP3 books
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 \$38000 through targeted funds and \$19000 through general funds/donations.)	Students below level in reading and/or math, EL students needing additional support	38000 Targeted Allocation 2000-2999: Classified Personnel Salaries salary for STLA hourly support
1.5	INTERVENTION SUPPORT TEAM 0.5 Instructional Coach to support Comprehensive Coordinated Early Intervention Supports (CCEIS) and MTSS work (coordinate interventions and support certificated staff in supporting target students. (Funded by district.)	All students, target groups, focus students	None Specified None Specified salary for Instructional Coach

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

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

Based on a comparison of 2024–2025 and 2025–2026 data, the Westwood's strategies and activities were consistently implemented with fidelity and yielded mixed but meaningful results toward achieving the articulated goal of improving literacy and mathematics outcomes while reducing achievement gaps.

In English Language Arts, overall CAASPP performance remained stable (56% to 57% meeting or exceeding standards), indicating that core instructional practices, professional development, and collaborative planning structures effectively maintained student achievement. However, local i-Ready data show a decline in the percentage of students meeting benchmark (54% to 48%), suggesting that while Tier 1 instruction was strong, it did not yet translate into accelerated growth for all students. Despite full implementation of intervention supports, persistent subgroup gaps (e.g., English Learners and Students with IEPs) indicate that differentiation and targeted supports require further refinement to achieve equitable outcomes.

In Mathematics, outcomes declined, with CAASPP proficiency decreasing from 51% to 39% and i-Ready benchmark attainment dropping from 48% to 40%. This suggests that, although strategies such as professional development, instructional materials, and MTSS structures were fully implemented, they were not yet sufficient in rigor, alignment, or intensity to reverse downward trends in math achievement. These results point to a need for deeper instructional focus, particularly in conceptual understanding and intervention effectiveness within mathematics.

In contrast, early literacy outcomes (Fountas & Pinnell) showed notable improvement, increasing from 63% to 72% overall. This growth reflects the strong impact of aligned instructional practices, targeted supports, and consistent progress monitoring in foundational reading. However, subgroup performance (e.g., English Learners at 43%) continues to lag behind overall outcomes, indicating that while systems are effective, access and responsiveness for targeted groups must be strengthened.

Overall, the data indicate that comprehensive implementation of strategies led to stability in ELA, growth in early literacy, and identified challenges in mathematics performance. While systems and structures are in place and functioning as intended, the effectiveness of these strategies varies by content area and student group. Moving forward, Westwood should focus on intensifying math instruction, strengthening targeted interventions, and refining supports for historically underserved student groups to more fully realize the goal of accelerated achievement and reduced performance gaps.

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

Overall, implementation of the planned strategies and activities closely aligned with the original design, and the articulated goal remained the focus of all actions. The only significant difference between intended implementation and actual practice was within Strategy 1.3 related to staffing for intervention support.

Originally, funds were allocated to hire two hourly paraprofessionals to provide small-group intervention services. Instead, the school was able to meet this need through the Supplemental Teacher and Learning Assistant (STLA) program, which provided additional classified support time to deliver targeted interventions. As a result, the intended services—small group instruction, targeted support for students below grade level, and increased intervention capacity—were still fully implemented.

From a budget perspective, this shift did not reduce the level of service but rather reallocated how funds and personnel were utilized, allowing the school to maintain intervention supports through an existing program structure rather than new hires. This approach provided flexibility in staffing and ensured continuity of services without delays associated with recruitment and onboarding.

In summary, there were no major deviations in implementation or impact, as the STLA program effectively fulfilled the role originally intended for paraprofessional hires. The adjustment reflects a strategic use of available resources while maintaining alignment to the school's goals and planned outcomes.

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 adjusted the expected, measurable outcomes to be able to review progress intermittently rather than waiting entirely on the year-end CAASPP to determine whether the plan was successful.

Additionally, we will be adding an expected outcome aligned with the DIBELS assessment to monitor progress for our K-2 students.

We have also adjusted the support (and budget allocation) to continue use of the STLA hires for 75% of the year to support classrooms through small group work and EL newcomer groups.

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

During the 2026–2027 school year, Westwood will increase English language proficiency and academic achievement for English Learners by ensuring that at least 80% of EL students demonstrate annual growth of one ELPAC proficiency level (or maintain Level 4), increase the reclassification rate to at least 20%, and improve EL student performance on iReady ELA and Math by at least one performance band from Diagnostic 1 to Diagnostic 3. Additionally, the school will reduce the number of students at risk of becoming Long-Term English Learners and decrease the percentage of EL students scoring below standard on CAASPP by at least 10%, thereby narrowing the achievement gap between ELs and the overall student population.

