

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westlake Hills Elementary School	56 73759 6093181	August 31, 2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

EC Section 64001 requires the development of the SPSA to include the following:

A comprehensive needs assessment (pursuant to ESSA)

Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals

May include local data

An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

All schools within CVUSD complete a comprehensive needs assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data. As a result of school closures in the spring of 2020, students did not take the CAASPP assessments. Therefore the 2020-21 SPSA's will not include student new CAASPP data as a comparison with the previous year. School sites will continue to include 2019-20 CASSPP data as an important reference, and they will also include updated, local assessment data. Our local assessment data includes Trimester District Benchmark Assessments administered by classroom teachers at all grade levels. Student progress is also

measured by progress in online intervention programs, unit assessments in district adopted materials in ELA and Mathematics, & grade level teams writing assessments.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of targeted student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.

- 88% of parents saying their children enjoy coming to school
- 92% of parents report that the school creates a positive environment for learning
- 87% of parents report indicating that they are informed of their students' academic progress.
- 88% of parents report feeling comfortable on campus and participating in school events
- 87% of parents report that students' differences were treated with respect.
- 96% of students feel their teachers care about them
- 96% of elementary students said they knew who to go to at school if they have a problem;
- 64% of middle school students and 67% of high school students feel comfortable going to a counselor
- 89% of middle school students and 84% of high school students report that a counselor is available when needed.
- 94% of certificated staff know what to look for in students experiencing depression.
- 92% of certificated staff feel confident that they can meet their students' learning needs.
- 87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
- 81% of certificated staff feel students are engaged and motivated
- 98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators

also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, and School Site Council to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2021-22 school year, principals will track data using Mastery Connect, Canvas, ESGI, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of targeted student populations, including English Learners, Socio-economically Disadvantaged, Special Education, Homeless, and Foster.

For the 2020-21 school year, CVUSD has expanded their use of ESGI, an assessment platform that was previously used primarily in TK. CVUSD expanded use to include grades K-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to account for time restraints, remote delivery, and alignment with the essential standards. These measures will be available in multiple formats, including Seesaw, PDF, and Canvas.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use unit and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2020-21 school year, principals will track data on electronic spreadsheets. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster.

For the 2020-21 school year, CVUSD expanded their use of ESGI, an assessment platform that was previously used primarily in TK. CVUSD expanded use to include grades K-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to account for time restraints, remote delivery, and alignment with the essential standards. These measures will be available in multiple formats, including Seesaw, PDF, and Canvas.

Online programs designed to address learning loss from school closure for all students provide ongoing progress data for students that is monitored frequently by our classroom teachers, special education staff and intervention specialists to determine targeted areas of need for additional intervention support. Parents are also able to closely monitor the progress of their children in these programs as they gain knowledge and proficiency in beginning reading skills, comprehension strategies, academic vocabulary in ELA & mathematics, and mathematics computation.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Westlake Hills meets the requirement of highly qualified staffing by having 100% of the teachers credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 9-13, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, Kami, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 16th, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

This year, on-going professional learning will be provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, and Alternative Programs. This training will come in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, UDL, GATE, assessment, and student engagement strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it does specifically target student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites using inclusive and supportive practices with students and families.

Additionally, English Learner and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students. These sessions include access to activities, resources and strategies. These Facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, and GATE. The TOSAs provide ongoing professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve target student groups.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

CVUSD TK-5 Teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

At the elementary level, teachers will implement online supplemental intervention programs in literacy and math, such as: Lexia Reading, IXL Math and Achieve 3000. Elementary Academic Specialists support and provide small group instruction for Students needing support in identified areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff, to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: MTSS, PLC's, Universal Design for Learning, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Westlake Hills has an active Parent Faculty Association (PFA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Westlake Hills Site's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Westlake Hills parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical Funds in CVUSD:

EIA funds are used to provide additional support and technology in the classroom.

EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE, and X if Title 1. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

How, when, and with whom did the 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

Westlake Hills Elementary 2021-2022 SPSA was developed in collaboration with our school committees, stakeholders and school faculty. Site Council representatives attended SEDAC meetings and DAC meetings in September to learn about the SPSA process. Trimester Benchmark Data & past three years of CAASPP data was evaluated for trends in the percentage of students meeting & exceeding grade level standards. Data was shared and analyzed in development of goals. Conversations led to the development of possible new goals to address need based on data.

June 30th 2021 Principal and Leadership team discussed the upcoming SPSA. Team reviewed purpose of the plan and discussed goals. Team reviewed existing data from 20-21 school year and the SPSA Monitoring & Accountability Tool.

August 16th, 2021 Staff meeting reviewed school site goals

August 24th, 2021 School site council meeting held parents from various committees, teachers and staff to have a detailed review of budget allocations, data, and comprehensive plan

August 31st, 2021 School site council meeting held with parents from various committees.

Teachers and staff provided input along with parent groups.

September 7th, 2021 Principal met with leadership team regarding SPSA goals and updates. Input was gathered and goal metrics and assessment means were adjusted.

September 15th, 2021 Principal met with bilingual facilitator and co-representatives of ELAC (English Language Advisory Committee) to review goals, especially goal #3 pertaining to English Language Learners

September 29th, 2021 Principal will meet with English Language Advisory Committee to review comprehensive plan and services for ELL.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	2%	2.32%	2.1%	10	13	9
Asian	7.19%	5.89%	6.8%	36	33	29
Filipino	0.8%	1.25%	1.4%	4	7	6
Hispanic/Latino	21.36%	22.68%	24.5%	107	127	104
Pacific Islander	0.8%	0.54%	0.5%	4	3	2
White	60.08%	60%	58.5%	301	336	248
Two or More Responses	7.78%	7.32%	6.1%	39	41	26
Not Reported	%	0%	%		0	
Total Enrollment				501	560	424

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	107	119	74
Grade 1	70	78	67
Grade 2	79	80	64
Grade3	90	89	67
Grade 4	94	95	81
Grade 5	61	99	71
Total Enrollment	501	560	424

Conclusions based on this data:

1. Student enrollment has declined at Westlake Hills over the past few years, consistent with a decline in district enrollment.
2. Hispanic/Latino enrollment increased from 17.5% in '16-'17 to 24% in '20-'21.
3. Kindergarten enrollment has decreased over the past two years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	54	54	45	10.8%	9.6%	10.6%
Fluent English Proficient (FEP)	27	29	28	5.4%	5.2%	6.6%
Reclassified Fluent English Proficient (RFEP)	8	7	5	14.3%	13.0%	9.3%

Conclusions based on this data:

1. The number of EL students has decreased slightly, consistent with enrollment numbers.
2. The number of students who are reclassifying as FEP has been consistent.
3. The number of students who are reclassifying at RFEP each year is decreasing. The SPSA include a goals to address this area.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	92			86			86			93.5		
Grade 4	97			96			96			99		
Grade 5	62			60			60			96.8		
All	251			242			242			96.4		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2445.			27.91			32.56			22.09			17.44		
Grade 4	2497.			35.42			31.25			17.71			15.63		
Grade 5	2573.			50.00			28.33			16.67			5.00		
All Grades	N/A	N/A	N/A	36.36			30.99			19.01			13.64		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	29.07			55.81			15.12			
Grade 4	42.11			41.05			16.84			
Grade 5	55.00			35.00			10.00			
All Grades	40.66			44.81			14.52			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	29.07			50.00			20.93		
Grade 4	29.47			61.05			9.47		
Grade 5	51.67			41.67			6.67		
All Grades	34.85			52.28			12.86		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	18.60			70.93			10.47		
Grade 4	19.79			71.88			8.33		
Grade 5	38.33			56.67			5.00		
All Grades	23.97			67.77			8.26		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	26.74			50.00			23.26		
Grade 4	26.32			56.84			16.84		
Grade 5	50.00			41.67			8.33		
All Grades	32.37			50.62			17.01		

Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	92			86			86			93.5		
Grade 4	97			96			96			99		
Grade 5	62			59			59			95.2		
All	251			241			241			96		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2447.			23.26			37.21			23.26			16.28		
Grade 4	2504.			23.96		64.4	36.46		15.1	30.21		12.3	9.38		8.2
Grade 5	2562.			49.15			13.56			25.42			11.86		
All Grades	N/A	N/A	N/A	29.88			31.12			26.56			12.45		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3				37.21			43.02			19.77
Grade 4				35.79			46.32			17.89
Grade 5				54.24			22.03			23.73
All Grades				40.83			39.17			20.00

