School Year: | 2021-22

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 Elementary School	56 73759 6071286	September 15, 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

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.

Westlake Elementary is a welcoming, vibrant and collaborative community that focuses on a well-rounded education. Westlake Elementary's mission is to provide students a fun and challenging curriculum in a nurturing and supportive environment. Our school promotes inclusivity, integrity, and empathy through a variety of social-emotional and character education programs. Our goals for the 2021-22 school year are aligned with the CVUSD LCAP goals and ESSA, "... to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."

Westlake is committed to providing students with a rigorous and well-rounded education. Westlake Elementary's curriculum focuses on Common Core State Standards (CCSS) including the Next Generation Science Standards (NGSS). Throughout the year, students receive an extensive specialist schedule and have a variety of opportunities available to them including: enrichment, intervention, leadership, arts, and technology.

Westlake Elementary incorporates a well-developed Multi-tiered Systems of Support (MTSS) program and targeted time for English Language Development (ELD) instruction. Our MTSS program provides intervention and enrichment for all students in English Language Arts. Our classroom and additional support teachers work together to provide explicit instruction in each group's targeted area. This year, we will target specific student populations that needed additional assistance due to the school closures. Intervention and extension opportunities will be provided through additional software programs geared to target specific standards and boost learning. We hope this will result in a continued increase in academic achievement for all of our students, including English learners (EL), students with disabilities (SWD), and socio-economically disadvantaged students (SED). Our targeted time for English Language Development occurs typically during our eBlock (enrichment block) time, is occurring remotely in small groups. These groups are smaller than normal to allow for more focused instruction. During this time, English learners (EL) receive targeted instruction in English language development and guidance on the computer-based intervention provided to English Learner students. Additional enrichment options are available to students including targeted options for our GATE (Gifted and Talented) students including at-home activities, school-wide activities, GATE bunch meetings with one of our teachers, and Odyssey of the Mind if they choose to participate.

Westlake Elementary has been very intentional in efforts to provide a more inclusive environment and community for all students including students with disabilities (SWD) and socio-economically disadvantaged (SED) students. Activities to foster this inclusive climate have been planned throughout the year including Start with Hello week, Anti-bullying month, Inclusive Schools week, Kindness month, along with our school motto, "Be The Nice Kid," being reinforced on a weekly basis. To promote inclusivity and access within the classroom, Universal Design for Learning (UDL) is a school focus. UDL provides an opportunity for students to understand the why, what,

and how of learning. Providing lessons that are engageing creates an environment where all students can learn and be successful.

Additional enrichment opportunities are available through our extensive specialist schedule. Westlake Elementary students receive music instruction (all grades), technology instruction (all grades), and Art program (grades 1-5). Students also have the opportunity to participate in the band and strings program during the school day and our chorus program after school. Westlake Elementary's Makerspace room is a space for students to grow in creativity, collaboration, and problem solving through STEAM technologies including robotics, crafting, coding, video and movie making technology, 3D printing, and engineering. iPads and Chromebooks are available to all students with one-to-one implementation in 2nd through 5th grade. Additional student leadership opportunities include: Student Council- an active student body that has monthly activities and promotes school spirit, and our student Tech Team- leading all technology aspects of the school including videoing and reporting of school events, running the sound and light boards for school plays and musicals, and assisting with technology needs.

Our dedicated and active parent community supports our school in every way from supplemental and instructional supports to events and activities. Many of our events are designed to engage families and create a more cohesive home and school connection. Some of our events include: Back-To-School orientation, parent coffees, restaurant nights, movie nights, Math Night, Science Night, storytelling, talent show, and the American Fair. Our PFA also provides assemblies which this year included guest speakers for anti-bullying strategies, ability awareness/inclusivity, and cultural diversity.

Westlake Elementary recognizes the uniqueness of each child and is committed to providing a well-rounded educational 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.

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 the 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 including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CASSPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

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)

Westlake Elementary 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.

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

Westlake Elementary 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 2021-22 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.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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 on-going 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)

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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 reached out to all families experiencing homelessness in the month of August, prior to the start of school. The purpose of the outreach was to determine if the students had devices, access to wifi/hotspots, school supplies, clothing/toiletries, etc. 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 reached out to each foster and homeless student/family to check on attendance and engagement in the early weeks of the school year. 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 two weeks to assess attendance, engagement, 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 Elementary 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 Elementary'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 Faculty Association (PFA). 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 Elementary's 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.

<u>Funding</u>

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 and EE. 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

A variety of meetings will take place throughout the year. During these meetings we can look at the formation of the SPSA for the following year. These meetings and collaborations proved to be very beneficial, resulting in discussions and ideas for the future. Since the document is a living document, changes can be made throughtout the year at our SSC meetings.

Adjust meeting dates

May 12, 2021 - SSC Meeting

August 24, 2021 - SSC Meeting for reviewing information from SPSA.

September 15, 2021 - SSC Meeting SPSA Final Review and Approval

October 13, 2021 - SSC Meeting

October 20, 2021 - ELAC Meeting - Principal will review goals and summary of funding.

November 10, 2021 - SSC Meeting

November 30, 2021 - ELAC Meeting

January 12, 2022 - SSC Meeting

January 19, 2022 - ELAC Meeting

February 16, 2022 - SSC Meeting

March 9, 2022 - SSC Meeting

March 29, 2022 - ELAC Meeting

April 13, 2022 - SSC Meeting

May 11, 2022 - ELAC Meeting

May 11, 2022 - SSC Meeting

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	1.38%	1.22%	1.3%	8	7	6
Asian	8.1%	6.97%	7.3%	47	40	34
Filipino	1.03%	1.05%	0.6%	6	6	3
Hispanic/Latino	12.59%	12.89%	12.7%	73	74	59
Pacific Islander	0.34%	0%	%	2	0	
White	70.69%	70.73%	71.5%	410	406	333
Two or More Responses	5.86%	7.14%	6.7%	34	41	31
Not Reported	%	0%	%		0	
			Total Enrollment	580	574	466

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	140	121	74
Grade 1	87	95	85
Grade 2	81	90	82
Grade3	91	80	75
Grade 4	99	94	66
Grade 5	82	94	84
Total Enrollment	580	574	466

Conclusions based on this data:

1. We have seen a decrease in enrollment due to COVID-19.

2. Our largest student group population is White, followed by Hispanic.

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	38	41	30	6.6%	7.1%	6.4%
Fluent English Proficient (FEP)	24	28	28	4.1%	4.9%	6.0%
Reclassified Fluent English Proficient (RFEP)	2	2	10	4.5%	5.3%	24.4%

Conclusions based on this data:

1. Our percentage of English Learners that have been reclassified has drastically increased this could be due to dedicated EL software.