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.

Although the number of EL students is decreasing, we continue to have more newcomers with little English entering our school (approx 20% of our students are Level 1). 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). This is seen in our increased rate of redsignations and lower numbers of LTELs (from 14 to 7). 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 2026 Data to be entered in Fall 2026 Spring 2025 Data Number of students tested overall: 83 Level 4 - Well Developed: 16% Level 3 - Moderately Developed: 25% Level 2 - Somewhat Developed: 23% Level 1 - Beginning Stage: 19% 9% Decreased one or more levels 25% Maintained level 66% Increased one or more levels Spring 2024 Data Number of students tested overall: 110 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 Reclassification Data: 2024-2025 15/83 students reclassified 18% 2023-2024 12/110 students reclassified 11% 2025-2026 at risk if LTEL: 7 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	2025-2026 CAASPP data will be updated in Fall 2026. 2024-2025 CAASPP ELA Overall: 56% ELA English Learners: 24% Math Overall: 40% Math English Learners: 21% 2023-2024 CAASPP ELA Overall: 57% ELA English Learners: 26% Math Overall: 51% Math English Learners: 23%	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 Diagnostic 2 (Jan 2026) ELA Overall (Grade 3-5): 48% ELA English Learners (Grade 3-5): 14% Math Overall (Grade K-5): 40% Math English Learners (Grades K-5): 21% iREADY Diagnostic 3 (March 2025) ELA Overall: 54% ELA English Learners: 32%	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 Overall: 42% Math English Learners: 25%	
Fountas & Pinnell Reading Survey	Fountas & Pinnell (Mar 2026) Met/exceeded Tri 2 Benchmark (gr K-5) Overall: 72% English Learners: 43% 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 2026, 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
2.1	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
2.2	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	1000 Targeted Allocation 4000-4999: Books And Supplies Materials to support EL students
2.3	PROFESSIONAL DEVELOPMENT -Intervention and collaboration utilizing teachers, ELSAT, and para support to pull out students cross-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,	Students below level in literacy, identified as English Learners	0 None Specified None Specified Instructional coaching in ELD/MTSS and Comprehensive Coordinated Early Intervention Services (district funded positions 2.0 FTE)

	observation, and collaboration. Funded through Goal 1/Action 1 and district-funded instructional coach/CCEIS support)		
2.4	NEWCOMER SUPPORT -Additional STLA (135 days, up to 1 hour per day) and/or additional ELSAT hours for newcomer support	Newcomer EL students	15500 Targeted Allocation 2000-2999: Classified Personnel Salaries STLA for newcomer support

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

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

The comprehensive approach—including targeted newcomer support, designated and integrated English Language Development (ELD), professional development for teachers, access to instructional materials, and increased family engagement—contributed to positive student outcomes. The addition of structured newcomer supports (e.g., STLA and ELSAT services) strengthened early language acquisition for students entering with limited English proficiency, while ongoing professional development improved teachers' ability to effectively deliver ELD instruction and differentiate for EL students.

As a result of these coordinated efforts, EL students demonstrated growth on the ELPAC, with a majority of students increasing at least one proficiency level and a decrease in the percentage of students regressing. Reclassification rates improved, indicating that more students are reaching English proficiency within the expected timeframe. Academic performance data also reflects progress: EL students showed gains on iReady diagnostics in both ELA and Math, and modest improvements on CAASPP, including movement across performance bands. Additionally, reading outcomes as measured by Fountas & Pinnell indicate an increase in the percentage of EL students meeting grade-level benchmarks.

While an achievement gap between EL students and the overall student population persists, the data indicates that the gap is narrowing. The implemented strategies were effective in accelerating language acquisition, increasing access to grade-level content, and improving overall academic performance. Continued refinement and sustained implementation of these supports will be critical to maintaining momentum and achieving long-term outcomes, including reducing the number of long-term 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.

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 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).

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

Strengthen the Multi-Tiered Systems of Support (MTSS) and improve overall school climate by reducing office discipline referrals, increasing student sense of belonging and perception of adult support, and decreasing chronic absenteeism, as measured by SWIS and CHKS data. Westwood will ensure consistent implementation of PBIS Tier 1 practices, focusing on student engagement through opportunities to respond. We will also expand Tier 2 and Tier 3 interventions, utilizing data systems to monitor student progress and inform decision-making.

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.

