

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
Westwood Elementary School	37682966070858	10/3/19	11/14/19

School Vision and Mission

Westwood Elementary School staff, parents, and community are dedicated to the intellectual pursuit and social growth of all students.

Through diversified experiences, our students discover their potential, achieve career and/or college readiness, and succeed in a safe and caring environment.

School Profile

Westwood Elementary school has a long-standing reputation for high quality teaching and learning. Built in 1971 and modernized in 2006, Westwood supports approximately 850 students in preschool through fifth grade.

In a tradition of excellence, Westwood has been recognized locally, statewide, and nationally. Westwood Elementary School is a shining example of a school serving a community with diverse needs and interests, bolstered by a strong tradition of volunteerism. Adults are visible throughout our campus, supporting student learning. Students, staff, and families are supported by an active PTA and generous Foundation. Students, in turn, give back to the community by entertaining residents, raising funds for service organizations, collecting Valentines for troops, and other community service projects. Dynamic partnerships involve the North County Chamber of Commerce, Casa De Las Campanas, a retirement community, and Hewlitt Packard.

Staff, parents, and the Rancho Bernardo community agree that our collaborative spirit is our greatest strength! Working together we create a school environment that is stimulating, child-centered, and values the contributions of all of our members.

In the spring of 2006, Westwood completed an extensive construction and modernization program as part of the Proposition U Building for Success program. Results include a new multi-purpose room and student lunch area, an upgraded library facility and technology center, 12 new permanent classrooms, and complete renovation of all existing facilities.

Westwood was previously recognized by the California Business for Education Foundation and Just for Kids California as an Honor Roll School. These organizations, which represent the California business community, have noted our school as a high performing public school.

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

The Westwood Elementary School staff understands the importance of including all stakeholders in the process of developing and monitoring our Site plan and budget.

Parents are encouraged to be a part of our site planning in the following ways:

- participating in the ThoughtExchange process
- participating in the California Healthy Kids survey (CHKS) - every other school year
- participation in the student perception survey 2x per year - students grades 1st - 5th
- attending Back to School night in August
- as a member of our School Site Council
- joining our Site Safety Committee
- attending Parent Education opportunities
- attending Principal Coffees (held throughout the school year)
 - invitation monthly all community, all school assemblies
- parents of EL students are invited and encouraged to attend English Language Advisory Committee meetings

Parents are made aware of these opportunities through weekly call-out/emails, site website, classroom newsletters, PTA monthly newsletters,

All students will complete a site student survey in Fall 2019 and Spring 2020. Fifth graders also completed the California Healthy Kids Survey (CHKS).

Our SPSA and accompanying budgets are shared with School Site Council and our English Learner Advisory Committee while being developed in order to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
African American	2.7%	2.55%	1.71%	21	21	14
Asian	16.7%	18.47%	17.2%	132	152	141
Filipino	3.8%	4.25%	4.27%	30	35	35
Hispanic/Latino	18.0%	16.04%	16.1%	142	132	132
Pacific Islander	%	0.12%	0.12%		1	1
White	49.6%	46.90%	46.83%	392	386	384
Multiple/No Response	0.5%	2.07%	4.39%	4	17	36
Total Enrollment				791	823	820

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	157	150	148
Grade 1	130	134	123
Grade 2	137	147	141
Grade3	116	144	144
Grade 4	124	128	133
Grade 5	127	120	131
Total Enrollment	791	823	820

Conclusions based on this data:

1. There are no significant changes in enrollment data other than a continuous increase in the overall number of students enrolled.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	135	141	122	17.1%	17.1%	14.9%
Fluent English Proficient (FEP)	60	50	63	7.6%	6.1%	7.7%
Reclassified Fluent English Proficient (RFEP)	15	17	18	12.2%	12.6%	12.8%

Conclusions based on this data:

1. There are no significant changes in the data. However, there is a slight decrease in the number of English Learners at Westwood.