2. Our 6.4% of students that are ELs should be easy to target and to help them reach academic benchmarks.

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	95		75	95		73	95		73	100		97
Grade 4	102		66	100		65	100		65	98		98
Grade 5	80		87	78		87	78		87	97.5		100
All	277		228	273		225	273		225	98.6		99

* 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	2490.			53.68		67.1	25.26		24.7	16.84		5.5	4.21		2.7
Grade 4	2512.			49.00		84.6	24.00		13.8	14.00		0.0	13.00		1.5
Grade 5	2571.			47.44		70.1	38.46		14.9	7.69		13.8	6.41		1.1
All Grades	N/A	N/A	N/A	50.18		74	28.57		17.8	13.19		6.4	8.06		1.77

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	44.21			50.53			5.26		
Grade 4	41.00			43.00			16.00		
Grade 5	47.44			47.44			5.13		
All Grades	43.96			46.89			9.16		

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	44.21			51.58			4.21		
Grade 4	34.00			54.00			12.00		
Grade 5	51.28			46.15			2.56		
All Grades	42.49			50.92			6.59		

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	37.89			57.89			4.21		
Grade 4	31.00			60.00			9.00		
Grade 5	38.46			56.41			5.13		
All Grades	35.53			58.24			6.23		

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	38.95			52.63			8.42		
Grade 4	41.00			44.00			15.00		
Grade 5	39.74			52.56			7.69		
All Grades	39.93			49.45			10.62		

Conclusions based on this data:

1. With 99% of all students tested, there were over 90% of the students that exceeded or met the standards for the English Language Arts section.

2. Due to COVID, we used the English Language Arts district benchmark assessments instead of the state assessments. Therefore, we only have an overall ELA score.

3. We will be able to focus on specific areas for the 2022-23 school year when we resume state testing.

School and Student Performance Data

CAASPP Results
Mathematics (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	95		75	95		73	95		73	100		97
Grade 4	102		66	100		52	100		52	98		79
Grade 5	80		87	77		87	77		87	96.3		100
All	277		228	272		212	272		212	98.2		93

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

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	2497.			52.63		91.8	30.53		1.4	12.63		5.5	4.21		1.4
Grade 4	2522.			39.00		92.5	32.00		7.5	21.00		0.0	8.00		0.0
Grade 5	2566.			46.75		83.9	20.78		10.3	29.87		5.7	2.60		0.0
All Grades	N/A	N/A	N/A	45.96		89	28.31		6.5	20.59		3.7	5.15		1.4

Overall Achievement for All Students

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	68.42			28.42			3.16		
Grade 4	54.00			33.00			13.00		
Grade 5	59.74			24.68			15.58		
All Grades	60.66			29.04			10.29		

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	61.05			31.58			7.37		
Grade 4	41.00			47.00			12.00		
Grade 5	40.26			46.75			12.99		
All Grades	47.79			41.54			10.66		

	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	55.79			37.89			6.32		
Grade 4	48.00			40.00			12.00		
Grade 5	35.06			57.14			7.79		
All Grades	47.06			44.12			8.82		

Conclusions based on this data:

1. Over 90% of all Westlake Elementary 3-5th grade students were tested and over 90% of students exceeded or met standards.

2. Due to COVID, we used the Math district benchmark assessments instead of the state assessments. Therefore, we only have an overall Math score.

3. We will be able to focus on specific areas for the 2022-23 school year when we resume state testing.

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	1456.1	*	1463.5	*	1438.4	*	12	6
Grade 1	*	1470.9	*	1480.0	*	1461.5	*	11
Grade 2	*	*	*	*	*	*	*	8
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	8
Grade 5	*	*	*	*	*	*	*	*
All Grades							41	38

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	*	*	*	*	*	*		*	12	*
1	*	27.27	*	45.45		18.18	*	9.09	*	11
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	43.90	36.84	46.34	42.11	*	13.16	*	7.89	41	38

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	*	*	*	*	*	*		*	12	*
1	*	45.45	*	27.27	*	27.27		0.00	*	11
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	60.98	60.53	34.15	18.42	*	13.16		7.89	41	38

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	*	*	*	*	*	*		*	12	*
1	*	36.36	*	0.00	*	54.55	*	9.09	*	11
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	31.71	26.32	39.02	31.58	*	34.21	*	7.89	41	38

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	91.67	*	*	*		*	12	*
1	*	72.73		27.27		0.00	*	11
All Grades	73.17	63.16	26.83	28.95		7.89	41	38

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	*	*	*	*	*	*	12	*
1	*	9.09	*	90.91	*	0.00	*	11
All Grades	68.29	39.47	26.83	50.00	*	10.53	41	38

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	*	*	*	*		*	12	*
1	*	36.36		36.36	*	27.27	*	11
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
All Grades	36.59	28.95	48.78	47.37	*	23.68	41	38

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	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	*	*	*	*		*	12	*
1	*	27.27	*	54.55		18.18	*	11
5	*	*	*	*	*	*	*	*
All Grades	46.34	23.68	51.22	71.05	*	5.26	41	38

Conclusions based on this data:

1.

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**
574	**10.6**	**7.1**	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	41	7.1
Socioeconomically Disadvantaged	61	10.6
Students with Disabilities	44	7.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.2
Asian	40	7.0
Filipino	6	1.0
Hispanic	74	12.9
Two or More Races	41	7.1
White	406	70.7

Conclusions based on this data:

1. SED students make up about 10% of our student population so we should be designing learning and school experiences to address their unique needs.

2. White, Hispanic and Asian are our highest groups by ethnicity.

School and Student Performance Data

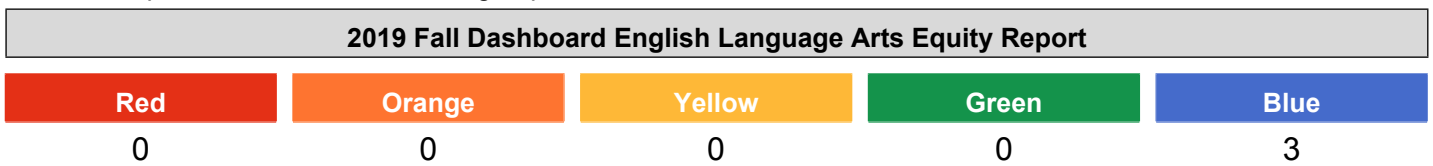## Overall Performance

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
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Yellow
Mathematics Blue		

Conclusions based on this data:

1.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	3

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		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
56.1 points above standard	45.1 points above standard	0 Students
Increased ++11.7 points	Increased Significantly ++30 points	
264	16	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	29.7 points above standard	26.1 points below standard
	Increased Significantly ++30.8 points	Increased Significantly ++60.5 points
1	32	20

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	74.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4		Increased ++7 points	3
		21	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
26.8 points above standard	67.7 points above standard	0 Students	57.8 points above standard
Increased Significantly ++30.1 points	Declined Significantly -17.1 points		Increased ++7.6 points
33	16		187