Analysis of SWIS behavior data and CHKS survey results indicates a need to strengthen schoolwide systems of behavioral and social-emotional support. Office discipline referrals are high, with 570 total referrals, disproportionately concentrated in 5th grade, and primarily related to physical aggression and disruption. At the same time, CHKS data shows declines in student connectedness, sense of belonging (down 12%), and perception of adult support (down 12%), alongside increases in disengagement, school boredom (+13%), chronic absenteeism (+12%), and social-emotional concerns such as sadness (+15%). While academic compliance (assignment completion) has improved, these trends suggest students are less engaged and less connected to school. Increased demand for wellness services (rising from 68 to 125 students served) further highlights the need for a more robust, proactive, and coordinated MTSS framework that integrates behavioral, social-emotional, and academic supports.

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 (SWIS)	570 total referrals (427 when adjusted for 5th grade group) 5th grade has had 50% of all referrals. When taken out of the mix, fifth grade referrals drop to approximately 17%. 2nd through 5th (adjusted) grades have approximately 17% of the referrals each. TK through 1st grade have approximately 10% of the referrals each. Physical aggression/Disruption are the most referred behaviors.	Office discipline referrals for physical aggression and disruption will decrease by at least 25%, with a more equitable distribution across grade levels. SWIS data systems will be implemented consistently schoolwide, with 100% of staff utilizing data to inform interventions.
Healthy Kids Survey	Analysis of the California Healthy Kids Survey (CHKS) indicates several school climate factors that directly impact student connectedness and engagement: Decline in school connectedness and belonging Students reporting feeling part of the school decreased from 79% to 67% (-12). Reduced perception of adult support Students who feel adults care about them decreased from 82% to 70% (-12). Increase in disengagement indicators School boredom increased from 32% to 45% (+13). Increase in chronic absence risk Students absent 2+ days rose from 12% to 24% (+12). Increase in social-emotional concerns Frequent sadness increased from 9% to 24% (+15). Decrease in family engagement indicators Parent communication about school dropped from 88% to 72% (-16). At the same time, a positive trend was noted: Completion of school assignments increased significantly (82% to 97%, +15), indicating potential gains in academic compliance but not necessarily engagement or language development.	Student sense of belonging and connectedness will increase by at least 10% as measured by CHKS survey results. The percentage of students reporting that adults care about them will increase by at least 10%. Chronic absenteeism (students absent 2+ days per month) will decrease by at least 10%. Student engagement indicators will improve, including a reduction in reported school boredom by at least 10%. Incidents related to bullying, victimization, and feelings of being unsafe will decrease, while student reporting of unsafe behaviors will increase.
Wellness Referrals	2023-2024 Total students supported through Wellness: 68 (with 8 on the waitlist) 2024-2025 Total students supported through Wellness: 77 (with 120 referrals)	Student sense of belonging and connectedness will increase by at least 10% as measured by CHKS survey results.

	2025-2026 Total students supported through Wellness: 125	The percentage of students reporting that adults care about them will increase by at least 10%. Participation in wellness services and classroom-based social-emotional supports will continue to expand and show positive impact on student behavior and engagement. Access to and effectiveness of Tier 2 and Tier 3 supports will increase, ensuring timely intervention for identified students.
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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	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
3.2	INTERVENTION: COUNSELING -Provide PIP Program 3 days/week. -Provide School Based Counseling Program 3 1/2 days/week (additional 1/2 day increase from District availability to be funded through donations).	All Students, focusing on EL, SED, Foster Youth, Homeless, and Special Ed; targeting students identified with lower SEL scores, behavior referrals, or chronic absenteeism.	16000 Targeted Allocation 2000-2999: Classified Personnel Salaries PIP Program aide 0 None Specified None Specified additional 1/2 day of counseling
3.3	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, focusing on EL, SED, Foster Youth, Homeless, and Special Ed; targeting students identified with lower SEL scores, behavior referrals, or chronic absenteeism.	0 None Specified None Specified additional wellness hourly for collaboration with teachers 0 None Specified 2000-2999: Classified Personnel Salaries hourly for yard duty training and PBIS support
3.4	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 (identified as students with little, no progress in intervention cycle); focusing first on students who are EL, SED, Foster Youth, Homeless, and/or identified in Special Ed.	3750 Targeted Allocation 2000-2999: Classified Personnel Salaries Sub release for SST and MTSS target meetings
3.5	PARENT EDUCATION Additional hourly for planning and preenting parent education: mental health support, homework, resiliency through wellness, adult ed, and project cornerstone	Parents of all Students, focusing on parents of EL, SED, Foster Youth, Homeless, and Special Ed	800 Targeted Allocation 2000-2999: Classified Personnel Salaries Hourly for wellness coordinator, adult ed, other for

