

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Westwood Elementary School
Address	9444 Caywood Drive Stockton, California 95210
County-District-School (CDS) Code	39685856109839
Principal	Jaime Kite-Polinsky
District Name	Lodi Unified School District
SPSA Revision Date	11/1/21
Schoolsite Council (SSC) Approval Date	11/1/21
Local Board Approval Date	12/14/21

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Westwood Elementary School is a place where students are encouraged to experience success socially, emotionally, physically, and academically in a positive and safe learning environment. The education program is based on high academic standards designed to increase the achievement level of all students. Emphasis is on promoting student self-management in a variety of situations. School staff, parents, students and community members work collaboratively to guide the academic excellence of students to foster an appreciation for the rich diverse cultures of the school community. In order to establish and maintain a positive learning environment, acceptable academic goals, expectations and behaviors are clearly defined and communicated so students can practice using good judgment; develop a sense of responsibility, and show respect and courtesy toward others.

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
Additional Targeted Support and Improvement

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

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Profile

Westwood Elementary school is a part of Lodi Unified School District.
We are a Preschool-Sixth grade school that serves 495 students.
We are very diverse with 28.9% of our students being English Learners and 92% of our students being Socioeconomically Disadvantaged.
We currently have 24 or our 25 teachers that have their full credential.
Westwood school was built in 1991 and we take great effort to ensure that our school is clean, safe, and functional.

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

Westwood Elementary School
Westwood Elementary has developed a written Title I parental involvement policy with input from Title I parents. The policy was created with a collaboration from parents and staff. We distributed the policy to parents of Title I students in our first day packets. It is also available on our web site and a hard copy is available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].
Involvement of Parents in the Title I Program
To involve parents in the Title I program at Westwood Elementary, the following practices have been established:
The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the

right of parents to be involved in the Title I program.

Our Title I meeting is always held just before our back to school night in August.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy through our School Site council, PTA, and ELAC groups.

The school provides parents of Title I students with timely information about Title I programs.

We do this through our Web Site, Notes home, and our Phone Call system.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. We do this every year at our Back to School night and parent conferences.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This happens through School Site Council, ELAC, and PTA. A request can be submitted in our school office.

School-Parent Compact

Westwood Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Our policy was developed with parent and staff input through the School Site Council, ELAC and is reviewed yearly.

Building Capacity for Involvement:

Westwood Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This happens at our back to school night, SST, Parenting Partners, and parent teacher conferences throughout the year.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This happens at our back to school night, SST, Parenting Partners, and parent teacher conferences throughout the year.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. This happens at our back to school night, SST, Parenting Partners, and parent teacher conferences throughout the year. It is also an important part of our compact.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. We offer the following:

Back to School Night:

- Purpose: Offer parents the opportunity to view their students' classrooms, meet their teachers, and learn about grading, classroom expectations, and instructional strategies to be used. Emphasis will be placed on student work, learning, and when homework is due.
- How it Works: Parents and guardians will be greeted during by administration and teachers in the multi purpose room. After a brief presentation by the principal, students and families will be dismissed to participate in a mini school day.

Parenting Partners:

- Purpose: To support parents/guardians in the encouragement of their child's social and academic skills. This is a fun learning class that promotes increased bonding among students, families and teachers/staff.
- How it Works: Participants come to a once a week class that is run by teachers and parent leaders. The work through the Parenting Partners curriculum.

Open House:

- Purpose: To showcase the talent of students and their achievement. Emphasis is placed on student work that has been completed or is in progress.
- How it Works: Participants will be greeted by their students teacher as they enter their students classroom to view work and projects.

School Site Council

- Purpose: To provide parents an opportunity to nominate and vote on a parent to represent them during school site council meetings. The focus of the council is to develop and monitor the school plan. That includes utilizing appropriate funds to support student achievement and parent involvement.
- How it Works: The School Site Council establishes a calendar in order to meet every six weeks. Meetings are generally 1 hour long and meeting agendas are posted for public review 72 hours in advance. Parents along with educators discuss student academics, funding, and program evaluation.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Notes and phone calls are made for each event.

The school provides support for parental involvement activities requested by Title I parents.

We always encourage input from our parents on events and trainings at Westwood Elementary. Please come into our office or come to a ELAC, School Site Council, or PTA meeting.

Accessibility

Westwood Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Please come into our office and speak with our staff. We will also provide notes, permission forms, and phone calls in languages other than English.

In looking at our school plan, we met with Many parents and staff members. We met with teachers at a staff meeting to discuss how last years plan worked and what needed to be changed. We met with ELAC at a meeting to explain the plan and ask for their input. We also met with our SSC to discuss all aspects of the plan. The plan was also available for anyone who wanted to look and make suggestions in our office.