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**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	55.1 points above standard
10	6	Increased ++9.2 points
		239

Conclusions based on this data:

1. This data is from 2018-19 due to Covid-19 there is no new data for this school year. Conclusions will be made once new data is available.
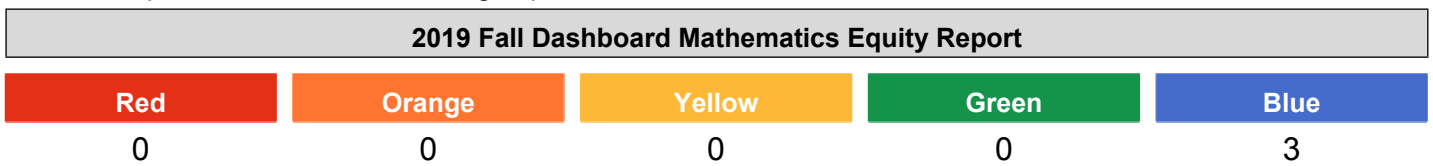
School and Student Performance Data

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	3

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		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	
47.5 points above standard	34.4 points above standard	
Increased ++13 points	Increased Significantly ++42.9 points	
263	16	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	17.7 points above standard	28.8 points below standard
	Increased Significantly ++45 points	Increased Significantly ++59.4 points
1	32	20

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		88.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4		Increased Significantly ++16.5 points 21	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color		Blue
22 points above standard	57.9 points above standard		47.2 points above standard
Increased Significantly ++42.2 points 33	Declined Significantly -21.5 points 16		Increased ++7.9 points 186

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**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	46.7 points above standard
10	6	Increased ++8.4 points
		238

Conclusions based on this data:

1. This data is from 2018-19 CAASPP results due to Covid-19 there is no new data for this school year. Conclusions will be made once new data is available.

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.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
74.1 making progress towards English language proficiency
Number of EL Students: 27
Performance Level: Very High
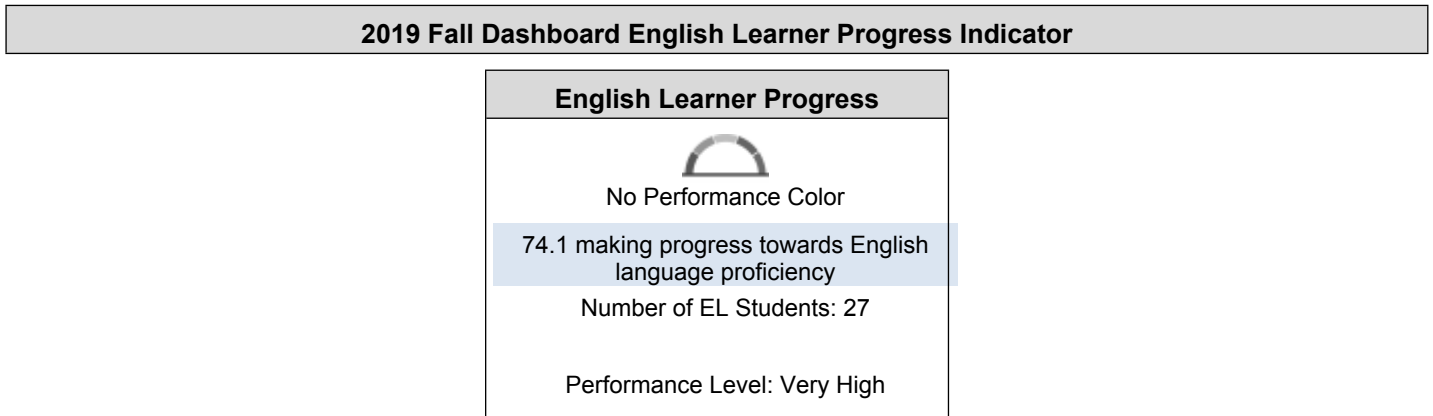
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
14.8	11.1	25.9	48.1

Conclusions based on this data:

1. ELs are performing well overall and making progress.

2. Only 2% of students fell in beginning stage. We will continue to monitor student progress.

3. This data is from 2018-19 ELPAC results due to Covid-19 there is no new data for this school year. Conclusions will be made once new data is available.

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:

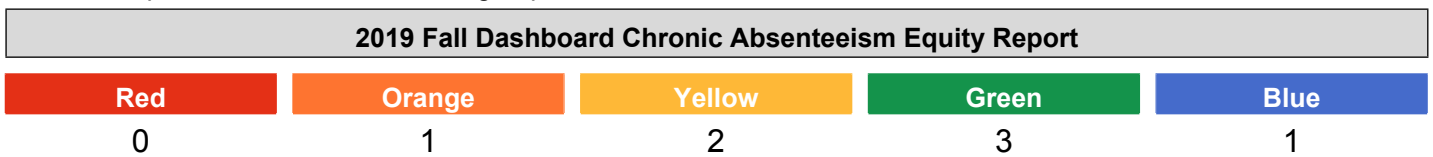**1.**

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	3	1

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

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
5	7.1	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Declined -1.7	2
599	42	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Blue
Less than 11 Students - Data Not Displayed for Privacy	13.6	0
3	Increased +1.2	Declined -9.3
	81	41

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4.2	Less than 11 Students - Data Not Displayed for Privacy
8	0	Increased +4.2	8
		48	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Yellow
5.2	2.6	Less than 11 Students - Data Not Displayed for Privacy	5.5
Declined -0.7	Maintained -0.3	2	Maintained -0.2
77	38		418

Conclusions based on this data:

1. This data is from 2018-19 CAASPP results due to Covid-19 there is no new data for this school year. Conclusions will be made once new data is available.