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	29.07			48.84			22.09		
Grade 4	32.63			46.32			21.05		
Grade 5	35.59			49.15			15.25		
All Grades	32.08			47.92			20.00		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	31.40			51.16			17.44		
Grade 4	37.23			50.00			12.77		
Grade 5	45.76			38.98			15.25		
All Grades	37.24			47.70			15.06		

Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1423.8	*	1438.6	*	1389.2	*	20	8
Grade 1	*	1469.3	*	1474.3	*	1464.2	*	12
Grade 2	*	*	*	*	*	*	*	8
Grade 3	*	*	*	*	*	*	*	7
Grade 4	*	*	*	*	*	*	*	10
Grade 5	*	*	*	*	*	*	*	7
All Grades							53	52

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	20	*
1	*	8.33	*	75.00		8.33		8.33	*	12
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*		*		*	*	*
5		*	*	*	*	*		*	*	*
All Grades	43.40	28.85	35.85	50.00	*	11.54	*	9.62	53	52

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	20	*
1	*	25.00	*	58.33		8.33		8.33	*	12
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	60.38	46.15	24.53	38.46	*	11.54	*	3.85	53	52

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	20	*
1	*	8.33	*	41.67		41.67		8.33	*	12
2	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5		*	*	*	*	*		*	*	*
All Grades	24.53	17.31	37.74	42.31	26.42	28.85	*	11.54	53	52

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	75.00	*	*	*	*	*	20	*	
1	*	58.33	*	41.67		0.00	*	12	
3	*	*	*	*	*	*	*	*	
All	62.26	50.00	30.19	44.23	*	5.77	53	52	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	20	*
1	*	8.33	*	83.33		8.33	*	12
All Grades	62.26	44.23	26.42	48.08	*	7.69	53	52

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	80.00	*	*	*	20	*
1	*	16.67		75.00		8.33	*	12
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	24.53	26.92	64.15	59.62	*	13.46	53	52

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	20	*
1	*	16.67	*	75.00		8.33	*	12
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	35.85	17.31	49.06	71.15	*	11.54	53	52

Conclusions based on this data:

1. There is a need to continue on-going language support in the classroom to develop vocabulary and listening skills monitoring progress to inform instruction.
2. There is a need to continue targeted pull-out support using Carousel monitoring monthly progress to inform instruction.
3. There is a need to continue supporting students with Rosetta Stone monitoring progress to inform use or support.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
560	21.8	9.6	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	9.6
Homeless	1	0.2
Socioeconomically Disadvantaged	122	21.8
Students with Disabilities	37	6.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.3
Asian	33	5.9
Filipino	7	1.3
Hispanic	127	22.7
Two or More Races	41	7.3
Pacific Islander	3	0.5
White	336	60.0

Conclusions based on this data:


1. Data indicating that 21.2% of our students are socioeconomically disadvantages informs us on the need to provide communications regarding resources available in the community and to be sensitive to needs during classroom discussions.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 577 479 609">English Language Arts</p>  <p data-bbox="297 659 368 684">Green</p>	<p data-bbox="673 577 950 609">Chronic Absenteeism</p>  <p data-bbox="773 659 844 684">Green</p>	<p data-bbox="1177 577 1396 609">Suspension Rate</p>  <p data-bbox="1260 659 1315 684">Blue</p>
<p data-bbox="251 777 414 808">Mathematics</p>  <p data-bbox="297 858 368 884">Green</p>		

Conclusions based on this data:

1. Conditions and Climate is an area of greatest strength for Westlake Hills. Restorative practices and SEL are contributing to students learning positive behaviors at school.
2. English and Math scores reflect students are making good gains in their learning overall.
3. Attendance and tardies are in the green area. Tardies and Independent study contracts affect our score negatively.

School and Student Performance Data

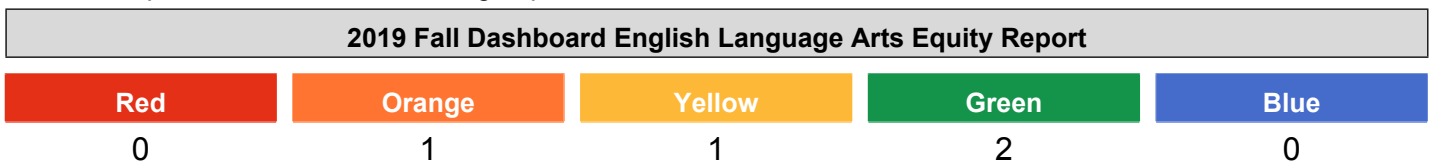
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>31.7 points above standard</p> <p>Declined Significantly -15.8 points</p> <p>234</p>	<p>English Learners</p> <p>Green</p> <p>11.4 points above standard</p> <p>Increased ++12.3 points</p> <p>41</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>7.2 points below standard</p> <p>Declined Significantly -15.9 points</p> <p>60</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>57.8 points below standard</p> <p>Increased Significantly ++15.4 points</p> <p>15</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color 86.8 points above standard Maintained ++2.1 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.5 points above standard Declined -13.1 points 54	 No Performance Color 31.3 points above standard Declined -5.6 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 39.9 points above standard Declined Significantly -15.4 points 134

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.1 points below standard Increased Significantly ++23.5 points 18	64.3 points above standard Maintained -1.2 points 23	36.5 points above standard Declined Significantly -18.4 points 188

Conclusions based on this data:

- Socioeconomically disadvantaged students declined significantly last year on this test.
- English Language learners scored 11.4 points above standard in ELA. Hispanic students scored 1.5 points above standard.
- Even though WHL students performed scored 31.4 points above standard last year, they declined significantly with a drop in score of 15.8 points

School and Student Performance Data

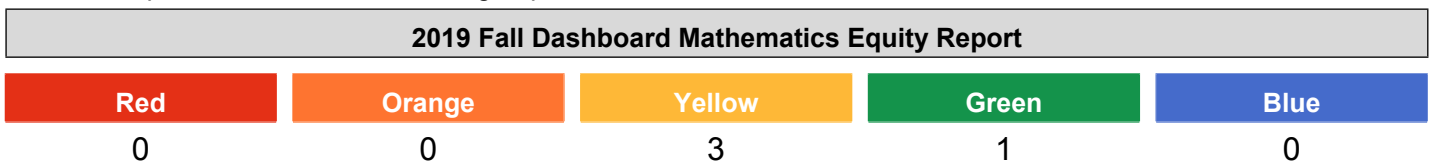
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>19.8 points above standard</p> <p>Declined -6.7 points</p> <p>234</p>	<p>English Learners</p> <p>Yellow</p> <p>9.9 points below standard</p> <p>Maintained -2.5 points</p> <p>41</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>16.3 points below standard</p> <p>Declined -14.7 points</p> <p>60</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>34.1 points below standard</p> <p>Increased Significantly ++17.4 points 15</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color	 No Performance Color 67.8 points above standard Declined -4.4 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 21.6 points below standard Declined Significantly -17.2 points 54	 No Performance Color 16.9 points above standard Declined -13.6 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 34.2 points above standard Increased ++4.5 points 134

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
58.2 points below standard Maintained -2.6 points 18	26.8 points above standard Declined -6.4 points 23	25.7 points above standard Declined -5.5 points 188

Conclusions based on this data:

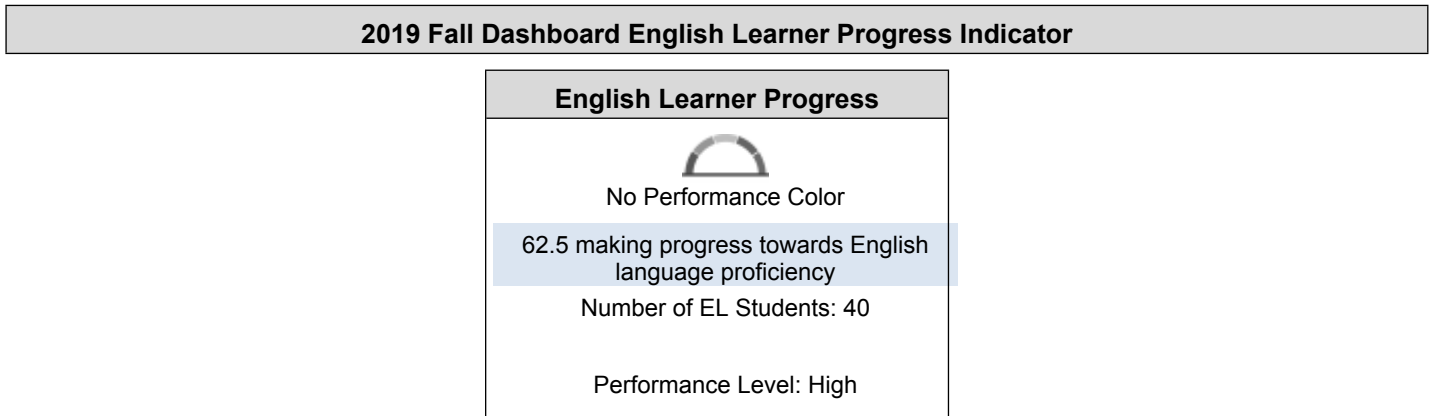
1. Overall student scores declined in math with a drop of 6.7 points even though students still scored 19.8 points above standard.
2. The only subgroup showing gains was White with an increase of 4.5 points scoring 34.2 points above the standard.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department’s web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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.