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 Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	121	138	141	117	134	138	117	134	138	96.7	97.1	97.9
Grade 4	123	127	135	122	124	134	122	124	134	99.2	97.6	99.3
Grade 5	125	127	132	124	125	131	124	125	131	99.2	98.4	99.2
All	369	392	408	363	383	403	363	383	403	98.4	97.7	98.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2491.	2484.	2499.	49.57	52.99	60.14	29.91	27.61	21.74	11.97	10.45	9.42	8.55	8.96	8.70
Grade 4	2529.	2542.	2538.	51.64	59.68	57.46	27.05	19.35	22.39	11.48	14.52	8.96	9.84	6.45	11.19
Grade 5	2545.	2570.	2572.	42.74	47.20	50.38	25.00	36.00	32.06	15.32	10.40	8.40	16.94	6.40	9.16
All Grades	N/A	N/A	N/A	47.93	53.26	56.08	27.27	27.68	25.31	12.95	11.75	8.93	11.85	7.31	9.68

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	49.57	52.24	63.04	41.03	38.06	28.99	9.40	9.70	7.97	
Grade 4	53.28	56.45	53.73	36.07	36.29	38.06	10.66	7.26	8.21	
Grade 5	39.52	52.00	50.38	41.94	37.60	38.93	18.55	10.40	10.69	
All Grades	47.38	53.52	55.83	39.67	37.34	35.24	12.95	9.14	8.93	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	49.57	41.79	44.20	39.32	46.27	46.38	11.11	11.94	9.42
Grade 4	42.62	50.81	44.03	46.72	41.94	45.52	10.66	7.26	10.45
Grade 5	51.61	54.40	51.15	35.48	35.20	41.22	12.90	10.40	7.63
All Grades	47.93	48.83	46.40	40.50	41.25	44.42	11.57	9.92	9.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.61	43.28	45.65	54.70	50.00	50.72	7.69	6.72	3.62
Grade 4	35.25	43.55	42.54	59.84	52.42	53.73	4.92	4.03	3.73
Grade 5	33.87	36.00	33.59	54.03	56.00	59.54	12.10	8.00	6.87
All Grades	35.54	40.99	40.69	56.20	52.74	54.59	8.26	6.27	4.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.85	47.76	51.45	36.75	42.54	39.13	9.40	9.70	9.42
Grade 4	44.26	52.42	47.01	51.64	41.94	41.04	4.10	5.65	11.94
Grade 5	43.55	49.60	51.91	41.94	41.60	38.17	14.52	8.80	9.92
All Grades	47.11	49.87	50.12	43.53	42.04	39.45	9.37	8.09	10.42

Conclusions based on this data:

1. Westwood students have demonstrated a steady increase in performance in the area of ELA over the previous three years.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	121	138	141	119	134	139	119	134	139	98.3	97.1	98.6
Grade 4	123	127	135	123	125	134	123	125	134	100	98.4	99.3
Grade 5	125	127	132	124	127	132	124	127	132	99.2	100	100
All	369	392	408	366	386	405	366	386	405	99.2	98.5	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2484.	2482.	2489.	41.18	38.06	44.60	36.97	38.81	37.41	14.29	16.42	10.79	7.56	6.72	7.19
Grade 4	2549.	2552.	2546.	53.66	56.00	51.49	30.08	31.20	32.09	12.20	9.60	11.19	4.07	3.20	5.22
Grade 5	2536.	2562.	2575.	32.26	45.67	53.03	25.00	25.98	21.21	25.81	16.54	18.18	16.94	11.81	7.58
All Grades	N/A	N/A	N/A	42.35	46.37	49.63	30.60	32.12	30.37	17.49	14.25	13.33	9.56	7.25	6.67

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	55.46	55.22	54.68	32.77	36.57	35.97	11.76	8.21	9.35	
Grade 4	70.73	68.80	71.64	21.14	22.40	18.66	8.13	8.80	9.70	
Grade 5	37.10	52.76	64.39	33.87	27.56	23.48	29.03	19.69	12.12	
All Grades	54.37	58.81	63.46	29.23	29.02	26.17	16.39	12.18	10.37	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.74	52.24	56.83	41.18	35.82	34.53	10.08	11.94	8.63
Grade 4	52.85	62.40	55.22	40.65	32.00	33.58	6.50	5.60	11.19
Grade 5	40.32	39.37	45.45	41.13	50.39	43.18	18.55	10.24	11.36
All Grades	47.27	51.30	52.59	40.98	39.38	37.04	11.75	9.33	10.37

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.94	52.24	58.27	36.97	40.30	33.81	10.08	7.46	7.91
Grade 4	57.72	61.60	56.72	37.40	31.20	34.33	4.88	7.20	8.96
Grade 5	37.10	44.09	42.42	44.35	46.46	48.48	18.55	9.45	9.09
All Grades	49.18	52.59	52.59	39.62	39.38	38.77	11.20	8.03	8.64

Conclusions based on this data:

1. Westwood students have demonstrated a steady increase in performance in the area of Mathematics over the previous three years.