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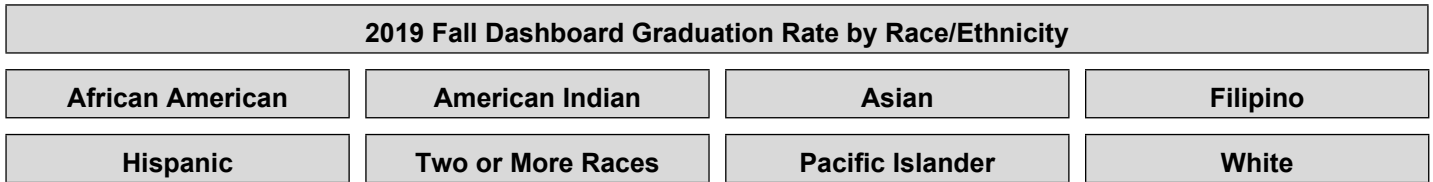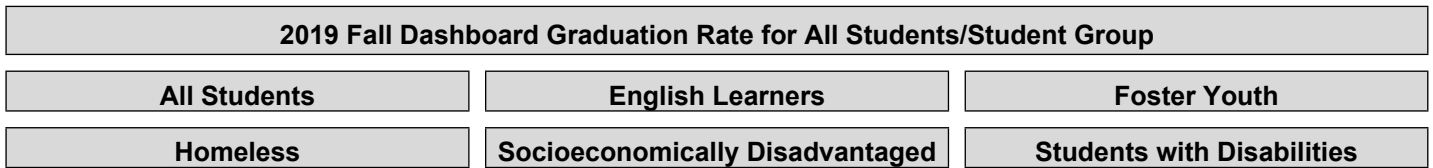
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.
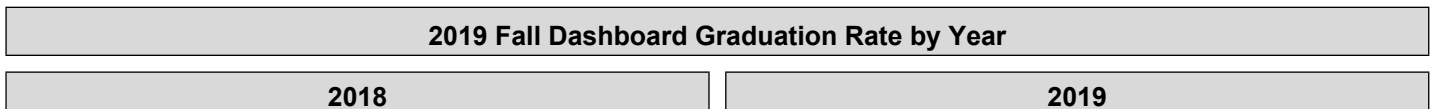
School and Student Performance Data

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:

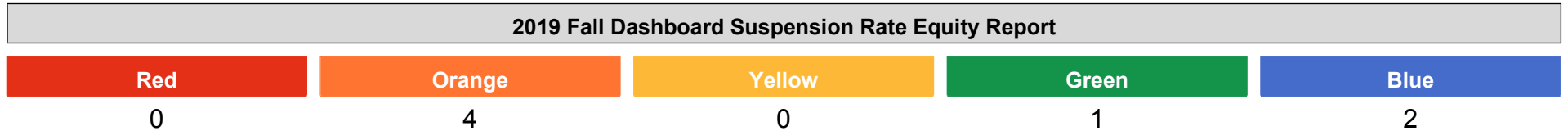Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	1	2

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

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
0.7	2.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.7	Increased +2.4	2
604	42	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Blue
Less than 11 Students - Data Not Displayed for Privacy	1.2	0
3	Increased +1.2	Maintained 0
	83	41
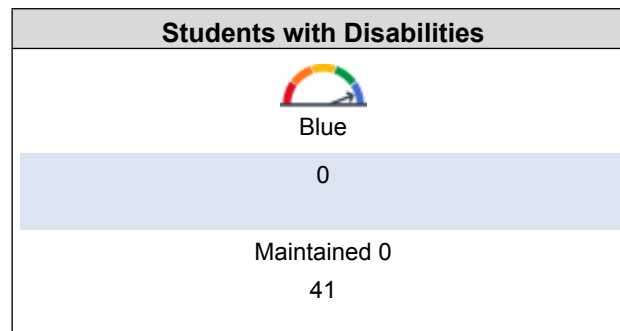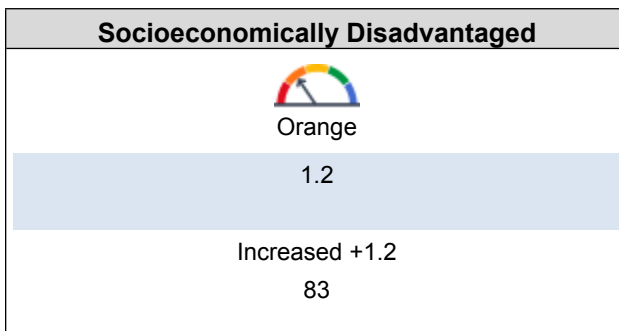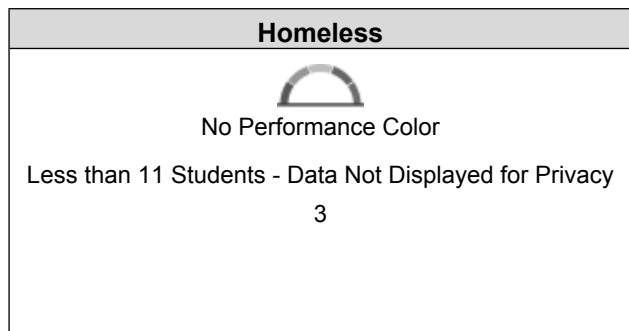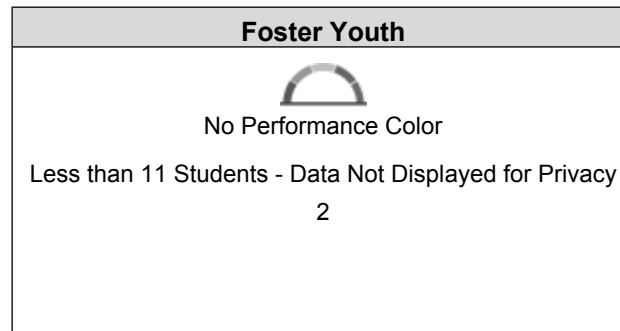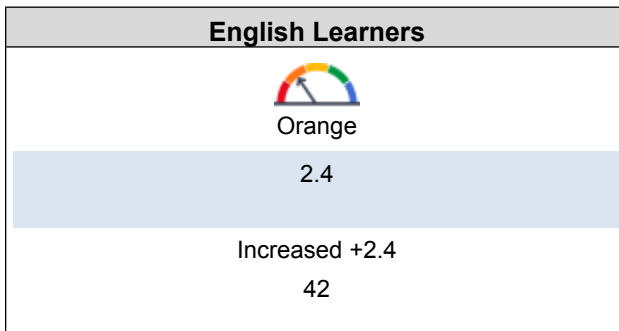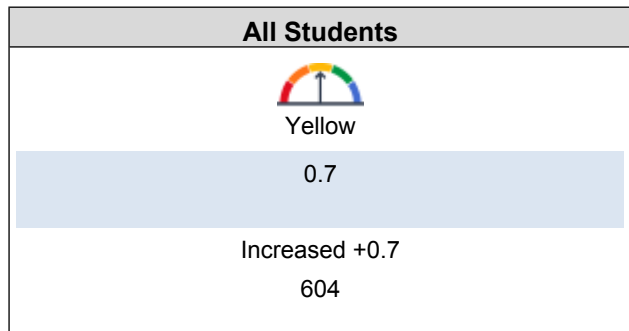
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		2	Less than 11 Students - Data Not Displayed for Privacy
8		Increased +2	8
		50	

Hispanic	Two or More Races	Pacific Islander	White
Blue	Orange	No Performance Color	Green
0	2.6	Less than 11 Students - Data Not Displayed for Privacy	0.5
Maintained 0	Increased +2.6	2	Increased +0.5
77	38		421

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.7

Conclusions based on this data:

1. This data is from 2018-19 CAASPP results due to Covid-19 there is no new data for this school year. Conclusions will be made once new data is available.