Resource Inequities

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

Based upon the California School Dashboard state indicators, Westwood has been identified as an Additional Targeted Support and Improvement site, exiting from CSI. Our subgroup, Students with Disabilities, qualified Westwood to enter into ATSI due to meeting the criteria based on a color combination from 2018-2019. In order to move the levels on each of the indicators for our Students with Disabilities, it is necessary to address the needs of students, staff, and school community. It will be through professional development opportunities to further enhance our educators in the areas of positive behaviors and interventions and supports, techniques and strategies to engage students in the classroom, social and emotional curriculum, and STEAM.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

Westwood Elementary will increase the number of students who met or exceeded grade level standards on the SBAC by 5%. This will be an increase from 33% in 2018-2019 to 38% in 2020-2021.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA SBAC	38% to meet or exceed standards on CAASPP/SBAC Assessments in 2020/2021	Did Not Meet Goal: 30%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1.1 - Intervention(s)</p> <p>K-4 Interventions will be monitored and implemented with the assistance of an intervention teacher to increase ELA performance.</p>	<p>Implemented; Due to the strong need of extra support in 1st and 2nd grade, this is where the majority of time was spent. Implementation in 1st-3rd grade was provided in-person during Quarter 4.</p>	<p>Intervention Teacher 1100 Teacher Title I 62,942.00</p>	<p>Intervention Teacher 1100 Teacher Title I 52,510.05</p>
<p>ELA 1.2 - Partnership with SJCOE</p> <p>Westwood will continue the partnership with SJCOE to create a culture that is learner-centered and data driven. The work this year will be centered around the needs of teachers and students during distance learning.</p>	<p>Not implemented; Due to constraints of COVID-19 there was difficulty implementing this goal.</p>	<p>Partnership with SJCOE LCFF 0</p>	<p>Partnership with SJCOE LCFF 0</p>
<p>ELA 1.3 - AVID</p> <p>AVID Implementation in K-6 Classrooms through professional development by LUSD district coaches during staff PLC/Meetings</p>	<p>Implemented; Due to COVID-19, instruction and PD was virtual for quarters 1-3. Students and teachers accessed online resources.</p>	<p>District Coaches LCFF 0</p>	<p>District Coaches LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ELA 1.4 - Interventions/Supports</p> <p>Students will receive extra support through district funded programs, including personnel, such as, but not limited to; SIPPS, DIBELS, iRead, and System 44/Read 180.</p>	<p>Implemented; Due to COVID-19, instruction of interventions were held in quarters 1-3 online and in-person 4th quarter.</p>	<p>DIBELS, iRead, System 44/Read 180, SIPPS Curriculum Materials LCFF 0</p> <p>Technology to support the assessment and instruction on DIBELS Assessment and Amplify Teaching Tools 4475 Technology (\$500-\$9,999) Title I 9999</p> <p>A substitute teacher will provide support to 3rd and 4th grade students who are in need of interventions 1150 Teacher Sub Title I 5652.00</p> <p>SIPPS Materials 4300 Materials Title I 12,000</p>	<p>DIBELS, iRead, System 44/Read 180, SIPPS Curriculum Materials LCFF 0</p> <p>Technology to support the assessment and instruction on DIBELS Assessment and Amplify Teaching Tools 4475 Technology (\$500-\$9,999) Title I 9999</p> <p>A substitute teacher will provide support to 3rd and 4th grade students who are in need of interventions 1150 Teacher Sub Title I 5333.51</p> <p>SIPPS Materials 4300 Materials Title I 5,000</p>
<p>ELA 1.5 - Materials/Supplies/Duplicating/Books/Study Trips</p> <p>Students will have access to needed materials and supplies as well as study trips to support instruction, common core, and interventions.</p>	<p>Implemented; Due to COVID-19, materials, supplies, and study trips were accommodated to fit the needs of online learning.</p>	<p>Materials for distance learning and in-person to support the curriculum, interventions, and supports: (examples. AVID, SIPPS). 4300 Materials Title I 32942</p> <p>Study Trips (Virtual) 5872 Field Trips Title I 1000</p> <p>Duplicating of necessary materials to support curriculum and interventions 5715 Print Shop Title I 6599</p> <p>Copy Paper 4328 Warehouse Supplies Title I 3000</p> <p>Books for distance learning and in-person to support the curriculum, interventions, and supports: (examples. AVID, SIPPS). Class sets of scholastic books to support Reading Counts and student Lexile Levels, Novel</p>	<p>Materials for distance learning and in-person to support the curriculum, interventions, and supports: (examples. AVID, SIPPS). 4300 Materials Title I 25000</p> <p>Study Trips 5872 Field Trips Title I 425</p> <p>Duplicating of necessary materials to support curriculum and interventions 5715 Print Shop Title I 6599</p> <p>Copy Paper 4328 Warehouse Supplies Title I 1427.33</p> <p>Books for distance learning and in-person to support the curriculum, interventions, and supports: (examples. AVID, SIPPS). Class sets of scholastic books to support Reading Counts and student Lexile Levels, Novel</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Study. 4200 Books Title 20,000	Study. 4200 Books Title 28,445.55

Analysis

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

Westwood Elementary will increase the number of students who met or exceeded grade level standards on the SBAC in ELA by 5%. This will be an increase from 33% in 2018-2019 to 38% in 2020-2021. It was through curriculum implementation, interventions, engagement strategies, and professional development that Westwood noted to attain their goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Westwood decreased the number of students who met/exceeded standards on the ELA CAASPP/SBAC Assessment from 33% percent in 2018-2019 to 30% in 2020-2021. Although actions and services were implemented, the ramifications of online learning due to COVID-19 did not allow for a streamline and consistent implementation of curriculum and interventions had students attended school in-person.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to COVID-19 the need to spend more in books was pertinent to make use of the funds for student success while online the first 3 quarters and in-person 4 quarter. Less was spent in SIPPS Materials due to district funding of the materials.