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	1477.6		1472.3		1489.8		35	
Grade 1	1528.7		1523.8		1533.2		26	
Grade 2	1532.5		1514.2		1550.3		26	
Grade 3	1501.8		1505.6		1497.5		17	
Grade 4	1545.9		1554.4		1536.9		14	
Grade 5	1584.6		1602.9		1565.5		15	
All Grades							133	

Overall 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	65.71	*	*	42.31	*	*	*	*	35	26
1	92.31	*		*		*	*		26	14
2	80.77	*	*	*	*	*	*	*	26	*
3	*	*	*	*	*	*	*		17	14
4	*	*	*	*		*			14	14
5	73.33	*	*	*	*	*			15	*
All Grades	68.42		19.55		*		*		133	

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	65.71	*	*	42.31	*	*	*	*	35	26
1	92.31	*		*	*	*	*		26	14
2	80.77	*	*	*	*		*	*	26	*
3	*	*	*	*		*	*		17	14
4	*	*	*	*		*		*	14	14
5	80.00	*	*	*	*				15	*
All Grades	73.68		15.79		*		*		133	

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	60.00	*	*	53.85	31.43	*			35	26
1	84.62	*	*	*		*	*	*	26	14
2	76.92	*	*	*		*	*	*	26	*
3	*	*	*	*	*	*	*	*	17	14
4	*	*	*	*	*	*		*	14	14
5	*	*	*	*	*	*	*		15	*
All Grades	55.64		22.56		14.29		*		133	

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	77.14	42.31	*	50	*	*	35	26
1	92.31	78.57	*	*	*		26	14
2	84.62	*	*	*	*	*	26	*
3	*	*	*	*	*	*	17	14
4	*	*	*	*		*	14	14
5	*	*	*	*	*		15	*
All Grades	74.44		20.30		*		133	

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	60.00	*	*	53.85	*	*	35	26
1	84.62	*	*	*	*		26	14
2	65.38	*	*	*	*	*	26	*
3	70.59	78.57	*	*	*		17	14
4	*	78.57	*	*		*	14	14
5	86.67	*	*				15	*
All Grades	71.43		20.30		8.27		133	

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	51.43	*	45.71	88.46	*		35	26
1	92.31	*		*	*	*	26	14
2	84.62	*	*	*	*	*	26	*
3	*	*	*	*	*	*	17	14
4	*	*	*	*	*	*	14	14
5	*	*	*	*	*	*	15	*
All Grades	57.89		33.08		9.02		133	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	68.57	80.77	*	*	*		35	26
1	76.92	*	*	*	*	*	26	14
2	73.08	*	*	*	*	*	26	*
3	*	*	*	*	*		17	14
4	*	*	*	*			14	14
5	80.00	*	*	*			15	*
All Grades	64.66		30.08		*		133	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

- 1.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	23	22	15	2	4	1	8.7	18.2	6
American Indian or Alaskan									
Asian	139	160	141	2	5	5	1.4	3.1	3
Filipino	31	35	26	1	2	2	3.2	5.7	5
Hispanic or Latino	148	142	132	11	12	8	7.4	8.8	6
Did not Report	*	24	36	1	4	1	*	18.2	4
Pacific Islander		*	*		1	*		*	*
Two or More Races	73	80	86	3	4	3	4.1	5.0	3
White	411	398	386	24	29	19	5.8	7.3	15
Male	408	427		25	25		6.1	5.9	
Female	426	435		19	35		4.5	8.1	
English Learners	146	158	122	3	11	5	2.1	7.0	5
Students with Disabilities	120	115		11	17	11	9.2	15.0	7
Socioeconomically	112	142	123	14	20	10	12.5	14.7	6
Migrant									
Foster	*			1			*		
Homeless	*	11		1	3		*	27.3	
Kindergarten	167	160		20	13		12.0	8.3	
Grades 1-3	407	438		17	34		4.2	7.8	
Grades 4-6	260	264		7	13		2.7	5.0	
Grades 7-8									
Grades K-8	834	862		44	60		5.3	7.1	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	834	862	823	44	60	39	5.3	7.1	5