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 --------

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Goal 1

80% of students in grades TK-5th will demonstrate mastery on summative assessments in ELA.

Identified Need

Westlake Elementary has a variability in performance for overall and target populations such as SED and SPED, compared to their peers those students are underperforming.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2021 Data		80% Proficiency in Reading Growth in reading data across all grade levels and student populations.
CVUSD Benchmark Data	Baseline data from Trimester 3 2021 Benchmarks.	80% Proficiency in Reading Growth in reading data across all grade levels and student populations.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	TK: 81.25% K: 90% 1: 92% 2: 90% 3: 91.8% 4: 98.4% 5: 85% 1st Grade: EL: 93% SED: 100% Hispanic: 96% SPED: 82% 2nd Grade: EL: 86% SED: 100% Hispanic: 50% SPED: 45% 3rd Grade: EL: 66.7% SED: 88.9% Hispanic: 77.7% SPED: 88.9% 4th Grade: EL: 100% SED: 100% Hispanic: 100% SPED: 100% 5th Grade: EL: 0% SED: 77.8% Hispanic: 72.8% SPED: 50%	

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
1.1 Plan and Provide Professional Development	School Year 2021-22	Principal LCAP Team Leadership Team Teachers	1.1.1 Teachers will be supported to participate in district professional development throughout the school year including all professional development on Universal Design for Learning (UDL) strategies. 1.1.2 Teachers will receive training in programs related to data analysis. 1.1.3 Teachers and support staff will be provided with current educational research materials on best practices (Including Universal Design for Learning, Inclusion, and Least Restrictive Environment) to support all students and targeting SED, SPED, and EL students.	4000-4999: Books And Supplies	Instruction	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.1.4 Teachers will implement and replicate best practices and effective instruction. Teachers will be released to observe other teachers if health restrictions are eased and this is allowed.			
1.2 Provide MTSS Intervention and Extension Plan for All Students in English Language Arts (MAGIC Time)	School Year 2021-22	Principal LCAP Team Academic Specialists Teachers	1.2.1 A during school MTSS Intervention and Extension Plan will be maintained 3 times/week for grades 1-5.	1000-1999: Certificated Personnel Salaries	Other	9,782
			1.2.2 A school intervention program will be maintained for Kindergarten.	1000-1999: Certificated Personnel Salaries	Other	1,982.71
			1.2.3 Release time will be provided for student data collection, analysis and evaluation. Teachers will be released from classrooms to discuss data and form MTSS groups.	1000-1999: Certificated Personnel Salaries	Instruction	1,500
			1.2.4 Students will be provided with reading materials and supplies relevant to their instructional level.	4000-4999: Books And Supplies	Instruction	1,500
			1.2.5 Students will be provided with support materials and resources to align with UDL strategies.	4000-4999: Books And Supplies	Instruction	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.2.6 Provide Office Assistant I to assist teachers in copying student materials, MTSS materials, and copy and print reports to monitor student data and achievement.	2000-2999: Classified Personnel Salaries	Instruction	6,000
			1.2.7 Students in targeted (EL, SED, SPED) populations will participate in classroom based programs for navigating reading, and writing exercises and understanding academic vocabulary. UDL strategies will be provided to support EL, SPED, and SED students with access to curriculum.	4000-4999: Books And Supplies	Instruction	1,000
			1.2.8 A targeted SBAC preparation course will be provided to students six weeks prior to testing to help all students understand how to take the test and resources/technologies available to them, this includes targeted populations (EL, SED), as well as SPED students.	1000-1999: Certificated Personnel Salaries	Restricted	2,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Provide Additional Intervention Opportunities in English Language Arts for All Students	School Year 2021-22	Principal LCAP Team Leadership Team Teachers PFA	1.3.1 A school intervention program will be maintained with priority given to EL, SED, and SPED students. EL students will be provided with additional opportunities for Rosetta Stone. SED and SPED students will be provided additional opportunities for technology based intervention targeted at their instructional level reading skills.	1000-1999: Certificated Personnel Salaries	0TRM	1,884.00
			1.3.2 A homework club will be maintained for students during the school day. The homework club will be a quiet environment available for 3rd-5th graders.	1000-1999: Certificated Personnel Salaries	Instruction	2,000
			1.3.3 A tutor and homework class will be initiated and maintained after school with priority access for SED, EL and SPED students. This class will be run in partnership with PFA, CVUSD and local vendors.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.3.4 Provide targeted intervention and English language instruction for EL students during the school day.	1000-1999: Certificated Personnel Salaries	0860	2,400
1.4 Enrichment Opportunities in English Language Arts	School Year 2021-22	Principal GATE Coordinator GATE Facilitator PFA Teachers	1.4.1 The school will maintain a robust parent volunteer based after-school program for GATE students with opportunities for Odyssey of the Mind and Noetic Math.	4000-4999: Books And Supplies	Instruction	250
			1.4.2 The school will maintain an eBlock (enrichment) group designed to meet the needs of our GATE students. Activities will be maintained in electronic format.	None Specified	None Specified	
			1.4.3 The school will partner with local vendors to provide a robust vendor-based after-school enrichment programs for a fee. For the 2020-21 school year, this section will be completed if the current health restriction are eased.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.4.4 The school will maintain a Makerspace room to promote creativity, STEAM, and provide enriching opportunities for students. Students (with teacher support) will maintain a weekly news segment to be viewed by school at the start of the week. The school will provide opportunities for students to complete projects with technologies available.	4000-4999: Books And Supplies	Instruction	800
			1.4.5 The school will implement and maintain a lunch bunch program designed for GATE students challenging their creative learning, problem solving, and critical thinking skills.	4000-4999: Books And Supplies	Instruction	500
1.5 Curriculum Implementation	School Year 2021-22	Principal LCAP Team Leadership Team Teachers	1.5.1 All areas of the Language Arts program will be taught with fidelity with regular monitoring by principal.	None Specified	None Specified	
			1.5.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.5.3 All teachers will utilize required district benchmark assessments and input student results to appropriate recording sheets into the EADMS system.	None Specified	None Specified	
			1.5.4 Students will be provided with reading materials and supplies including copies when needed.	4000-4999: Books And Supplies	Instruction	1,000
			1.5.5 Students in target populations will participate in classroom based programs for reading fluency, comprehension and understanding academic vocabulary.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.5.6 Additional supplemental programs and softwares will be purchased to support UDL strategies in the general education classroom and for student at-home use. This would include: • Reading Eggs • Reading A-Z • Raz Kids • Read Live • Brain Pop • Freckle • Lexia • Starfall	4000-4999: Books And Supplies	Instruction	1,500
			1.5.7 Supplemental resources and technologies will be purchased to support SPED and EL students in the general education classroom.	4000-4999: Books And Supplies	Instruction	1,000
			1.5.8 Provide EL students with supports like Google translate as needed to access the curriculum.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.6 Student and Staff Access to Technology	School Year 2021-22	Principal LCAP Team Leadership Team Technology Committee Technology Specialist Teachers PFA	1.6.1 Students will attend weekly technology sessions in grades TK-5. Instruction will include computer skills, as well as new innovative technologies available.	None Specified	None Specified	
			1.6.2 Students and faculty will access technology-based programs, hardware and software to enhance instruction and learning, including students in targeted (EL and SED) populations and inclusion of all students including SPED.	4000-4999: Books And Supplies	Instruction	4,000
			1.6.3 Students will be provided with technology as a tool to assist students in mastering state and local standards. Chromebooks will be maintained at a 1:1 ratio in 2nd-5th grade and iPads will be maintained at a 2:1 ratio in TK-1st grade. For this school year, technology has been provided through district assistance to all students in need.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.6.4 Teachers will use multimedia and A/V materials to enhance access to instruction and learning.	None Specified	None Specified	
1.7 Support Professional Learning Communities	School Year 2021-22	Principal LCAP Team Leadership Team Teachers	1.7.1 Teachers will work collaboratively within grade level teams on a weekly basis.	None Specified	None Specified	
			1.7.2 Teachers will discuss, support, and reflect on implementation of district benchmark assessments and student data analysis. Specifically, monitoring growth of SED, EL, and SPED students.	None Specified	None Specified	
			1.7.3 Teachers with support from Principal will review strategies and resources to support all students (focusing on UDL) in the general education classroom.	None Specified	None Specified	
			1.7.4 Teachers will discuss and determine/reflect on UDL goals using EAA protocols.	None Specified	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.