2019 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
17.5		7.5	

Conclusions based on this data:

1. Data supports that 33 of our 40 EL students maintained progress or progressed at least one ELPI Level.
2. 7 of our 40 EL students decreased one ELPI level.
3. Data supports the need to increase command of academic language in order for more students to bridge to new levels.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	3	3

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>4.6</p> <p>Declined -2</p> <p>522</p>	<p>English Learners</p> <p>Blue</p> <p>1.7</p> <p>Declined -4.7</p> <p>58</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>6.1</p> <p>Declined -3.4</p> <p>115</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>2.4</p> <p>Declined -10.1</p> <p>41</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 7.3 Increased +7.3 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.7 Maintained +0.3 108	 Green 2.6 Declined -4.1 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Blue 4.8 Declined Significantly -3.5 315

Conclusions based on this data:

1. Students with disabilities and English Learners had better attendance than the student body as a whole.
2. The Asian subgroup had the lowest rates of attendance although attendance improved by 7.3 points.
3. The White subgroup declined significantly even though they were still in the Blue category.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

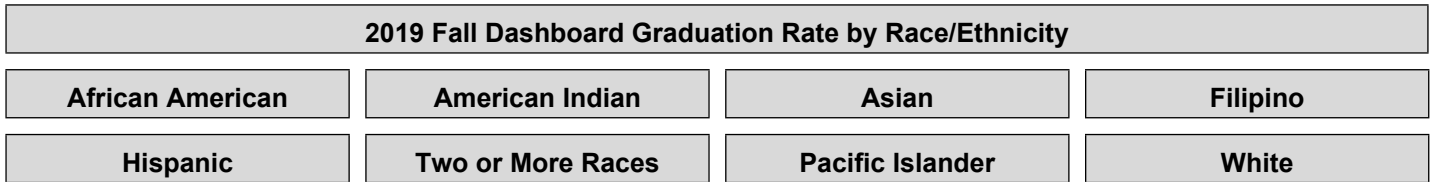
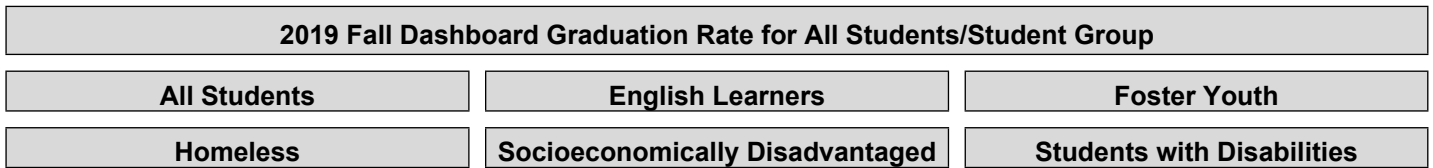
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

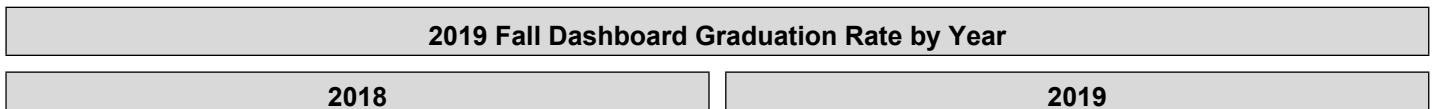
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

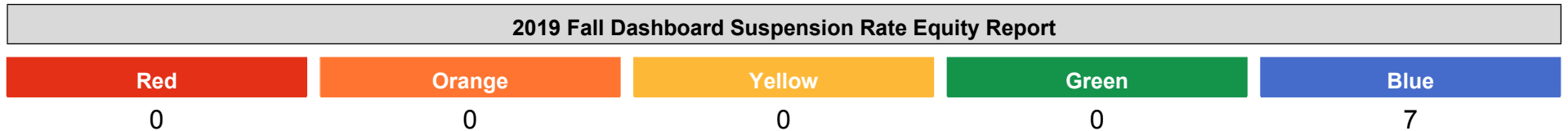
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

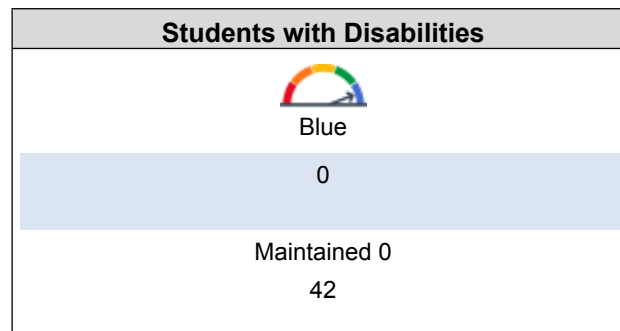
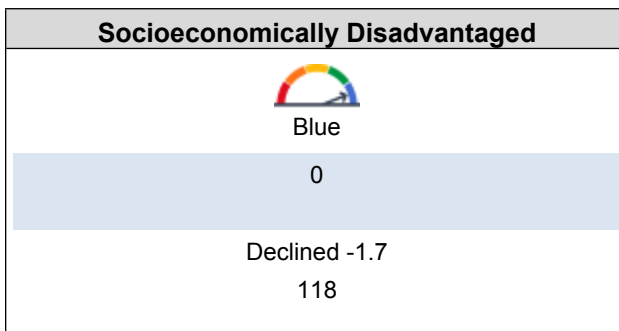
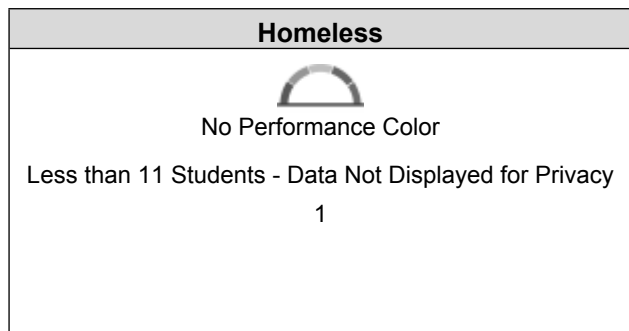
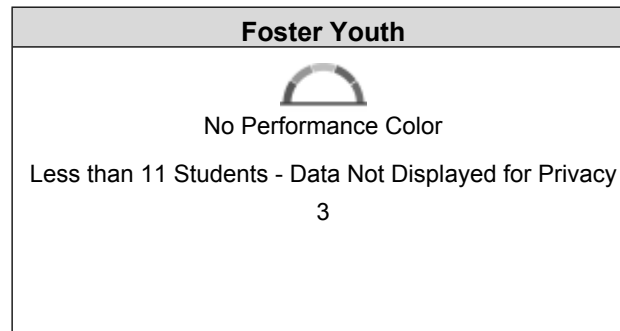
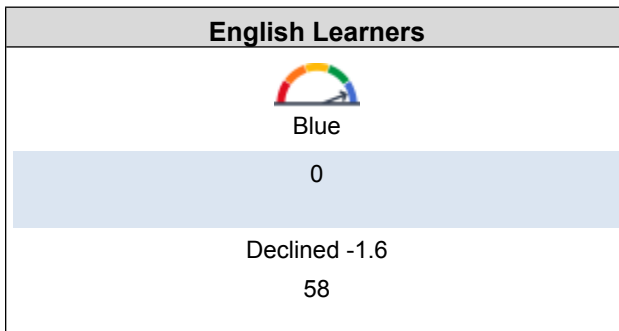
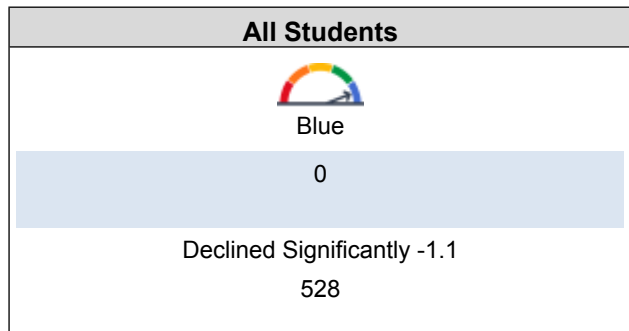


This section provides number of student groups in each color.