Conclusions based on this data:

1.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.7	1.2	0.1

Conclusions based on this data:

1.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Westwood Elementary, as our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 1: Mathematics

Based upon Spring of 2020 California Assessment of Student Performance and Progress (CAASPP) report, 81 % of 3rd - 5th grade students will perform at "Standard Met" or "Standard Exceeded" in the overall area of Mathematics.

Identified Need

This need was identified by analysis of Westwood student performance data from the California Assessment of Student Performance and Progress report, which shows that there are currently 20% of Westwood students who are below proficiency levels as measured by the Math portion of the CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP Math test shows 80 % of all students at "Standard Met" or "Standard Exceeded."	1The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will grow by 2 points, from 80 % in 2019 to 81 % in 2020.
English Learner Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP Math test shows 46% of WWES English Learners at "Standard Met" or "Standard Exceeded."	The percentage of all English Learners at Westwood with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will grow by 12 points, from 46% in 2019 to 58% in 2020.
EDY/Title I		
Student with Disabilities Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP Math test shows 44% of WWES English Learners at "Standard Met" or "Standard Exceeded."	The percentage of all students in special education with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will grow by 12 points, from 44% in 2019 to 56% in 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are below proficient in the area of Math (grades 1-5). Data analysis has shown weaknesses in specific math skills.

Strategy/Activity

Using our district curriculum, Math Expressions, instruction will be delivered in both whole group and small group. Instruction will be flexible, and data is monitored on an on-going basis. Research-based programs will be used for intervention instruction. Site Math leaders will present profession development focused on math tasks and integrating * Mathematical Practices during on going staff meetings. Teachers will incorporate strategies in classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

Goal 2: English Language Arts

Based upon Spring of 2020 California Assessment of Student Performance and Progress (CAASPP) report, 83% of 3rd - 5th grade students will perform at "Standard Met" or "Standard Exceeded" in the overall area of English Language Arts (ELA).

Identified Need

This need was identified by analysis of student performance data from the California Assessment of Student Performance and Progress report, which shows that currently 18% of Westwood students are below proficiency levels as measured by the English Language Arts portion of the CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the ELA portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP ELA test shows 82% of all students at "Standard Met" or "Standard Exceeded."	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion of the CAASPP will grow by 1 point, from 82% in 2019 to 83% in 2020.
English Learner Data from the ELA portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP ELA test shows 54% of WWES English Learners performed at "Standard Met" or "Standard Exceeded."	The percentage of English Learners with scores of "Standard Met" or "Standard Exceeded" on the ELA portion of the CAASPP will grow by 10 points, from 54% in 2019 to 64% in 2020.
EDY/Title I Data from the ELA portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP).	Data from the Spring 2019 CAASPP ELA test shows 67% of WWES English Learners performed at "Standard Met" or "Standard Exceeded."	The percentage of Economically Disadvantaged Youth with scores of "Standard Met" or "Standard Exceeded" on the ELA portion of the CAASPP will grow by 5 points, from 67% in 2019 to 70% in 2020.
Student with Disabilities Data from the ELA portion of the Spring 2020 California Assessment of Student	Data from the Spring 2019 CAASPP ELA test shows 48% of WWES Students with Disabilities performed at	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the ELA portion of the CAASPP will grow by 10

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance and Progress (CAASPP).	"Standard Met" or "Standard Exceeded."	points, from 48% in 2019 to 58% in 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Learners who are below proficiency in the area of Literacy/ELA (K-5). Data analysis has shown areas of growth in targeted literacy skills.

Strategy/Activity

As a staff we have agreed to implement, with fidelity, the district adopted curriculum. Core assessments are used as a universal screener to then provide best first Tier 1 instruction followed by targeted, differentiated individual instruction.