Westlake Elementary implemented a MTSS plan for all students. Academic specialists will be hired to support school-wide plan and target specific areas.

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

Westlake Elementary had no major differences. We went over budget based on the program needs and students needing support. Our PFA was able to supplement financial resources to support the implementation plan.

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 for our specialists and intervention. Some of our amounts for supplies and books are designated to allow for individual student use, so additional books and supplies may need to be purchased to enhance instruction. These materials could include graphic organizers, higher Lexile text, non-fiction and fiction passages for comparison, and general supplies.

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--------

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Goal 2

80% of students in grades TK - 5th will demonstrate mastery on summative assessments in Math.

Identified Need

Westlake Elementary has a variability in performance for overall and target populations such as SED and SPED. Compared to their peers those students are underperforming.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2021 Data		80% Proficiency in Math Growth in reading data across all grade levels and student populations.
CVUSD Benchmark Data	Baseline data from Trimester 3 2021 Benchmarks.	80% Proficiency in Math for Grades TK-2nd 90% Proficiency in Math for Grades 3-5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	TK: 91% K: 94% 1: 90% 2: 86% 3: 93.2% 4: 100% 5: 94.2% 1st Grade: EL: 99% SED: 100% Hispanic: 96% SPED: 100% 2nd Grade: EL: 88% SED: 100% Hispanic: 69% SPED: 50% 3rd Grade: EL: 83.3% SED: 75% Hispanic: 66.7% SPED: 100% 4th Grade: EL: 100% SED: 99% Hispanic: 100% SPED: 100% 5th Grade: EL: 0% SED: 89% Hispanic: 91% SPED: 50%	Growth in reading data across all grade levels and student populations.

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
2.1 Plan and Provide Professional Development	School Year 2021-22	Principal LCAP Team Leadership Team Teachers	2.1.1 Teachers will be supported to participate in district professional development throughout the school year including all professional development on Universal Design for Learning (UDL) strategies.	None Specified	None Specified	
			2.1.3 Teachers will receive training in program related to data analysis in Math as needed to supplement from training received from prior year.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.1.3 Teachers and support staff will be provided with current educational research materials on best practices (Including Universal Design for Learning, Inclusion, and Least Restrictive Environment) to support all students and targeting SED, SPED, and EL students.	None Specified	None Specified	
			2.1.4 Teachers will be supported to receive professional development outside CVUSD in Math (VCOE, district-approved conferences and trainings) in Math including inclusion and targeted students and strategies for targeted (EL, SED) students, as well as students in SPED.	4000-4999: Books And Supplies	0TRM	200
			2.1.5 Teachers will implement and replicate best practices and effective instruction. Teachers will be released to observe other teachers when health restrictions allow.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Provide Intervention to Support All Students in Math.	School Year 2021-22	Principal Teachers Intervention Specialist	2.2.1 A during school intervention program will be maintained, grades 1-5 including students in target (EL, SED) populations, as well as students in SPED.	1000-1999: Certificated Personnel Salaries	0TRM	2,500
			2.2.2 Release time will be provided for student data collection, analysis and evaluation. SED, SPED, and EL growth will be monitored and discussed.	1000-1999: Certificated Personnel Salaries	Instruction	1,000
			2.2.3 Students will be provided with math materials and supplies.	4000-4999: Books And Supplies	Instruction	1,700
			2.2.4 Students in 3rd-5th grade will receive intervention specific to multiplication fact mastery and math vocabulary including target (EL, SED, SPED) populations.	None Specified	None Specified	
			2.2.5 Credentialed teacher will support students in need of additional support to complete independent work.	1000-1999: Certificated Personnel Salaries	0TRM	2,000
			2.2.6 Students in target (EL, SPED and SED) populations will receive priority to participate in intervention designed to increase math skills.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.2.7 Students in target (EL, SED) populations, as well as students in SPED, will participate in classroom based programs for navigating math problem solving exercises and understanding academic vocabulary.	None Specified	None Specified	
2.3 Enrichment Opportunities	School Year 2021-22	Principal LCAP Team Leadership Team Teachers	2.3.1 The school will partner with local vendors to provide a robust vendor-based after-school enrichment programs for a fee.	None Specified	None Specified	
			2.3.2 Students will access an on-campus Makerspace for enrichment opportunities involving technology and materials for coding, building, and general creating.	None Specified	None Specified	
			2.3.3 eBlock will be provided to enhance students' learning in the areas of mathematics.	None Specified	None Specified	
			2.3.4 The school will maintain a robust parent volunteer based after-school program for GATE students with opportunities for Odyssey of the Mind and Noetic Math.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.3.5 The school will implement and maintain a lunch bunch program designed for GATE students challenging their creative learning, problem solving, and critical thinking skills.	None Specified	None Specified	
			2.3.6 A Math Night, STEAM night and Science Night will be provided for no cost to families. This will serve as a home-school connection and provide families with at-home resources for these subject areas.	None Specified	None Specified	
2.4 Curriculum Implementation	School Year 2021-22	Principal LCAP Team Leadership Team Teachers	2.4.1 All areas of the Math program will be taught with fidelity with regular monitoring by principal.	None Specified	None Specified	
			2.4.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.	None Specified	None Specified	
			2.4.3 All teachers will utilize required benchmark assessments.	None Specified	None Specified	
			2.4.4 Students in target populations will participate in classroom based programs for math fluency and problem solving.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.4.5 Additional supplemental programs and softwares will be purchased and provided to support UDL strategies in the general education classroom and for student at-home use. This would include: • Math Seeds • Prodigy • IXL Math	None Specified	None Specified	
			2.4.6 Supplemental resources and technologies will be purchased to support SPED and EL students in the general education classroom.	4000-4999: Books And Supplies	Instruction	1,118
			2.4.7 Provide EL students with supports like Google translate as needed to access the curriculum.	None Specified	None Specified	
2.5 Provide Additional Intervention Opportunities in Math for All Students	School Year 2021-22	Principal Leadership Team Teachers PFA	2.5.1 A before school intervention program will be maintained with priority given to SED, and SPED students. SED and SPED students will be provided additional opportunities for technology based intervention targeted at their instructional level math skills.	1000-1999: Certificated Personnel Salaries	0TRM	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.5.2 A homework club will be maintained for students during the school day. The homework club will be a quiet environment available for 3rd-5th graders during their lunch.	1000-1999: Certificated Personnel Salaries	Instruction	500
			2.5.3 A tutor and homework class will be initiated and maintained after school with priority access for SED, EL and SPED students. This class will be run in partnership with PFA and local vendors.	None Specified	None Specified	
2.6 Student and Staff Access to Technology	School Year 2021-22	Principal Leadership Team Computer Specialist Academic Specialist	2.6.1 Students will attend weekly technology sessions in grades TK-5. Instruction will include computer skills, as well as new innovative technologies available.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.6.2 Students and faculty will access technology-based programs, hardware and software to enhance instruction and learning, including students in targeted (EL and SED) populations and inclusion of all students including SPED.	None Specified	None Specified	
			2.6.3 Students will be provided with technology as a tool to assist students in mastering state and local standards. Chromebooks will be maintained at a 1:1 ratio in 2nd-5th grade and iPads will be maintained at a 2:1 ratio in TK-1st grade.	None Specified	None Specified	
			2.6.4 Teachers will use multimedia and A/V materials to enhance access to instruction and learning.	None Specified	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.