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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 10		 Blue 0 Maintained 0 42	 No Performance Color Less than 11 Students - Data Not 5
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 110	 Blue 0 Declined -4.3 40	 No Performance Color Less than 11 Students - Data Not 4	 Blue 0 Declined -0.9 317

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	0

Conclusions based on this data:

- No students were suspended in 2018-2019 which was a decrease from the year before.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 1

By June 2022:

Grades TK-2: The percentage of students meeting or exceeding district grade level standards in ELA (high frequency words and fluency) will increase by 3% at each grade level as measured by Trimester Assessment Data.

Grades 3 - 5: The percentage of students meeting or exceeding district grade level standards in ELA will increase by 3% as measured by CAASPP.

Grades 3-5: The percentage of students meeting or exceeding district grade level standards in ELA as will increase by 2% per grade level as measured by SRI assessment data.

Identified Need

Our 2021-22 Trimester assessment data indicates that students at all grade levels except one are performing below our goal of 85% of students meeting or exceeding all grade level standards in ELA.

Grades 3-5: The percentage of students who exceeded or met grade level standards in English Language Arts/Literacy as measured by CAASPP for the past three testing years has decreased: 16-17- 73.41%; 17-18 71.85%; 18-19 67.35%. Although we do not have

CAASPP data for Spring 2020, grades 3rd and 4th had the most significant decline in scores over the past 3 years and for the Spring of 2019.

According to 20-21 District Benchmark Assessments,

Grade 1- Reading Fluency Standard Met 75%, Standard Nearly Met 4%, Standard Not met 22%

Grade 2 -Reading Fluency Standard Met 76%, Standard Nearly Met 14%, Standard Not Met 10%

SRI

Grade 3- 70% Met or Exceeded, 12% Nearly Met, 18% Not Met

Grade 4- 65% Met or Exceeded, 30% Nearly Met, 5% Not Met

Grade 5- 80% Met or Exceeded, 17% Nearly Met, 3% Not Met

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Proficiency Metric: CAASPP Spring 2021	67.35% Spring 2019	70.35% Spring 2022
Indicator: California Dashboard (December 2020)	All Students:Green Declined significantly -15.8 points EL Students: Green Increased + 12.3 points SWD Students: No performance color SED Students: Orange- Declined significantly 15.9 points Hispanic: Yellow- Declined significantly 13.1 points White: Green- Declined significantly 15.5 points	All Students: Blue EL Students: No performance color SWD Students:No performance color SED Students:Yellow Hispanic Students:Green White Students: Blue
Indicator: District Benchmarks	Percentage of Students Meeting Grade Level Standards at Trimester 1 TK: 64% K: 76% 1st: 65% 2nd: 88% 3rd: 74% 4th: 55% 5th: 71%	Trimester 3 Assessment Data will indicate an increase of 3% of students meeting or exceeding grade level standards at each grade

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide systemic Language Arts intervention support to increase phonemic awareness, phonics & fluency beginning reading skills using Lexia & small group instruction by an Academic Specialist for students identified as at-risk of meeting grade level standards including SWD, SED and EL students.	August 2021-June 2022	Teachers Intervention Teacher Principal	Intervention Specialists Credentialed Teacher Principal	1000-1999: Certificated Personnel Salaries	OTRM	16,952
			All students in grades 1st- 5th identified as performing significantly below grade level will be assessed with Lexia; closely monitoring SWD, and SED students.	None Specified	None Specified	
			Intervention Specialist will monitor progress of students in Lexia & provide small group reinforcement for students red flagged for unit support. All students in grades 1st, 2nd & 3rd will participate in Lexia except for our EL students who will participate in in Smarty Ants.	1000-1999: Certificated Personnel Salaries	Instruction	2000
Provide systemic Language Arts intervention support to increase phonemic awareness, phonics & fluency beginning reading skills using Smarty Ants & small group instruction by our ELL Facilitator & Intervention Specialists for ELL students in grades K, 1st and 2nd	August 2021-May 2022	ELL Facilitator Intervention Teacher Principal	ELL Facilitator	1000-1999: Certificated Personnel Salaries	None Specified	
			Intervention Specialist	1000-1999: Certificated Personnel Salaries	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Smarty Ants instruction & monitoring of student progress by our ELL Facilitator will occur during reinforcement time & during the break between cohort instruction. Intervention Teacher funded in Goal 3 for ELL intervention to meet the learning needs of English Learners.			
Professional Development - Differentiated/intervention strategies to build teacher repertoire for all struggling students (including Students with Disabilities, English Learners, Socio-economically Disadvantaged SWD, EL, SED).	Aug 2021 - June 2022	Principal Assistant Principal Teacher	UDL trainings to provide best first instruction for EL, SWD, SED and GATE students	None Specified		0
			UDL professional development during Faculty Meetings			0
			Imagine Learning PD for Intervention Specialist & classroom teachers.			0
			Lexia PD for Primary Teachers & Special Ed staff			
			Lexia PD for Intervention Specialists			
			Smarty Ants PD for ELL Facilitator & classroom teachers			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Specialist to implement intervention, Tier II, to support students identified as at risk of not meeting grade level standards in ELA. Data will be used to develop intervention strategies to target academic needs for all level of learners.	Aug 2021-June 2022	Teachers Intervention Teacher Principal	Intervention Specialists staffing to support needs of SWD Students with Disabilities and and EL students English Learners	1000-1999: Certificated Personnel Salaries	Instruction	5667.50
			Small group intervention support will be provided on campus.		None Specified	
			Intervention support will be provided in small groups or individually for students performing below grade level.		Other	11,000
			Support for TK classes	2000-2999: Classified Personnel Salaries	Instruction	4,000.00
Implement SRI, BrainPop, Spelling City, IXL, NewsELA, Freckles to reinforce Language Arts skills and concepts, with a targeted approach, for all level of learners including Students with Disabilities and English Learners.	August 2021-June 2022	Teachers	Software Support costs for classroom instruction PD for staff implementing new programs	None Specified	None Specified	
Books, supplies, technology to support the ELA instructional program for all students with diverse learning needs	Aug. 2021- June 2022	Principal Teachers	Materials to support the instructional program for all learners including enrichment opportunities	4000-4999: Books And Supplies	Instruction	1000
			Purchase licenses for technology website and apps	0000: Unrestricted	Instruction	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data analysis by teachers and administrator to identify students in need of intervention & to address learning loss. Student groups will be clustered according to targeted intervention. Evaluate every 6 - 8 weeks with adjustments made accordingly for all level of learners including Students with Disabilities and English Learners.	August 2021-June 2022	Teachers MTSS Team Intervention Specialists Principal	Data analysis will occur during staff meetings, team leader meetings, grade level team meetings, Site Council. Data analysis will support instructional strategies for gifted learners GATE, students with disabilities SWD, and English Learners EL.	None Specified	None Specified	0
Purchase apps & programs and other items for student devices	August 2021-June 2022	Teachers Principal	Apps and other instructional items.	4000-4999: Books And Supplies	Instruction	6,000.00
Provide systemic Language Arts intervention support for ELL learners to increase academic vocabulary, fluency and comprehension skills using Imagine Learning & small group instruction by our certificated Intervention Specialist for ELL students in grades 3rd, 4th & 5th.	August 2021 - June 2022	Teachers MTSS Team Principal	Certificated Intervention Specialist will provide instruction & monitoring support for ELL intermediate students through small group instruction & monitoring progress data in Imagine Learning. Intervention Specialists funded above	1000-1999: Certificated Personnel Salaries		
Books for Library to Support Curriculum at various Lexile levels	Aug 2021-June 2022	Principal PFA IMT	PFA will collaborate with principal and IMT to provide books to support curriculum and intervention	4000-4999: Books And Supplies	Instruction	450.00
Every classroom is outfitted with technology, as specified in our School Technology Plan to support ELA instruction, research projects, writing skills & group collaboration	August 2021-June 2022	Teachers Principal	At each grade level technology is used in the classroom and in the Innovation Lab to support both student learning of the tech standards and ELA & communication skills.	4000-4999: Books And Supplies	Instruction	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Technology will be implemented to support diverse learning needs in multiple settings including students with disabilities, SWD, gifted students GATE, and ELL English Language Learners.			
Faculty and Principal will engage in UDL Learning Walks	August 2021-May 2022	Principal Teachers	Teachers and principal will have opportunities to see UDL in practice and to collaborate on developing new strategies for working proactively to build bridges to learning for students struggling with reading Cost associated for release days or professional development noted in goal 2	None Specified	None Specified	0
Staff will use Professional Learning Community practices & strategies to study our CAASPP & benchmark data for the past 4+ years to identify patterns of achievement for student groups & grade levels, to examine instructional practices, and to develop a plan to address the decline in student achievement scores & to increase opportunities for students to be engaged in challenging learning opportunities using UDL practices.	August 2021-June 2022	Principal Teachers Instructional Specialists	Staff meetings to involve all staff members; leadership committees to research & study in identified areas of need. Survey students on levels of engagement, connection to student interests & real life problem solving opportunities	None Specified None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Site Council study sessions to evaluate data	None Specified		