			planning/implementing parent ed
3.6	PARENT INVOLVEMENT AND STUDENT ENGAGEMENT THROUGH PROJECT CORNERSTONE: Materials and books for Project Cornerstone ABC Readers. (Fund \$1000 through donations.)	All students and families, focusing on engagement of families of EL, SED, Foster Youth, Homeless, and Special Ed.	0 None Specified 4000-4999: Books And Supplies Materials and books for Project Cornerstone ABC Readers

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

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

All planned strategies and activities under Goal 3 were fully implemented with a high level of fidelity, resulting in a comprehensive and integrated system of supports for students. Tier 1 PBIS practices (The Wildcat Way) were consistently reinforced schoolwide, with clear behavior expectations taught, modeled, and recognized across settings. Staff engaged in ongoing professional development and collaboration, ensuring consistent implementation of behavior supports, supervision practices, and data-driven decision-making.

Tier 2 and Tier 3 interventions, including Check-In/Check-Out (CICO), counseling services, wellness supports, and Student Success Team (SST) processes, were effectively expanded and utilized. Regular target meetings and collaboration between administration, teachers, wellness staff, and support personnel ensured that students with behavioral, social-emotional, and attendance needs were identified early and received timely, appropriate interventions. Increased access to counseling services and wellness programming provided targeted support for students demonstrating disengagement, chronic absenteeism, and social-emotional concerns.

The consistent use of SWIS data systems allowed staff to monitor behavior trends, identify high-need student groups (including the disproportionate concentration of referrals in 5th grade), and adjust supports accordingly. This data-driven approach contributed to improved alignment of interventions and more equitable distribution of supports across grade levels.

As a result of these coordinated efforts, the school demonstrated progress toward the articulated goal. Office discipline referrals, particularly for physical aggression and disruption, showed a reduction and were more evenly distributed across grade levels when targeted interventions were applied. Additionally, expanded wellness services and SEL supports contributed to improvements in student behavior, engagement, and access to supports, as evidenced by increased utilization of wellness services.

School climate indicators also reflected positive trends. While baseline data indicated declines in connectedness, belonging, and engagement, the implementation of relationship-building practices, student engagement opportunities, and family involvement strategies contributed to improvements in students' sense of belonging, perception of adult support, and overall engagement. Efforts to address chronic absenteeism through monitoring, outreach, and incentives resulted in improved attendance patterns for targeted students.

Overall, the full implementation of MTSS structures, PBIS practices, wellness supports, and data systems was effective in addressing the identified needs. The integration of behavioral, social-emotional, and engagement strategies resulted in measurable progress toward improved student outcomes, while also establishing a stronger, more sustainable system of support for continued growth.

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.

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

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

Westwood Elementary will increase student engagement, connectedness, and consistent school attendance by reducing chronic absenteeism (students absent over 10%) from 16% to below 10% (returning to pre-COVID levels), with targeted reductions among Socioeconomically Disadvantaged and Hispanic student groups. This will be achieved through the implementation of targeted attendance interventions, family outreach, and increased student engagement opportunities.

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.

Chronic absenteeism (students absent 10% or more) remains a primary concern. While rates have improved from a post-COVID high of 23% (2021–22) to 16% in 2025–26, they remain well above the pre-COVID level of 10.5% . When disaggregated, Socioeconomically Disadvantaged and Hispanic students demonstrate the highest rates of chronic absenteeism, indicating a significant performance gap among student groups. Additionally, although TK inflates the overall rate, the K–5 chronic absenteeism rate of 12% still exceeds desired levels and signals a need for continued intervention.

Local climate and engagement data further highlight areas of concern. Student survey results show relatively low levels of strong agreement around meaningful participation (35%), while 32% of students report school boredom. Reports of violence/victimization (45%) and bullying (with a majority of students reporting it occurs at least sometimes) indicate that a substantial number of students do not consistently feel safe or connected at school. Parent survey data also reflect moderate perceptions of school climate, with only 36–48% positive responses across areas such as involvement, learning environment, and respect for diversity. These indicators suggest that student engagement and sense of belonging are not yet at desired levels.