Regarding math instruction, our eBlock time was designed to support students who need additional math assistance and support.

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 are prioritizing all interventions to target students who are showing need in math areas and creating individualized plans.

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

A push-in program that supports specific grade-levels standards for support in math will be implemented. Benchmark data is monitored to determine if this is beneficial to our students and scores and it appeared to have an impact. Materials were also purchased to provide additional spiral review and fact fluency.

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

Overall Positive Student Interactions and Inclusivity

LEA/LCAP Goal

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

95% of students at Westlake Elementary will show overall positive school interactions and have a feeling of inclusivity on campus

Identified Need

Westlake Elementary wants all students to have positive interactions and feel included on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey	100% Enjoy being at school 100% Feel cared about by adults at school	95% of students have positive interactions and feed included on campus.
SSC Survey	N/A	95% of students have positive interactions and feed included on campus.

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
3.1 Provide students with clear and concise expectations.	School Year 2021-22	Principal Leadership Team Teachers	3.1.1 CHAMPS maintained throughout campus and classrooms. Providing training for supporting staff members.	None Specified	None Specified	
			3.1.2 Maintain school guidelines for success and provide classroom with posters.	4000-4999: Books And Supplies	Instruction	855
			3.1.3 Provide conduct assemblies to all students twice throughout the school year.	None Specified	None Specified	
			3.1.4 Principal and teachers to reinforce school rules and expectations	None Specified	None Specified	
3.2 Develop and Maintain an Inclusive Environment for All Students Through School Programs and Eventss	School Year 2021-22	Principal Leadership Team Teachers PFA	3.2.1 Maintain school motto, "Be The Nice Kid," providing reminders and supports throughout school year and incorporating the motto into daily learning.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
			3.2.2 Implement "Start with Hello" week through Sandy Hook Promise. Provide students with instruction and support of how to include others and with recess activities centered around including others.	4000-4999: Books And Supplies	Instruction	200
			3.2.3 Participate in Inclusive Schools Week. Provide students with a guest speaker. Promote inclusion through activities and challenges throughout the week. Provide and participate in Ability Awareness Fair to build awareness of students with disabilities and how we can include others in all that we do.	4000-4999: Books And Supplies	Instruction	200
			3.2.4 Participate in Anti-Bullying Month and Unity Day.	None Specified	None Specified	
			3.2.5 Implement and reflect on better ways to incorporate Buddy Bench. Set up a systematic way to look for students who are at the Buddy Bench.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.2.6 Provide students with alternatives to sports activities at lunch. This includes open time at Makerspace and games/art days on playground.	4000-4999: Books And Supplies	Instruction	500
			3.2.7 Establish and maintain a smile wall on campus to promote kindness.	None Specified	None Specified	
3.3 Establish and Promote Student Leadership	School Year 2021-22	Principal Teachers	3.3.1 Establish and maintain Student Council to promote school spirit and activities on campus.	4000-4999: Books And Supplies	Instruction	500
			3.3.2 Establish and maintain a student Tech Team to promote student leadership in an alternative way.	None Specified	None Specified	
			3.3.3 Establish and maintain WOW Leaders to promote inclusivity around campus. WOW leaders will set examples and have high expectations for behavior and interactions on campus. WOW leaders will promote student connections and provide support for new students.	4000-4999: Books And Supplies	Instruction	1,232

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.3.4 Maintain a WOW instructor to provide WOW leaders with training and skills necessary to promote inclusion around campus.	None Specified	None Specified	
3.4 Provide and Maintain Character Education and Social Emotional Development Programs	School Year 2021-22	Principal Leadership Team Teachers	3.4.1 Provide Sanford Harmony Curriculum to students TK - 5th promoting positive student interactions and instruction on navigating social situations.	None Specified	None Specified	
			3.4.2 Maintain John Wooden's Pyramid of Success character education program in all classrooms and campus wide.	4000-4999: Books And Supplies	Instruction	500
			3.4.3 Provide assemblies and guest speakers to promote resilience and social emotional development.	None Specified	None Specified	
			3.4.4 Establish, maintain and promote morning meeting and circle time in classrooms to provide opportunities for community building, problem solving and student connections.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.5 Provide Enrichment, Resources and Tools to Students to Support Inclusion	School Year 2021-22		3.5.1 Provide students with tools to assist in positive social interactions. This could include use of fidgets, alternative seating, engagement games.	4000-4999: Books And Supplies	Instruction	2,000
			3.5.2 Provide literature to classrooms to support inclusion, kindness, and character.	4000-4999: Books And Supplies	Instruction	1,000

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.