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.

Interventions and student achievement will be aligned with the Multi-Tier Systems and Supports Model in the area of English Language Arts. Administration, teachers, and staff will examine data through the PLC process to determine goals for achievement and decipher best teaching practices to support in achieving goals for ELA. The changes will be reflected in the 2021-2022 SPSA under Goal 1: English Language Arts Goals and Strategies.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

Westwood School will increase the number of students by 5% that score proficient or above based on CAASPP yearly testing. This would be a growth from 25% in 2018-2019 to 30% in 2020-2021.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	30% Proficient in 2020-2021	Did Not Meet Goal: 13% Proficient/Advanced in 2020-2021

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Math 2.1 - Math Interventions</p> <p>Provide students with additional math support and intervention during and after school. This includes, but not limited to; FFAST Math, Dream Box, Timez Attack, Think Central.</p>	<p>Implemented; Due to COVID-19, math interventions were accessed through distance learning quarters 1-3 and in-person when applicable in quarter 4.</p>	<p>Software Licences LCFF 0</p> <p>District Funded (LCAP) After-School Intervention LCFF 0</p>	<p>Software Licences LCFF 0</p> <p>District Funded (LCAP) After-School Intervention LCFF 0</p>
<p>Math 2.2 - Professional Development/Opportunity for Collaboration</p> <p>Administrators, Teachers, and paraprofessionals will be given professional development opportunities during staff meetings to further their knowledge and implementation of core curriculum. In addition, they will be provided with strategies to motivate students to be life long learners in the area of mathematics.</p> <p>Teachers will be given the opportunity for release time to collaborate and</p>	<p>Implemented; Teachers accessed district and site PDs and collaborations.</p>	<p>Teacher release time from the classroom 1150 Teacher Sub Title I 1,000</p> <p>District Math Coaches LCFF 0</p>	<p>Teacher release time from the classroom 1150 Teacher Sub Title I 0</p> <p>District Math Coaches LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
observe peers, visit other schools with like demographics that are successful in math implementation, and to review data, all to increase student performance in mathematics.			
Math 2.3 - .Materials/Supplies/Duplicating/Study Trips	Partially Implemented: Due to COVID-19, there was limited options for virtual study trips in the area of mathematics.	<p>Materials for students during DL and in-person to support the curriculum</p> <p>4300 Materials Title I 2749</p> <p>See ELA 1.5 - \$1000 5872 Field Trips Title I 0</p> <p>See ELA - 1.4 - \$5000 5715 Print Shop Title I 0</p>	<p>Materials for students during DL and in-person to support the curriculum</p> <p>4300 Materials Title I 2749</p> <p>See ELA 1.5 - \$1000 5872 Field Trips Title I 0</p> <p>See ELA - 1.4 - \$5000 5715 Print Shop Title I 0</p>
Math 2.4 - STEM Provide virtual and hands-on opportunities for science, technology, engineering, and mathematics.	Partially Implemented; Due to COVID-19, teachers made use of online subscriptions to help students access opportunities to better understand technology, engineering, science, and mathematics. The use of hands-on equipment was used 4th quarter, but not as prevalent due to cleaning of items.	<p>Materials to support STEM: Books, materials to make take home kit for students to do lessons along with teachers, activities to do with parents Materials for: AVID, Students during DL and in-person to support the curriculum 4300 Materials Title I 5000</p> <p>Technology to support STEM 4475 Technology (\$500-\$9,999) Title I 12,000</p> <p>Online subscriptions to support STEM: Coding programs, teacher subscriptions to online resources to support science, technology, engineering, and math 5875 Technology Licenses Title I 3000</p> <p>Teacher Time Cards to prepare teach and engage students beyond</p>	<p>Materials to support STEM: Books, materials to make take home kit for students to do lessons along with teachers, activities to do with parents Materials for: AVID, Students during DL and in-person to support the curriculum 4300 Materials Title I 500</p> <p>Technology to support STEM 4475 Technology (\$500-\$9,999) Title I 1000</p> <p>Online subscriptions to support STEM: Coding programs, teacher subscriptions to online resources to support science, technology, engineering, and math 5875 Technology Licenses Title I 6365.64</p> <p>Teacher Time Cards to prepare teach and engage students beyond</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		the contractual time 1120 Teacher Temp Title I 4154	the contractual time 1120 Teacher Temp Title I 631.20
		Equipment to support STEM: Microscopes, coding equipment, robotics and etc. 4400 Equipment (\$500- \$9,999) Title I 3000	Equipment to support STEM: Microscopes, coding equipment, robotics and etc. 4400 Equipment (\$500- \$9,999) Title I 0
		Central CSI Funds: Sphero and Little Bits 4400 Equipment (\$500- \$9,999) Comprehensive Support and Improvement 0	Central CSI Funds: Sphero and Little Bits 4400 Equipment (\$500- \$9,999) Comprehensive Support and Improvement 0

Analysis

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

Westwood School will increase the number of students by 5% in mathematics that score proficient or above based on CAASPP yearly testing. This would be a growth from 25% in 2018-2019 to 30% in 2020-2021. It was through curriculum implementation, interventions, engagement strategies, and professional development that Westwood noted to attain their goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Westwood decreased the number of students who met/exceeded standards on the Mathematics portion of the CAASPP/SBAC Assessment from 25% percent in 2018-2019 to 13% in 2020-2021. Although actions and services were implemented, the ramifications of online learning due to COVID-19 did not allow for a streamline and consistent implementation of curriculum and interventions had students attended school in-person.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to COVID-19 money was spent on substitute teachers for professional developments, hands-on technology, and materials in the area of mathematics. More money was spent on technology licenses than allotted due to the demand of resources needed to meet the needs of online teaching/learning.