To address these areas, Westwood has implemented and will continue to expand several targeted strategies. These include identifying root causes of absenteeism and providing individualized attendance supports, such as Attendance Improvement Plans, family outreach, and collaboration with truancy officers and community resources. The school is also increasing opportunities for student engagement through enrichment activities, assemblies, and character education lessons (CAT Character) to strengthen connectedness. Additionally, efforts to build a positive school climate include structured classroom practices, social-emotional learning, and recognition systems to improve student motivation and participation.

Together, these actions are designed to reduce chronic absenteeism, close attendance gaps among student groups, and improve overall student engagement and connectedness.

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 2025-26 16% (12% without TK grade) are chronically absent (none severe) 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)	By June 2027: Chronic absenteeism will decrease to below 10% overall and below 8% for K–5 students. All students will participate in twice-monthly character education lessons (CAT Character) to strengthen school connectedness. The school will provide at least three engagement-focused assemblies annually to increase student motivation and sense of belonging. Identified chronically absent students will receive individualized attendance supports (e.g., Attendance Improvement Plans, family outreach, and collaboration with truancy and support services), resulting in improved attendance rates for targeted students.

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	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	Any student identified as chronically absent, focusing support on EL, SED, Foster Youth, Homeless, and Special Ed.	500 Targeted Allocation 2000-2999: Classified Personnel Salaries Additional clerk time for truancy meetings and support of tardies
4.2	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, focusing on engaging and supporting EL, SED, Foster Youth, Homeless, and Special Ed.	1500 Targeted Allocation 0001-0999: Unrestricted: Locally Defined Students Assemblies, enrichment materials, and materials

Annual Review

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.

The strategies and activities were implemented with a focus on improving student engagement, connectedness, and attendance through both targeted interventions and schoolwide practices. Key actions included identifying root causes of chronic absenteeism, conducting family outreach, developing Attendance Improvement Plans, collaborating with truancy officers and community resources, and increasing opportunities for student engagement through enrichment activities, assemblies, and character education lessons .

Overall, implementation was consistent and aligned to the articulated goal. Systems for monitoring attendance and responding to chronic absenteeism were established, and efforts to engage students through schoolwide activities and relationship-building practices were put into place. The inclusion of structured engagement opportunities, such as character lessons and assemblies, as well as outreach to families, demonstrates a comprehensive approach addressing both the academic and social-emotional factors influencing attendance.

In terms of effectiveness, available data indicate moderate progress but continued need for improvement. Chronic absenteeism has declined from a peak of 23% in 2021–22 to 16% in 2025–26, reflecting that implemented strategies are having a positive impact . However, rates remain above the pre-COVID baseline of 10.5%, suggesting that while interventions are effective, they have not yet achieved the desired outcome. Persistent gaps among Socioeconomically Disadvantaged and Hispanic students further indicate that additional targeted supports are needed to ensure equitable impact.

Student and parent perception data also suggest partial effectiveness. While engagement opportunities have been expanded, relatively low levels of reported meaningful participation and ongoing concerns related to school boredom, bullying, and connectedness indicate that these strategies have not yet fully translated into improved school climate outcomes for all students.

Overall, the strategies and activities were thoughtfully implemented and have contributed to measurable improvements in attendance and engagement. However, the effectiveness has been incremental rather than transformative, indicating a need to deepen and refine these efforts—particularly through more targeted interventions for high-need student groups and continued expansion of engaging, inclusive schoolwide practices—to fully meet the articulated goal.

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	\$88,527.00
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	\$88,527.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$88,527.00

Total of federal, state, and/or local funds for this school: \$88,527.00

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	88527.00	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	88,527.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	2,450.00
1000-1999: Certificated Personnel Salaries	10,000.00
2000-2999: Classified Personnel Salaries	74,550.00
4000-4999: Books And Supplies	1,527.00
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	2,450.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	10,000.00

2000-2999: Classified Personnel Salaries	Targeted Allocation	74,550.00
4000-4999: Books And Supplies	Targeted Allocation	1,527.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,477.00
Goal 2	16,500.00
Goal 3	20,550.00
Goal 4	2,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Danielle Musumeci	Parent or Community Member
Valerie Brown	Parent or Community Member
Chandra Henry	Parent or Community Member
Daniel McKenna	Parent or Community Member
Amanda Fein-Tower	Classroom Teacher Parent or Community Member
Elena Dritsas	Classroom Teacher
Nicole Young	Classroom Teacher
Christa Ivancovich	Classroom Teacher
Corinne Ghaffari	Principal
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 04/21/2026.

Attested:




Principal, Corinne Ghaffari on 4/21/2026

SSC Chairperson, Danielle Musumeci on 4/21/2026