Overall, students had positive interactions at Westlake Elementary. Our safety committee, parent faculty association and school site council determined there was a need for additional inclusivity and an opportunity to build students' capacity to build empathy before going to middle school.

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

No major differences were experienced, besides wanting to add assemblies and activities where we did not have the budget.

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 goal was increased and we will specifically be looking into students' feeling of inclusivity through a survey. A variety of new opportunities were created for our students, as well as assemblies.

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

Positive Parent and Community Interactions

LEA/LCAP Goal

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

95% of Parents at Westlake Elementary will show overall Positive School Interactions.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey	93% Like being at school 85% Feel informed 95% Feel peers treat their child respectfully 75% Feel students stop others from insulting 96% Feel treated fair	95% of parents have positive interactions and feed included on campus.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC Survey	N/A	95% of parents have positive interactions and feed included on campus.

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
4.1 Provide Ongoing Communication	School Year 2021-22	Principal Office Staff Teachers PFA	4.1.1 School staff will provide accurate and timely communication through all calls, monthly newsletters, and handouts.	None Specified	None Specified	
			4.1.2 Parents will be provided opportunities to give feedback to school staff.	None Specified	None Specified	
			4.1.3 Teachers will establish and maintain communication systems with parents including class sites, class letters, informational handouts and academic information to parents.	None Specified	None Specified	
			4.1.4 Teachers and school staff will communicate any student needs to parents.	None Specified	None Specified	
			4.1.5 Promote parent involvement and participation in school events.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4.1.6 Develop a system for parent education regarding character education and social-emotional promotion.	None Specified	None Specified	
			4.1.7 English Language Advisory Committee will be established and meet on a regular basis to communicate needs of English Learner students and discuss important topics relating to English Learners and services.	None Specified	None Specified	
			4.1.8 Gifted and Talented Education parent committee will meet on a regular basis to discuss students and opportunities provided.	None Specified	None Specified	
4.2 Provide Parent Education Opportunities	School year 2021-22	School Staff PFA	4.2.1 Provide parent education opportunities by partnering with school PFA.	None Specified	None Specified	
			4.2.2 Collaborate with Middle and High Schools to share in parent education.	None Specified	None Specified	
			4.2.3 Provide guest speakers and parent education in areas indicated in parent surveys.	None Specified	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.

Most parents of Westlake Elementary like the school and feel like their children are treated with respect and fairly.

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

There is no difference as these are resources that we already have on hand.

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 goal is to increase positive interactions among parents both on site and in the community. With the additional advisory council groups, there will be more opportunities to get involved.

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

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

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Goal 5

Implement targeted actions that address learning loss associated with school closures due to COVID-19 to support general education, SWD, EL, SED, McKinney Vento and GATE students.

1. Every teacher will implement weekly SEL activities and daily community circles to address the social emotional side of learning loss to help with connecting students to school during the school year.

2. Students identified as exhibiting learning loss in math and/or English, based on teacher assessment/observations, will receive at least one intervention opportunity during the school year.

Identified Need

Learning loss as indicated by student data due to school closures and remote learning.

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
Provide additional instruction and/or intervention in class to students to address learning loss.			Kindergarten - Focus on building fine motor skills	1000-1999: Certificated Personnel Salaries	0TRM	1,000
			1st-5th Focus on essential standards, writing-reteaching foundational skills, IXL, Reflex Math,	1000-1999: Certificated Personnel Salaries	Instruction	2,040
			Provide academic support when a student is absent for an extended time.	1000-1999: Certificated Personnel Salaries	0TRM	1,000
			Lexia is provided for 1st grade teachers and targeted intervention.			
SEL activities will be sent out weekly to teachers to implement and support connections/school belonging.			School Counselor will send out weekly resources to be implemented during class time.	None Specified	None Specified	
			SEL lessons through Sanford Harmony.	None Specified	None Specified	
			Daily SEL slides shared with all teachers.	None Specified	None Specified	
School Counselor will create survey for teachers to take at the end of the year indicating the number of SEL activities and type of SEL activities that were implemented this year.			School Counselor will create survey for teachers to take at the end of the 2021 school year.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer virtual tutoring as an academic support for EL students provided by TOHS and CLU tutors.			College and High School tutors will be used to help support students identified as having learning loss.	None Specified	None Specified	
Smarty Ants and Imagine Learning will be utilized as an intervention to promote reading comprehension for EL.			Small groups of students will receive Smarty Ants and Imagine Learning intervention two times a week for 30 minutes. Cost is included in Goal 1.			

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	$63,543.71

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 ($)
0860	$2,400.00
0TRM	$11,084.00
Instruction	$35,895.00
Other	$11,764.71
Restricted	$2,400.00

Subtotal of state or local funds included for this school: $63,543.71

Total of federal, state, and/or local funds for this school: $63,543.71

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
Restricted	$2,400	0.00
0860	$2,400	0.00
Instruction	$35,895	0.00
0TRM	$11,084	0.00
Other	$11,764.71	0.00

Expenditures by Funding Source

Funding Source	Amount
0860	2,400.00
0TRM	11,084.00
Instruction	35,895.00
Other	11,764.71
Restricted	2,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	34,488.71
2000-2999: Classified Personnel Salaries	6,000.00
4000-4999: Books And Supplies	23,055.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0860	2,400.00
1000-1999: Certificated Personnel Salaries	0TRM	10,884.00

4000-4999: Books And Supplies	0TRM	200.00
1000-1999: Certificated Personnel Salaries	Instruction	7,040.00
2000-2999: Classified Personnel Salaries	Instruction	6,000.00
4000-4999: Books And Supplies	Instruction	22,855.00
1000-1999: Certificated Personnel Salaries	Other	11,764.71
1000-1999: Certificated Personnel Salaries	Restricted	2,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,998.71
Goal 2	11,518.00
Goal 3	6,987.00
Goal 5	4,040.00

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

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Terri Culpepper	Principal
Richard Fields	Parent or Community Member
Jenifer Marvin	Classroom Teacher
Debbie Niebolt	Classroom Teacher
Cheryl Stephenson	Classroom Teacher
Ann Keenan	Other School Staff
Angela Bagnuolo	Parent or Community Member
Katie Wilkes	Parent or Community Member
Katrin Bergauer	Parent or Community Member
Angela Foll (alternate)	Parent or Community Member
Erica Gross (alternate)	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
[signature]	District Advisory Committee Representative
[signature]	English Learner Advisory Committee Representative
[signature]	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
[signature]	Special Education Advisory Committee Representative
[signature]	Other: Teacher

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 9/15/21.

Attested:

[signature]	Principal, Terri Culpepper on 9/15/21
[signature]	SSC Chairperson, Richard Fields on 9/15/21

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.

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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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