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.

Interventions and student achievement will be aligned with the Multi-Tier Systems and Supports Model in the area of Mathematics. Administration, teachers, and staff will examine data through the PLC process to determine goals for achievement and decipher best teaching practices to support in achieving goals for mathematics. The changes will be reflected in the 2021-2022 SPSA under Goal : Mathematics Goals and Strategies.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

English learners will increase their ELA CAASPP percentage of meeting or exceeding standards by 3%. This would increase the CAASPP percentage from 6% in 2018-2019 to 9% in 2020-2021. In addition, our goal will be to have 5% of students who are classified as English Language Learners meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
EL LEA CAASPP	9% of EL students will meet or exceed standards in 2020/2021	Met Goal: 15% of EL students met or exceeded standards in 2020/2021
Reclassification	5% of English Learners will be reclassified in 2020/2021	Did Not Meet Goal: 3.7% of English Learners were reclassified in 2020/2021

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>EL 3.1 - Curriculum Implementation and EL Support</p> <p>Classroom teachers will implement ELD instruction to EL students, at their ELPAC level, daily for 30 minutes during a predetermined designated time. Students will also be given supports throughout the day to help build their vocabulary, academic language, and comprehension skills.</p>	<p>Implemented; Due to COVID-19, instruction was provided via DL</p>	<p>Classroom Teacher: HMH ELD Curriculum Implementation HMH Interventions Read 180/System 44 Administration to oversee implementation of ELD instruction and supports 0</p>	<p>Classroom Teacher: HMH ELD Curriculum Implementation HMH Interventions Read 180/System 44 Administration to oversee implementation of ELD instruction and supports 0</p>
		<p>District funded Rosetta Stone Title III 0</p>	<p>District funded Rosetta Stone LCFF 0</p>
<p>EL 3.2 - Primary Language Support</p> <p>Bilingual paraprofessionals will assist in English language acquisition through primary language support</p>	<p>Implemented</p>	<p>Bilingual Paraeducator to assist with the needs of English learners LCFF 0</p>	<p>Bilingual Paraprofessionals to assist with the needs of English Learners LCFF 0</p>
		<p>Laptop Computers/equipment for Paraprofessional use in order to maximize distance learning applications 4475</p>	<p>Laptop Computers/equipment for Paraprofessional use in order to maximize distance learning applications 4475</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Technology (\$500-\$9,999) Title I 8400	Technology (\$500-\$9,999) Title I 8400

Analysis

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

Westwood's goals was for English learners to increase their ELA CAASPP percentage of meeting or exceeding standards by 3%. This would increase the CAASPP percentage from 6% in 2018-2019 to 15% in 2020-2021. In addition, our goal was to have 5% of students who are classified as English Language Learners meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP). It was through curriculum implementation, interventions, engagement strategies, bilingual paraprofessional support, and professional development that Westwood noted to attain their goal. Although actions/services were implemented to the best of one's ability during distance learning, a closer look at supports for our EL students will need to be implemented to assist in our students being successful.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Westwood increased the number of students who met/exceeded standards on the ELA portion of the CAASPP/SBAC Assessment from 6% percent in 2018-2019 to 15% in 2020-2021. There was a decrease of reclassified students in from 4% in 2019-2020 to 3.7% in 2020-2021. Although actions and services were implemented, the ramifications of online learning due to COVID-19 did not allow for a streamline and consistent implementation of curriculum and interventions had students attended school in-person.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to supply and demand of technology during the pandemic, the laptops for paraprofessional use were ordered in November 2020 and arrived to site in September 2021.

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.