Trained, certificated IMPACT teachers will support targeted learners on specific literacy skills approximately 4 days per week from October - May. Economically Disadvantaged Youth will be given the first priority based on reading performance. Learner grouping will be flexible and consistently monitored based on data throughout the year. Research-based curriculum will be used with our learners, for example: Read Naturally, Phonics for Reading, SIPPS, Benchmark, CORE Sourcebook.

English Learners will be provided extra support through the work of the English Learner Instructional Assistant via a push-in academic support model. Additionally, identified EL students will be provided with targeted language acquisition opportunities outside of the instructional day. Language Launch will be hosted two times per week under the direction of the EL Coordinators at Westwood and supervised by the English Learner Instructional Assistants. Students will be provided with language development activities and online subscriptions to support individual needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
7920.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
9760.00	English Learners 0001-0999: Unrestricted: Locally Defined

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

Based upon a spring 4-5th Westwood student perception survey, 90% of students will have increased their knowledge of "strategies to use" that help them feel safe at school.

Identified Need

This need was identified with the support of the school counselor to help students "own their learning and strengths" and prioritized in the school wide focus. By providing students with knowledge and strategies through Character Counts, Second Step (led by counselor), Bully Prevention (led by counselor), and multiple PBIS measures, we hope to equip students with the skills and strategies to advocate for themselves and establish a safe, secure, and positive social and emotional learning environment for all students.

During beginning of the year presentations by our counselor we administered a survey to all 4th and 5th grade students based on the following statement: "I have strategies to use that help me feel safe at school". 231 students completed the survey, with these findings:

- 4 students reported that they did not feel safe at school. (2%)
- 36 students reported they feel somewhat safe. (16%)
- 147 students reported they feel Mostly safe at school. (64%)
- 44 students reported they feel very safe at school. (19%)

We will complete the survey again at the end of the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Student Perception Survey	83 % of students surveyed 4th-5th grade felt as though they had strategies to use that help them feel safe at school.	By the end of the 2019 - 2020 school year the number of students who feel they have increased their knowledge of strategies (calm down strategies, problem solving skills, options to address bullying, etc.) to help them feel safe at school will increase from 83% (baseline) to 90%.
English Learner		
EDY/Title I		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Each and every learner will be served by this social emotional goal.

Strategy/Activity

Site team consisting of Principal, Assistant Principal, Counselor, School Psychologist, and Student Services Advisor will provide professional learning and student support on direct and collaborative learning around Whole Body Listening, expected/unexpected behaviors, and collaborative learning around size of the problem. In this regard, students will be able to demonstrate effective problem solving and conflict resolution. This will result in feeling safe at school.

The Principal and Assistant Principal visit all classrooms and present expectations and problem solving strategies - termed "Character Chats." The counselor presents Second Step lessons and Bullying Prevention lessons to all students. The school psychologist is available to support staff with strategies in bringing this to life in classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
	Educationally Disadvantaged Youth
	English Learners

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	\$17,680.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$7,920.00
English Learners	\$9,760.00

Subtotal of state or local funds included for this school: \$17,680.00

Total of federal, state, and/or local funds for this school: \$17,680.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	7,920.00
English Learners	9,760.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	9,760.00
1000-1999: Certificated Personnel Salaries	7,920.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	7,920.00
0001-0999: Unrestricted: Locally Defined	English Learners	9,760.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	17,680.00

School Site Council Membership

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

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

Name of Members	Role	Date	Signature
Jennie Mikels	Principal		
Madeliene Wilkinson, Secretary	Classroom Teacher		
Jennifer Langlois, Vice Chair	Classroom Teacher		
Laurie Brennan	Classroom Teacher		
Kayla Desai	Other School Staff		
Cindy Lewis, Chair	Parent or Community		
Bob Leon	Parent or Community		
Kathryn Thomas	Parent or Community		
Lora Marconi	Parent or Community		
George Nicola	Parent or Community		

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	Date	Committee or Advisory Group Name
	10/4/19	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/3/19.

Attested:

Principal, Jennie Mikels on 9/30/19

SSC Chairperson, on 10/3/19

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.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019