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

We implemented the actions that we set out to, such as offering reading intervention, purchasing technology. These things supported our goal of increasing reading achievement, teaching for the overall progress of all students including target populations such as SWD, SED and EL students. School closure and partial reopening due to the pandemic did impact progress on this goal.

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

Our expenditures exceeded our budgeted amounts in all categories during previous years. This year the school will conduct regularly scheduled budget updates to ensure our funds are being spent in accordance with our goals.

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 be focusing our efforts this year on addressing learning loss & providing meaningful learning opportunities. Upper grades will focus heavily on incorporating more research/inquiry into instructional practices. We will monitor benchmark data, report card data and SRI data as well as formative assessments so that adjustments can be made to improve reading achievement of students overall and individually. Teachers will use multiple means to support student in pre-reading skills, spelling, parts of speech, phonics, and decoding. Teachers will engage in SST meetings with parents to ensure interventions are supporting students enough so that they can effectively access and engage with the curriculum. WHL's SSC, ELAC and PFA will all continue to be updated and provided with opportunities to provide input monthly as they have throughout the development of this fluid document.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 2

By June 2022:

Grades TK-2: The percentage of students meeting or exceeding district grade level standards (number sense, fact fluency) in Mathematics will increase by 3% from Trimester 1 Building Assessment Data at each grade level as measured by Trimester 3 Building Assessment Data.

Grades 3 - 5: The percentage of students meeting or exceeding district grade level standards in Mathematics will Increase by 3% as measured by CAASPP.

Identified Need

Grades TK- 2nd grades: Our 2020-21 First Trimester assessment data indicates that 78% of students in grades TK-5th are meeting or exceeding grade level standards in Mathematics. This is below our goal of 85% of students meeting or exceeding all grade level standards in mathematics.

2020-2021 data

- 1- 88% Met or Exceeded, 6% Nearly Met, 6% Not met
- 2- 45% Met or Exceeded, 22% Nearly Met, 33% Not Met

Grades 3-5: The percentage of students who exceeded or met standard (Level 3 & 4) in mathematics on the CAASPP has declined in recent history: 16-19 69%; 17-18 62%; 18-19 61%. There is no CAASPP data available for 19-20 or 20-21.

2020-2021 data

- 3-Exceeded 76% Met 13% Nearly Met 9% Not Met 2%
- 4- Exceeded 64.4% Met 15.1% Nearly Met 12.3% Not met 8.2%
- 5- Exceeded 76% Met 10% Nearly Met 6% Not met 8%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Proficiency Metric: CAASPP Spring 2021	61% in Spring 2019	64% in Spring 2022
Indicator: California Dashboard December 2020	All Students:Green Declined -6.7 points EL: Yellow Maintained -2.5 points SWD: No Performance Color SED:Yellow Declined -14.7 points Hispanic: Yellow Declined significantly - 17.2 points White: Green- Increased +4.5 points	All Students: Blue EL Students: Green SWD Students:No performance color SED Students:Green Hispanic Students: Green White: Blue
Indicator: District Benchmarks	Our 2020-21 Trimester assessment data indicates that 78% of students are meeting grade level standards in mathematics which is below our goal of 85% of students meeting or exceeding all grade level standards.	85% of students will have met District benchmarks by Spring 2022

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data analysis by teachers and administrator to identify students needing intervention. Student groups will be clustered according to targeted intervention. Evaluate every 6 - 8 weeks with adjustments made accordingly for all level of learners including Students with Disabilities and English Learners.	Sept 2021-June 2022	Teachers MTSS Team Principal	Weekly Bank Time Grade Level Meetings	None Specified	None Specified	0
Provide research based mathematics intervention support to increase computation, conceptual understanding, academic mathematical vocabulary and math problem solving skills using Imagine Learning & small group instruction by our certificated Intervention Specialist for EL students in grades 3rd, 4th & 5th.	August 2021-June 2022	Intervention Specialists ELL Facilitator	Intervention Specialist will provide small group support to monitor progress in Imagine Learning & instruction. ELL Facilitator will assist with parent contact & support for student engagement with English Learners.	1000-1999: Certificated Personnel Salaries	Instruction	4,000.00
Professional Development - train teachers on differentiated instruction to build math achievement, teach conceptual understanding & increase meaningful problem solving skills.	Sept 2021 - June 2022	District TOSA Teachers Principal	UDL professional development and collaboration at monthly staff meetings to support all levels of student learning including Gifted and Talented Students GATE, students with disabilities SWD, English Learners ELL. UDL resources shared through principal emails			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			PD for Academic Specialist and ELL Facilitator in implementation of Imagine Learning			
Purchase apps and utilize software, Near Pod, IXL, MobyMax, Xtra Math, Khan Academy, and other items for student devices to increase opportunities for students to engage in problem solving activities & to build mathematical conceptual knowledge.	Aug 2021- June 2022	Teachers Principal	Apps and other instructional items. Research programs that provide mathematical problem solving opportunities for students at a variety of levels Funding from sources listed above	None Specified	None Specified	
Academic specialist to implement intervention, Tier II, to support struggling students with math. Data will be used to develop intervention strategies to target academic needs for all level of learners including Students with Disabilities and English Learners.	August 2021 - May 2022	Principal Teachers Intervention Specialists	Trimester student data & classroom assessments will be used to identify students in need of additional support Intervention groups will be scheduled during time which will minimized instructional impact	1000-1999: Certificated Personnel Salaries	0860	1280
Books, supplies, and technology to support the math program for all level of learners including gifted GATE students, Students with Disabilities and English Learners.	Aug 2021- May 2022	Principal	Materials to support the math instructional program for all learners. Math materials for student use at home for intervention sessions & reinforcement activities	4000-4999: Books And Supplies	Instruction	2,046.50 2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Faculty and Principal will engage in UDL Learning Walks	August. 2021- June 2022	Principal Teachers	Teachers and principal will have opportunities to see UDL in practice and to collaborate on developing new strategies for working proactively to build bridges to learning for students struggling with reading. Provide release days as needed to help the site build instructional strategies that benefit all students including gifted GATE, SWD students with disabilities, SED Socioeconomically disadvantaged and EL English Learners.	1000-1999: Certificated Personnel Salaries	Instruction	1000.00
Staff will use Professional Learning Community practices & strategies to study our CAASPP & benchmark data for the past 4+ years to identify patterns of achievement for student groups & grade levels, to examine instructional practices, and to develop a plan to address the decline in student achievement scores & to increase opportunities for students to be engaged in challenging learning opportunities using UDL practices.	August 2021- June 2022	Principal Teachers	Staff meetings to involve all staff members; leadership committees to research & study in identified areas of need. Explore opportunities for Project Based Learning & Design Thinking Site Council study sessions to do an in-depth study of data	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Every classroom is outfitted with technology, as outlined in the school technology plan.	August 2021- June 2022	Teachers Principal	At each grade level technology is used in the classroom and in the Innovation Lab to support students in meeting both the tech standards and the math benchmarks Funding identified above.	None Specified		0

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

In 2018-2019 & 2019-20 we focused on implementing strong Tier 1 math instruction for Go Math, our new curriculum using a variety of groups and strategies during classroom instruction. For Tier 2 interventions, we provided an intervention teacher who pulled under-performing students, including students in target populations such as SWD, SED, and EL, out for targeted intervention lessons. Our students have scored higher and scores are more consistent between grade levels in mathematics than in ELA on our District Trimester Benchmark Assessments however we are still below our goal of 85% of students meeting grade level benchmark standards.