Interventions and supports will be more closely related to the needs for student achievement in the area of English Language Development. The changes will be reflected in the 2021-2022 SPSA under Goal 3: English Language Development Goals and Strategies.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Westwood School had an increase in parent involvement activities and participation from the 19/20 school year to the 20/21 school year. Our goal is to maintain and/or increase participation during distance learning. Offerings will coincide with distance learning to accommodate student and parent needs. This will be measured by sign in sheets for events offered to parents.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Back-to-School Night	180+ parent/guardian participants during the 20/21 school year	Not Met: 100 parents/guardians participated in BTSN for 20/21
Jump Into English	10+ parent/guardian participants during the 20/21 school year	Met: 14 parents/guardians participated in JIE during the 20/21 school year
PTA Sign In Sheet	8-10+ parent/guardian participants during the 20/21 school year	Not Met: 3 parents/guardians participated in PTA during the 20/21 school year
ELAC	10-12+ parent/guardian participants during the 20/21 school year	Not Met: Averaged 5-8 parents/guardians for ELAC during the 20/21 school year
Rosetta Stone Parent Sign In Sheet	15+ parent/guardian participants during the 20/21 school year	Met: 19 parents/guardians used Rosetta Stone during the 20/21 school year
STEM Curriculum Night	45+ parent/guardian participants during the 20/21 school year	Not Met: 35 parents/guardians participated in the 20/21 WOW Museum Science Night
Admin/Parent Chats	15+ parent/guardian participants during the 20/21 school year	Met: 18 total parents participated in admin/parent chats during the 20/21 school year.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PI 4.1 - Interpret and Translate</p> <p>Bilingual Para Educators will be available to interpret for families during all family events, over and above the regular school day. This allows families to access learning community events. This service will be available to parents who are not able to</p>	Implemented	Time Cards 2120 Para Temp Title I: Parent Involvement 100	Time Cards 2120 Para Temp LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
access teachers during their office hours during virtual learning.			
<p>PI 4.2 - Curriculum Nights and Parent Learning Opportunities</p> <p>Educational activities will be held multiple times during the 2020-2021 school year to support parents in assisting their children in school.</p>	Implemented	<p>Jump Into English Level 1&2- District Funded 5800 Prof and Operating/Consultants Title III 0</p> <p>Virtual presentations to support parents 5872 Field Trips Title I: Parent Involvement 500</p> <p>District Funded Math and ELA Coaches LCFF 0</p> <p>See PD 5.1: Jump into English Level 3 - Site Funded 5800 Prof and Operating/Consultants Title I 0</p>	<p>Jump Into English Level 1&2- District Funded 5800 Prof and Operating/Consultants Title III 0</p> <p>Virtual presentations to support parents 5872 Field Trips Title I: Parent Involvement 500</p> <p>District Funded Math and ELA Coaches LCFF 0</p> <p>See PD 5.1: Jump into English Level 3 - Site Funded 5800 Prof and Operating/Consultants Title I 0</p>
<p>PI 4.3 - English Instruction</p> <p>Rosetta Stone will be offered to parents wanting to learn English</p>	Implemented	District Funded Rosetta Stone Licenses 5875 Technology Licenses Title III 0	District Funded Rosetta Stone Licenses 5875 Technology Licenses Title III 0
<p>PI 4.4 - Parent Communication</p> <p>Important announcements and monthly newsletters will be printed, copied, and sent home to parents in both English and Spanish. Daily Planners are provided to students for daily communication between school and home.</p>	Implemented	<p>Supplies Student Planners 4300 Materials Title I: Parent Involvement 1400</p> <p>Postage 5711 Postage Title I: Parent Involvement 1613</p>	<p>Supplies Student Planners 4300 Materials Title I: Parent Involvement 1400</p> <p>Postage 5711 Postage Title I: Parent Involvement 1613</p>

Analysis

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

Westwood School had an increase in parent involvement activities and participation from the 19/20 school year to the 20/21 school year. Our goal was to maintain and/or increase participation during distance learning. Offerings would coincide with distance learning to accommodate student and parent needs. This was measured by sign in sheets for events offered to parents.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The actions and services that were implemented were effective, although not all goals met, being that we were in the middle of a pandemic. Westwood created opportunities, whenever possible, for parental involvement during the 2020-2021 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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

Due to COVID-19 and the ramifications of social distancing, Westwood will need to explore and provide more in-person and virtual opportunities for parents to be involved in their children's education. The changes will be reflected in the 2021-2022 SPSA under Goal 4: Parent Involvement Goals and Strategies.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

Westwood School will train instructional leaders, faculty, and parents in all frameworks, practices and requirements of the Common Core Learning Standards. It is our goal to for teachers to log a minimum of 10-12 hours of PD throughout the 2020-21 school year. This would be an increase from a logged 8-10 hours from the 2020-2021 school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teacher logged PD hours	10-12 hours of PD per teacher for the 20/21 school year	Met: 20+ hours of PD per teacher for the 20/21 school year

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PD 5.1 - Professional Development Opportunities</p> <p>Professional Development is offered by the school district throughout the year. In addition, PD happens once a month on site to replace a Wednesday staff meeting. Release days are offered for PD's that happen during the school day. This is in addition to the Professional Development noted in Westwood's CSI goal.</p>	Implemented	<p>Professional Developments offered by the District LCFF 0</p> <p>District Coaches LCFF 0</p> <p>Teacher time cards to attend PDs outside of contractual day. This is important due to keeping teachers online and available to students during the day. 1120 Teacher Temp Title I 5000</p> <p>Examples: RCA, Jump Into English Level 3 for Parents 5800 Prof and Operating/Consultants Title I 10,000</p> <p>See ELA 1.5 - Staff book study to support PD 4200 Books Title I 0</p>	<p>Professional Developments offered by the District LCFF 0</p> <p>District Coaches LCFF 0</p> <p>Teacher time cards to attend PDs outside of contractual day. This is important due to keeping teachers online and available to students during the day. 1120 Teacher Temp Title I 631.20</p> <p>Examples: RCA, Jump Into English Level 3 for Parents 5800 Prof and Operating/Consultants Title I 10,760</p> <p>See ELA 1.5 - Staff book study to support PD 4200 Books Title I 0</p>
<p>Professional Development 5.2 - Partnership with SJCOE</p> <p>Westwood will partner with SJCOE to create a culture that is learner-centered and data driven. This includes; engaging in</p>	Not Implemented; Due to COVID-19, this activity was not able to be done successfully while staff was virtual	Professional Development through Partnership with SJCOE - 4th Quarter 0	Professional Development through Partnership with SJCOE 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>learning walks to observe trends and establish baseline data, meet with the Instructional Leadership Team to establish goals, develop surveys and conduct Empathy Interviews to learn the culture and needs of the teachers, Create a calendar of Professional Learning and Staff Meeting topics, establish an Assessment Calendar, and create a cycle of data analysis.</p>			

Analysis

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

Westwood's goal was to train instructional leaders, faculty, and parents in all frameworks, practices and requirements of the Common Core Learning Standards. In addition, our goal for teachers was to log a minimum of 10-12 hours of PD throughout the 2020-21 school year. This would be an increase from a logged 8-10 hours from the 2020-2021 school year. It would be through Westwood's PLC Wednesdays to provide professional development to the teaching staff as a whole. Also, parents were given opportunities, as explained in the Parental Involvement Goal, for professional development for their child's academic success.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers logged 20+ PD hours during the course of the 2020-2021 school year. Westwood will continue to offer training/professional developments so that teachers can better meet the ever growing needs of our students and community.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Less money was spent on student timecards due to teachers participating in district paid trainings and the ability to use teacher contract Wednesdays to offer a majority of our PDs.

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.

Westwood's adoption of the Multi Tier Systems and Supports will drive the needs for professional development. The changes are reflected in the 2021-2022 SPSA under Goal 5: Professional Development Goals and Strategies.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 6

Westwood School will provide social emotional learning and supports to all students by providing a positive learning environment via distance and in-person learning, decreasing the truancy rate from 16.3% (per CDE) in 2018-2019 to 13.3% in 2020-2021 and the suspension rate from 3% in 2019-2020 to 2% or less in 2020-2021.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Rate (per SDC)	13.3% or less of students who will be chronically absent for the 2020-21 school year. For this goal, we want a decrease in the percentage of truancy and an increase in student attendance	34.5% of students were chronically absent for the 2020-2021 school year.
Suspension Rate	2% or less students will be suspended during the 2020-2021 school year	.3% of students were suspended during the 2020-2021 school year.

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Social Emotional Learning 6.1 -Social Emotional Learning</p> <p>Westwood will provide a social-emotional learning curriculum through Toolbox, virtual resources (including assemblies), and materials for our students. Ongoing training and support will be provided to teachers throughout the school year in order to implement Toolbox and other social emotional tools.</p>	<p>Partially Implemented; The SEL program Toolbox, did not meet the needs of students while on distance learning.</p>	<p>SEL program purchased with 2018-19 funds. Program started in 19-20 4300 Materials Title I 0</p> <p>Counselor to support teachers and students with Toolbox LCFF 0</p> <p>Materials to support counseling services 4300 Materials Title I 580</p> <p>Social Emotional Assemblies 5872 Field Trips Title I 1900</p>	<p>SEL program purchased with 2018-19 funds. Program started in 19-20 4300 Materials Title I 0</p> <p>Counselor to support teachers and students with Toolbox LCFF 0</p> <p>Materials to support counseling services 4300 Materials Title I 500</p> <p>Social Emotional Assemblies 5872 Field Trips Title I 1000</p>
<p>Social Emotional Learning 6.2 - Mental Health Therapist</p> <p>Westwood will provide students with a mental health therapist to be on campus for 2 full days a week to better suit the</p>	<p>Implemented</p>	<p>.5 day provided by the district/1.5 provided by Site CSI Funds - 2 full days 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 0</p>	<p>.5 day provided by the district/1.5 provided by Site CSI Funds - 2 full days 5800 Prof and Operating/Consultants Comprehensive Support and Improvement 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
growing demands for student mental health support.			

Analysis

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

Westwood's goal was to provide social emotional learning and supports to all students by providing a positive learning environment via distance and in-person learning, decreasing the truancy rate from 16.3% (per CDE) in 2018-2019 to 13.3% in 2020-2021 and the suspension rate from 3% in 2019-2020 to 2% or less in 2020-2021. The SEL program, Toolbox, was implemented at the beginning of the 2019-2020 school year in-person and was thought to continue during distance learning. In addition, two days of a mental health therapist was available for the entire 2020-2021 school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Westwood increased the truancy rate from 16.3% in 2018-2019 to 34.5% in 2020-2021 and decreased the suspension rate from 3% in 2019-2020 to .3% in 2020-2021. COVID-19 and distance learning played a role in the increase of student absences.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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

Westwood will need to identify student social/emotional needs through data points such as Panorama and the adoption of MTSS. In addition, Westwood has adopted Ron Clark's best practices and house system to encourage and engage students to come to school and strive to be life long learners. The changes are reflected in the 2021-2022 SPSA under Goal 6: Social Emotional Learning Goals and Strategies.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 7