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

We saw a pattern of decline in multiple areas in mathematics in the 2018-2019 school year. In 2020-21, we will monitor assessment data more closely to better target the needs of all students, including students in each target population such as SWD, SED and EL.

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.

The MTSS team will review progress on goals monthly as reported in the SPSA and adjustments will be made to better target needs. WHL's SSC, ELAC and PFA will all continue to be updated and provided with opportunities to provide input monthly as they have throughout the development of this fluid document.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Learners

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 3

June 2022:

Achievement will increase from 62.5% of EL learners making progress to 65.5% of EL students making progress on ELPAC. Academic Language Development will continue to be integrated through all academic programs for all students to include SWD and Language Learners.

The percentage of students who are Reclassified as Fluent English Proficient (RFEP) will increase from 3% to 5%.

The percentage of students achieving an Overall Language Level 3 or 4 will increase from 78% to 80%.

Identified Need

English Learners continued to be a targeted subgroup required additional intervention and specific supports. While high quality instruction and integrated learning designs continue to be emphasized, the school is implementing additional language software supports such as Imagine and Smarty Ants. The percentage of students who are Reclassified as Fluent English Proficient has

decreased by 1% over the past three years. The percentage of students who are Fluent English Proficient has increased by less than 1%. Several students have been identified as making no progress in English Language Proficiency over multiple years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who are reclassified RFEP per district reclassification criteria	3%	5%
Percent of Overall Language Level 3 or 4 according to ELPAC data	78%	80%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide instruction and assessment support for EL students utilizing Wonder curriculum and support material (Companion Workbook), Rosetta Stone implementation and monitoring, Smarty Ants, Imagine Learning and ELD strategies. Student progress on Rosetta Stone will be monitored as required and adjustments to target weaknesses will be made based on the results.	August 2021- June 2022	Principal Academic Specialists ELL Facilitator	ELL Facilitator	1000-1999: Certificated Personnel Salaries	0860	2320.00
			Academic Specialists	1000-1999: Certificated Personnel Salaries None Specified	Instruction None Specified	2,000.00
ELL Facilitator & Intervention Specialist will monitor progress in Smarty Ants & Imagine Learning for all ELL students to determine progress towards goals for these programs, including amount of time in program (60 minutes per week) & develop plans for students not on track to meet	August 2021- June 2022	Principal Academic Specialists ELL Facilitator	Principal will work with teachers to ensure these District progress monitoring tools are being used as required.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
goals.						
Parent information meetings will be scheduled to share the expectations for ELL student participation in intervention programs, goals for participation, progress monitoring tools, & strategies for student engagement. Strategies for 100% parent participation will be developed, evaluated, and revised to involve all ELL parents.	August 2021-June 2022	Principal Academic Specialists ELL Facilitator Teachers	Headphones to support EL students on Rosetta Stone. Materials to support involvement & parent training for parents of EL students.	4000-4999: Books And Supplies None Specified	Instruction None Specified	500.00
ELL Facilitator will develop strong connections with our ELL families, provide translation for Spanish speaking families & students, support teachers' communication with parents & students, monitor student progress in Smarty Ants, & provide student support in use of technology.	August 2021-June 2022	Principal ELL Facilitator	ELL Facilitator will contact all ELL parents to inform parents of program & support available. ELL Facilitator will attend all ELAC meetings & support ELAC parent leadership roles. ELL Facilitator will assist parents in planning family events on campus to build connections with school & among ELL families.	2000-2999: Classified Personnel Salaries	Instruction	1000.00
Purchase technology and supportive student devices.	August 2021-May 2022	Teachers Principal	Apps and other instructional items for ELL students to fully participate and access instruction & intervention support.	4000-4999: Books And Supplies	Instruction	500
Intervention/Small group instructional preparation/data analysis/collaboration time to support EL students. Banked time minimum will be utilized to support English Learner	August 2021 - June 2022	Principal Teachers	Intervention Specialist will collaborate with classroom teachers to monitor ELL student progress.	1000-1999: Certificated Personnel Salaries	Instruction	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
development.						
Teacher Release for data and assessment analysis to determine effective strategies for ELL progress in language acquisition & to identify and monitor progress of students at risk of not making adequate progress.	August 2021- June 2022	Teachers	Teacher Release	1000-1999: Certificated Personnel Salaries	Instruction	836.00
Books, supplies, and technology to support the ELD program.	Aug 2021 - June 2022	Principal	Books & supplies to support ELL students and instruction.	4000-4999: Books And Supplies	Instruction	4000
Implement intervention, Tier II, to support struggling students. Data/ELPAC information will be used to develop intervention strategies to target academic needs of EL students.	Aug 2021 - June 2022	Principal Teachers MTSS Team	Classroom Teachers will identify strategies and classroom interventions for identified ELL students in need of additional support.	None Specified	None Specified	
Instruction will appropriately include the implementation of technology as a tool to assist all students in mastering state and local content standards.	Aug 2021 - June 2022	Teachers	Classroom teachers to implement on daily basis.	None Specified		0
Attendance Monitoring to identify ELL who are not actively engaged in attendance, not completing assignments, or families requiring additional outside support. Develop plan for each identified student.	August 2021-May 2022	Teachers ELL Facilitator Principal Intervention Specialist Office staff Counselor	Attendance & Engagement Data will be collected & monitored. Intervention Support meetings to improve attendance & engagement & develop plan will be scheduled for all identified students.	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Funding for materials identified above will be used to support strategies identified to assist ELL students in attendance & engagement.			
Principal will work with attendance clerk to monitor attendance of EL learner. They will send home District attendance letters as required, conduct SART meetings with counselor when student improvement doesn't improve.	August 2021-June 2022	Principal Assistant Principal Counselor	Letters, Attendance Action Plan meetings for individual students.	0000: Unrestricted	Instruction	500.00
5 ELAC meetings will be conducted and will be aligned with District expectations in an effort to engage and inform EL learner families as measured by sign in sheets & ELL parent surveys.	August 2021-June 2022	Teacher Parents Principal Classified staff Certificated staff ELL Facilitator	Materials & supplies for meetings will be funded by account listed above for books & supplies.			0
LAT meetings will be held and information collected will be used to inform supports for those students as measured by ELlevation, ELPAC, teacher assessment, and reading comprehension measures	August 2021-May 2022	Principal Teachers Facilitator	Materials & supplies for meetings will be funded by account listed above for books & supplies.			0
SRI testing will be conducted and results will be used to inform supports for students by the classroom teacher, intervention teacher, & ELL Facilitator.	August 2020-May 2021	Principal Teachers Facilitator	SRI testing by classroom teachers. Results reviewed by leadership team and analyzed by classroom teachers.			0
Feedback from SRI tests and LAT surveys will be used to inform instruction for ELL students.	August 2020-May 2021	Principal Teachers Facilitator	Grade level team meetings will monitor implementation of strategies to support ELL students.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD Advisor will participate in district training and be provided support. ELD Advisor will share strategies learned & information to effectively work with our ELD students to staff at staff meetings.	August 2020-May 2021	Principal ELD Advisor	ELD Advisor will be a classroom teacher at our school. Advisor will attend district trainings and share information with staff at staff meetings.			

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Our EL learners increased by 23.5 points in ELA according to the Dashboard but they are still 56.1 points below standard. Our EL learners maintained progress in math with a drop of -2.5 points, but they are still 9.9 point below standard on the Dashboard. English Learner progress through ELPAC and district benchmarks will continue to be reviewed at site meetings.

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

Whereas there haven't been major budgetary differences between this year's plan and last year's plan, this year progress monitoring will be more regular and interventions will be more targeted to EL students' need as monitored by the principal and the EL Facilitator.

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 expect to see gains among our EL population according to Dashboard reporting in ELA, and Math. WHL's SSC, ELAC and PFA will all continue to be updated and provided with opportunities to provide input monthly as they have throughout the development of this fluid document.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Activities to Increase Student Connection and Support Social-Emotional Needs

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 4

By June 2022:

Increase the implementation of highly effective activities to promote inclusion and student and family engagement.

80% of WHL's SWD students will receive services in their LRE per state goals

The percentage of students who are chronically absent per the 2019 Dashboard will decrease by 1% within each subgroup.

The percentage of students for all groups who have been suspended will continue to be below 2% with implementation of restorative practices.

Identified Need

The percentage of students who are chronically absent has decreased on the 2019 Dashboard by 2% to 4.6%. Asian students represent the highest percentage of students who are chronically absent at 7.3%. Hispanic 3.7%, Students with Disabilities 2.4%, Socioeconomically disadvantaged 6.1%, and Hispanic 3.7%. The percentage overall of our students has decreased 2%, however during distance learning new challenges have arisen for some students being able to regularly attend remote & blended classes. Suspension rates for all students decreased by 1.1% to 0%. English Learners decreased from 1.6% to 0%; Students 2 or more races decreased from 4.3% to 0; Students with Disabilities decreased from 1.7% to 0%; White students decreased from .9% to 0%. All other groups maintained 0% for suspension.

We have not been collecting data on Social Emotional Learning, student, family, & staff sense of school connection & equity awareness issues. Developing measures to do so & identifying areas of concern are a current need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SIRAS Data		80% of SWD students will receive services in their LRE
Ongoing review and measurements of attendance records and suspension data	Attendance rates are affected by independent study contracts and student social-emotional factors	Parent education regarding the importance of school attendance will yield an increase in attendance and a decrease in tardies. Students missing school due to social-emotional factors will receiving support from our school counselor and rewards for improved attendance
The school and PFA will work together to ensure there are weekly activities being offered that support inclusion and student and family engagement	Principal will meet with PFA each week to monitor attendance and discuss and plan new ways to involve students	Student and family engagement will increase measured by observation and new diverse offerings

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adopt classroom materials that encourage, celebrate, and highlight diversity/equity.	August 2021-June 2022	Principal Staff	Teachers will adopt or purchase supplemental literature which help improve cultural awareness and celebrations of heritage.	4000-4999: Books And Supplies	Instruction	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Principal will coordinate with district personnel to ensure current school practices are aligned with values and goals of Equity Task Force.			
Research and consider marquee signage for front of school to improve communication and school to home connectedness.	August 2021-June 2022	Principal Staff School site council	The school will research viable marquee display options for the front of the school. School to home communication will improve with direct messaging, signage for student celebrations and opportunity to partner with community businesses. Marquee will highlight student academic achievements, diversity celebrations.	0001-0999: Unrestricted: Locally Defined	Instruction	10,000
Professional Development on access for all level of learners utilizing equity and UDL (including Students with Disabilities and English Learners).	August 2021-June 2022	Teachers	Consultation with grade levels to provide support to Target Time and differentiation strategies, Provide release days 1 per trimester (3 days total).	None Specified	None Specified	
Support Materials for GATE & Friends Lunch Bunch.	August 2021-June 2022	Principal	Purchase take-away curricular materials to support learning in Lunch Bunch activity.	4000-4999: Books And Supplies	Instruction	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support materials for all subject areas & differentiation for all level of learners including Students with Disabilities and English Learners.	August 2021-June 2022	Principal	Support materials for classroom instruction for Target Time differentiation grades 2-5.	4000-4999: Books And Supplies	Science Supplemental	588.00
			Team Leader Meetings will identify materials, supplies & materials identified to address differentiation needs for students paying specific attention to EL, SWD, and SED students.	4000-4999: Books And Supplies	Instruction	1,000.00
<p>School Sponsored Activities/Programs:</p> <p>Student Award Assemblies Student Council Spirit Days GATE program Champs Recognition Grade Level Field Trips Grade Level Performances Family Nights Stand Proud Start with Hello Counseling Quiet room available for primary students during lunch</p>	August 2021-June 2022	Principal Teachers Office Manager Support Staff	Activities sponsored by the site to increase student engagement and enrich the educational program.	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p>	
<p>PFA Sponsored Activities/Programs traditionally held are listed below. Evaluation of opportunities during remote learning will be evaluated.</p> <p>Dance Program Fun Run Movie Night Tall and Small Dojo Boom Night</p>	August 2021-June 2022	PFA Parents Principal Teachers Office Manager Support Staff	Activities sponsored by the PFA to increase student engagement, enrich the educational program, and promote inclusion of all learners including EL, SWD, and SED students.	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tall and Small Wizard of Oz Dance Spring Carnival Science Family Night Abilities Awareness Week Lunch with a Loved One Reading/Math Specialist 1 day a week Math Night Coding Night Book Fair Assemblies				4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
Art Specialist Tech Specialist P.E. Specialist	August 2021-June 2022	Principal	Programs & specialists sponsored by PFA & other sources to address all areas of study & increase the engagement of students in all areas of interest & address safety concerns. Support additional learning needs of diverse learners including gifted and talented students GATE, students with disabilities SWD, and English Learners ELL.	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SART and SARB processes will be implemented and monitored to improve attendance and for students who are chronically absent.	August 2021-June 2022	Principal Attendance Clerk Counselor	Attendance reports will be run every two weeks to analyze trends, identify needed contact with families. Making specific awareness of the needs of EL, SWD, and SED families. Counselor, principal and staff will identify students to provide additional support to identify reasons for absence & strategies to improve attendance.	None Specified		0
Spirit awards, challenges, and celebrations will be acknowledge classwide and schoolwide to promote diversity, self worth, and community.	August 2021-June 2022	Principal Assistant Principal Counselor Teachers	Weekly and monthly monitoring by principal and teachers to chart and communicate participation rates. Principal will collaborate with PFA on new events to encourage student participation in Spirit activities.	None Specified		0
IEP Team Meetings will discuss LRE and maximize time in general educational setting.	August 2021-June 2022	Principal IEP Teams: General education teacher, Learning Center teacher, school psychologist, school counselor, speech therapist, OT, as appropriate	Specific discussions concerning student's time in general educational setting will be considered at every IEP.	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Staff members will receive training on differentiating instruction to meet the needs of students with special needs in the general education classrooms.			
Social Emotional Learning Curriculum (Sanford Harmony) will be implemented in all classrooms.	August 2021-June 2022	Principal Counselor Classroom Teachers Each grade level received a kit with books, cards and resources to teach SEL lessons to students. Arrange training with organization that provided kits. Implement activities from the kits.	Each grade level team received a kit with books, cards and resources to teach SEL lessons to students Training with Sanford Harmony will be provided to all teachers to effectively implement lessons. Counselors will create video lessons for each week for teachers to use in classrooms. Campus Supervisors will view lessons each week with principal & receive handouts to reinforce common language in all areas of the campus.	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly and Monthly Communications to supplement school activities, goals, and vision	August 2021-June 2022	Principal PFA Counselor Teachers	The principal, PFA and school counselor will communicate through Blackboard SMORE blasts, Facebook and Instagram opportunities to get involved at WHL. Teachers will communicate with families regarding school events as well, most preferring to communicate weekly.	None Specified		0
Increase awareness, understanding & recognition of contributions of all areas of diversity. Increase all students sense of connection & value in our community. Develop a year long plan for all weekly & monthly celebrations.	August 2021-June 2022	Principal All staff	Plan & participate in multiple celebrations & recognitions including Hispanic Heritage Month, Inclusion Week, Black History Month, Women's History Month.	4000-4999: Books And Supplies	Instruction	500.00
Diversity Training for staff, students & families will be identified by evaluation needs & establishing a timeline of focus & PD implementation.	August 2021-June 2022	Principal Assistant Principal Staff	Training will occur during staff meetings and professional development days.	None Specified		
Maintain school safety & basic building improvement expenses. Copying & Maintenance for Machines Expenses.	July 2021- June 20212		Purchase of Safety Supplies	4000-4999: Books And Supplies	General Fund	2999.00
				4000-4999: Books And Supplies	General Fund	4101.00
Community Circles will be implemented in classrooms as part of our Social Emotional Learning curriculum to promote a safe and accepting school school/classroom environment and positive problem solving skills.	July 2021- June 2022	Principal Counselor Classroom Teachers Specialists	Teachers and Principals will receive training and practice with Community Circles at staff meetings.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Teachers will implement community circles in classrooms and use to promote a safe and accepting school/classroom environment and positive problem solving skills.			
Fifth grade students will participate in the Stand Proud program to build empathy skills, acceptance of others as well as teamwork & leadership skills.	September 2021-May 2022	Principal Classroom Teachers Counselor	Fifth grade students will participate in a team-building field day in the spring and a ropes course field-trip in the fall. Students will be participating in programming with Fulcrum this year for the field day and field trip. Teachers will reinforce the STAND PROUD character qualities with students regularly in class.	None Specified		
Implement SEL curriculum and Champs program to increase students social emotional skills, ability to successfully solve conflict, develop anti-bullying skills, and to understand rules for appropriate behavior in the classroom, playground and common areas and to maintain low suspension rates.	August 2021-June 2022	Principal Classroom teachers Campus Supervisors Office staff Counselor	Behavior Expectations will be posted on campus, taught and reinforced in all classrooms. Newsletter will reinforce school rules & SEL weekly lessons to provide opportunities for parents to reinforce learning at home.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Campus Supervisors will view & discuss weekly SEL lessons to reinforce SEL skills on playground & use common language for conflict resolution.			
Gender Diversity Training for teachers, support staff and administrators	November 2021- June 2022	Principal Team Leaders	Training at staff meeting to follow up on Team Leaders training in 19-20. Following training evaluation of next steps & plan for identified needs for additional training.	None Specified		

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

The Westlake Hills Elementary school culture is a relative school strength despite frequent turnover in school leadership in the past few years. This year's plan aims to build upon ensuring every student (making specific awareness for SWD, SED and EL students) and family is supported and engaged. The school looks forward to measuring the effectiveness of school events and attendance this year.