Westwood will improve on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020-2021 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon the needs, Westwood will provide training and professional development opportunities for administration, teachers, and school staff, to further enhance their repertoire of strategies and techniques to engage students in the classroom and thus will have a positive effect on each of the indicators. In addition, Westwood will provide students with additional access to our Mental Health Therapist to ensure there is support staff available to students 5 days a week for social/emotional needs during DL and upon their return to school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism 2018-2019	Yellow	CDE Dashboard Cancelled for 2020-2021
Suspension Rate 2018-2019	Yellow	CDE Dashboard Cancelled for 2020-2021
English Language Arts 2018-2019	Yellow	CDE Dashboard Cancelled for 2020-2021
Mathematics 2018-2019	Yellow	CDE Dashboard Cancelled for 2020-2021

Strategies/Activities for Goal 7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
CSI 7.1 - Professional Development Provide professional development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies.	Implemented	Conferences 5220 Conference Comprehensive Support and Improvement 16,000	Conferences 5220 Conference Comprehensive Support and Improvement 16000
		Central CSI Funded: RCA PD Series 5220 Conference Comprehensive Support and Improvement 0	Central CSI Funded: RCA PD Series 5220 Conference Comprehensive Support and Improvement 0
		New library books to support classroom engagement strategies 4200 Books Comprehensive Support and Improvement 13,516.42	New library books to support classroom engagement strategies 4200 Books Comprehensive Support and Improvement 13,516.42
CSI 7.2 -Mental Health Therapist to support our students' social emotional needs	Implemented	Mental Health Therapist 5800 Prof and Operating/Consultants	Mental Health Therapist 5800 Prof and Operating/Consultants

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Comprehensive Support and Improvement 7409.20	Comprehensive Support and Improvement 7409.20

Analysis

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

Westwood's goal was to improve on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020-2021 school year. Administration and teachers were given opportunities to collaborate and analyze data in each of the indicators. Based upon the needs, Westwood provided training and professional development opportunities for administration, teachers, and school staff, to further enhance their repertoire of strategies and techniques to engage students in the classroom and thus will have a positive effect on each of the indicators. In addition, Westwood provided students with additional access to our Mental Health Therapist to ensure there is support staff available to students 5 days a week for social/emotional needs during DL and upon their return to school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19, the CDE Dashboard was cancelled for the 2020-2021 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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

Westwood has exited out of CSI and thus student needs will be assessed and reflected in the 2021-2022 SPSA under Goal 7: Additional Targeted Support and Improvement.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 8

Westwood will improve on one or more indicators in the student group, Students with Disabilities, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020-2021 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon the needs, Westwood will provide training and professional development opportunities for administration, teachers, and school staff, to further enhance their repertoire of strategies and techniques to engage students in the classroom and thus will have a positive effect on each of the indicators.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism 2018-2019	Yellow for Students with Disabilities	CDE Dashboard Cancelled for 2020-2021
Suspension Rate 2018-2019	Yellow for Students with Disabilities	CDE Dashboard Cancelled for 2020-2021
English Language Arts 2018-2019	Yellow for Students with Disabilities	CDE Dashboard Cancelled for 2020-2021
Mathematics 2018-2019	Orange for Students with Disabilities	CDE Dashboard Cancelled for 2020-2021

Strategies/Activities for Goal 8

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ATSI 7.1 - Professional Development</p> <p>Provide professional development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies.</p>	Implemented	Conferences - See CSI 7.1 5220 Conference Comprehensive Support and Improvement 0	Conferences - See CSI 7.1 5220 Conference Comprehensive Support and Improvement 0
<p>ATSI 7.2 - Collaboration</p> <p>Provide additional funds for admin., teachers, and staff, to collaborate beyond the work day to plan and/or review data in regards to the engagement strategies and its effect on each of the indicators. In addition, opportunities will be</p>	Implemented	Substitute Teachers for conferences as well as peer to peer professional development - See PD 5.1 1120 Teacher Temp Comprehensive Support and Improvement 0	Substitute Teachers for conferences as well as peer to peer professional development - See PD 5.1 1120 Teacher Temp Comprehensive Support and Improvement 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
provided to teachers and staff to collaborate and analyze data in each of the indicators.			

Analysis

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

Westwood's goal was to improve on one or more indicators in the student group, Students with Disabilities, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020-2021 school year. Administration and teachers were given opportunities to collaborate and analyze data in each of the indicators. Based upon the needs, Westwood provided training and professional development opportunities for administration, teachers, and school staff, to further enhance their repertoire of strategies and techniques to engage students in the classroom and thus will have a positive effect on each of the indicators.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19, the CDE Dashboard was cancelled for 2020-2021 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

none

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

Westwood will continue with its goal as stated above and will be reflected in the 2021-2022 SPSA under the ATSI Goals and Strategies.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Westwood Elementary School will show a 5% increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS Assessment

2nd - 6th Grade Reading Inventory (RI)

3rd- 6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from the following:

2020-2021 3rd - 6th CAASPP ELA Assessment

2021-2022 2nd-6th iReady BOY ELA Assessment

2021-2022 K-3 BOY DIBELS Assessment

2021-2022 2-6 BOY Reading Inventory (RI) Assessment

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-3 DIBELS Assessment	During the 2021-22 school year, 35% of Kindergarten-3rd grade students performed at or above grade level on the Beginning of the Year (BOY) DIBELS assessment.	During the 2021-22 school year, 40% of Kindergarten-3rd grade students will perform at or above grade level on the End of the Year (EOY) DIBELS assessment.
2nd - 6th Grade Reading Inventory (RI)	During the 2021-22 school year, 22% of 2nd-6th grade students scored proficient on the Beginning of the Year Reading Inventory.	During the 2021-22 school year, 27% of 2nd-6th grade students will score proficient on the End of the Year Reading Inventory.
2rd- 6th Grade ELA iReady Universal Screener	During the 2021-22 school year, 17% of 2nd-6th grade students performed at or above on the Beginning of the Year (BOY) iReady Universal Screener in ELA.	During the 2021-22 school year, , 22% of 2nd-6th grade students will perform at or above on the End of the Year (EOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2020-21 school year, 30% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2021-22 school year, 35% of 3rd-6th grade students will meet or exceeded standards on CAASPP/SBAC Assessments in ELA.