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

Budget was exceeded in all areas.

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 included new names for our activities to promote inclusion of all students including EL, SWD, and SED students. We have added activities based on feedback from all stakeholders. WHL's SSC, ELAC and PFA will all continue to be updated monthly and provided with opportunities to provide input as they have throughout the development of this fluid document.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Loss Mitigation

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 5

Identify and support students who may have experiences academic learning loss or detrimental social-emotional effects caused by school closure, remote learning, or interrupted instruction.

Identified Need

Due to school closure and instruction interruption which occurred during the 2020-2021 school year, academic learning loss was incurred. Additionally, peer and school relationships which impacted by connectivity limitations, remote learning, and decreased social interactions on the school campus. While Westlake Hills and CVUSD were responsive during the pandemic by providing academic interventions, free access to Child Nutrition breakfast and lunch, and technological support, the school understands that there are lingering effects to children who were unable to attend school for a full day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students participating in support software programs	Implementation of software support programs at the conclusion of 20-21 school year was inconsistent due to interrupted schooling	90% of students enrolled in software program intervention will be regularly participating in assigned sessions.
Measure growth percentage of targeted subgroups using intervention software (Progress monitoring from Wonders, IXL, etc) such as SWD, EL, low SES	Staff will utilize pre assessments or initial assessment data from each software program.	Students will be expected to increase at least one grade level from beginning of the year data point

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Connections Week	August 2021-September 2022	Principal Teachers Counselor	Set a strong foundations for community and relationship building on campus to start the year. Create a safe, supportive, nurturing environment for students for all students including GATE students, SWD, and EL. Reestablish school structures and procedures using CHAMPS framework.	None Specified None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CVUSD SLC Summer Learning Camp	July 2021-Aug 2021	Principal on Special Assignment Teacher Principal	Teacher led mini lessons to address reading skills, standards based math practice, individualized software support with Math and English Language Art phonics and fluency, designated time for physical activities and art based projects emphasizing social emotional wellness.	1000-1999: Certificated Personnel Salaries	Instruction	
Implement Wonders Start Smart Routine	August 2021-September 2022		Provide structure routine for students returning to school with a normal bell schedule.		None Specified	
			Increase student engagement and students relationships with teachers and peers through Start Smart opening activities.		None Specified	
			Identify and draw attention to critical literacy skills and increase student meta cognition.		None Specified	
Utilize minimum day banked time to explore essential standards and identify skills that need to be re-taught, refreshed, or enriched including gifted GATE students, students with disabilities SWD, and EL English Learners.	August 2021-June 2022	Principal Teachers	Teachers will be responsive to student learning by using minimum day collaborations to drive next instructional practices.		4EEF	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>Create lessons designed with UDL in mind to prevent barriers intentionally.</p> <p>Grade levels will use the Evidence, Analysis, Action protocol to examine student learning as it relates to learning loss.</p>			
Identify essential Science standards and skills which may not have been covered due to school closure and interrupted instruction.	August 2021- June 2022	Principal Teachers	<p>Grade levels will examine skills and standards missed due to school closure.</p> <p>Explore Kahn Academy, Mystery Science, FOSS and online resources to support science instruction.</p>			
Monthly SEL newsletter and activities		Counselor Principal	<p>Monthly themes and activities will be communicated to families to incorporate skills and lessons used at school.</p>	None Specified	None Specified	
Morning Meetings within classroom		Teacher Principal	<p>Teachers will implement Mind Yeti within the classroom morning routine.</p> <p>Help students begin their instructional day with mindfulness, awareness of surroundings, and develop a positive self worth.</p>	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Fulcrum program to build positive relationships on campus	Aug 2021-June 2022	Principal	Help student develop social competencies, build positive identify and positive values . Attend Fulcrum activities and build upon skills learned within the classroom to support social needs of all students including gifted GATE, students with disabilities SWD, and EL English Learners.	None Specified	None Specified	
After school intervention designated for students who may have experienced Learning Loss during 19-20 or 20-21, including students with disabilities SWD and English Learners EL.	Aug 2021-June 2022	Principal Assistant Principal Teacher	Build student academic skills with support after school. Targeted focus on standards will be systematically implemented for students requiring additional academic support.	1000-1999: Certificated Personnel Salaries	Other	17000

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Stakeholder feedback was gathered as to the best means of spending "learning loss" funds. The actions proposed above will address all students but also will target subgroups including SWD, EL, homeless/foster, and low socio-economic. Overall actions address both the academic and social emotional needs of the students.

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

The funds budgeted for this proposed goal should be sufficient to address action plans. There are no anticipated expenditures beyond allotted funds.

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.

This is the first year of implementation for this goal. Outcomes will be measured by student academic marks and progress. Analysis of goal and proposed changes will be conducted once data is available to interpret. Data will be disaggregated to monitor growth in student sub-groups including EL, SWD, and SED students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$111,740.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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 (\$)
	\$0.00
0860	\$3,600.00
0TRM	\$16,952.00
4EEF	\$500.00
General Fund	\$7,100.00
Instruction	\$55,000.00
None Specified	\$0.00
Other	\$28,000.00
Science Supplemental	\$588.00

Subtotal of state or local funds included for this school: \$111,740.00

Total of federal, state, and/or local funds for this school: \$111,740.00

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
Science Supplemental	588.00	0.00
0860	3600	0.00
OTRM	16,952	0.00
Instruction	55,000	0.00
General Fund	7100.00	0.00
4EEF	500	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0860	3,600.00
OTRM	16,952.00
4EEF	500.00
General Fund	7,100.00
Instruction	55,000.00
None Specified	0.00
Other	28,000.00
Science Supplemental	588.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	2,500.00
0001-0999: Unrestricted: Locally Defined	10,000.00
1000-1999: Certificated Personnel Salaries	53,555.50

2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	29,184.50
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
None Specified		0.00
1000-1999: Certificated Personnel Salaries	0860	3,600.00
1000-1999: Certificated Personnel Salaries	OTRM	16,952.00
	4EEF	500.00
4000-4999: Books And Supplies	General Fund	7,100.00
0000: Unrestricted	Instruction	2,500.00
0001-0999: Unrestricted: Locally Defined	Instruction	10,000.00
1000-1999: Certificated Personnel Salaries	Instruction	16,003.50
2000-2999: Classified Personnel Salaries	Instruction	5,000.00
4000-4999: Books And Supplies	Instruction	21,496.50
None Specified	None Specified	0.00
	Other	11,000.00
1000-1999: Certificated Personnel Salaries	Other	17,000.00
4000-4999: Books And Supplies	Science Supplemental	588.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,069.50
Goal 2	10,326.50
Goal 3	12,156.00

Goal 4

21,688.00

Goal 5

17,500.00

School Site Council Membership

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

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

Name of Members	Role
Michael Niemczyk	Principal
Katherine Camp	Classroom Teacher
Stephanie Bague	Classroom Teacher
Pam Dumler	Classroom Teacher
Irene Nelson	Other School Staff
Michelle Beller	Parent or Community Member
Olivia Thakkar	Parent or Community Member
Marisa Tait	Parent or Community Member
Kimberly Teodorowicz	Parent or Community Member
Brooke Roth	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative

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 8/31/21.

Attested:

	Principal, Michael Niemczyk on 9/23/21
	SSC Chairperson, Olivia Thakkar on 9/23/21

Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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