Planned Strategies/Activities

Strategy/Activity 1

ELA 1.1 - Intervention(s)

K-4 Interventions will be monitored and implemented with the assistance of an intervention teacher to increase ELA performance.

Students to be Served by this Strategy/Activity

K-4 students who need Tier 2 and/or Tier 3 support

Timeline

August 2021 - May 2022

Person(s) Responsible

Administration/Intervention Teacher/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	98,109.00
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention Teacher
Amount	31,491.00
Source	Title I
Budget Reference	3000 Benefits
Description	Intervention Teacher Benefits - Total cost of site funded intervention teacher is \$129,600.00

Strategy/Activity 2

ELA 1.2 - Interventions

Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills-phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.

The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

Students to be Served by this Strategy/Activity

K-3 students who need Tier 2 and/or Tier 3 support

Timeline

August 2021 - May 2022

Person(s) Responsible

Administration/Classroom Teachers/Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1100 Teacher
Description	District Funded
Amount	0
Source	Title I
Budget Reference	3000 Benefits
Description	District Funded

Strategy/Activity 3

ELA 1.3 - AVID

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

Students to be Served by this Strategy/Activity

K-6 Students

Timeline

August 2021- June 2022

Person(s) Responsible

Administration /Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	District Coaches
Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	See ELA 1.15

AVID supplies- Teachers will implement the organizational component of AVID to support all learners.
Every Student will have:
Binders 4th-6th
Dividers 4th-6th
Pencil boxes 1st-6th
Notebooks
Journals
Organizational materials

Strategy/Activity 4

ELA 1.4 - DIBELS

All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read

Students to be Served by this Strategy/Activity

All K-3

Timeline

August 2021
January 2022
May 2022

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	DIBELS

Strategy/Activity 5

ELA 1.5 - Reading Inventory

All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading Lexile level.

Students to be Served by this Strategy/Activity

All 2-6

Timeline

August 2021
January 2022
May 2022

Person(s) Responsible

Teachers/Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District Funded Licenses

Strategy/Activity 6

ELA - 1.6 ELA iReady

All 2-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards.

Students to be Served by this Strategy/Activity

All 2nd -6th grade students

Timeline

August 2021
January 2022
May 2022

Person(s) Responsible

Administration/Classroom Teachers/Intervention Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District Funded iReady Licenses

Strategy/Activity 7

ELA 1.7 - DIBELS Licenses

Purchase additional DIBELS licenses to assess and monitor progress of all 3rd grade students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention.

Students to be Served by this Strategy/Activity

3-4th grade students who were identified to need additional Tier 2 and Tier 3 Intervention

Timeline

August 2021

Person(s) Responsible

Classroom Teacher/Administration

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 8**

ELA 1.8 - Data Analysis and Tracking

Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers will disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data. In addition, teachers will participate in iReady data chats with the iReady vendor.

Students to be Served by this Strategy/Activity

K-6 students

Timeline

Quarters 1-4

Person(s) Responsible

Administration/Classroom Teachers/iReady Consultant

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded - iReady Consultant to train teachers on iReady and how to test students. In addition, the consultant will meet with teachers 3 times a year to review student BOY, MOY, and EOY data.
Amount	5,000.00
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Teacher timecards for data analysis beyond the school day
Amount	1,039.00
Source	Title I
Budget Reference	3000 Benefits
Description	Timecard benefits

Strategy/Activity 9

ELA 1.9 - Universal Access Time

Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

K-3 Students
1st-2nd small SIPPS reading groups daily 30 minutes

Timeline

Starting September 2021

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

ELA 1.10 - SIPPS Intervention/Supports

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

K-3 students
Plus students who need additional Tier 2 support in early reading development
3rd grade whole class SIPPS/intervention supporting tier 2 students

Timeline

Starting September 2021

Person(s) Responsible

Teachers/Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

ELA 1.11 - CORE

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers.

Students to be Served by this Strategy/Activity

K-3 students

Timeline

August 2021 - May 2022

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded CORE Trainer

Strategy/Activity 12

ELA 1.11 - ELA Coaching and Supports

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3

Students to be Served by this Strategy/Activity

All students

Timeline

August 2020-May 2021

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	District Coaches

Strategy/Activity 13

ELA 1.13 - MTSS Data Conferences

MTSS Data Conferences: provide release time for teachers and admin:

1. analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarters 2 and 4

Person(s) Responsible

Administration/Classroom Teachers/Student Support Team Members

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Teacher Release Time
Amount	2,080.00
Source	Title I
Budget Reference	3000 Benefits
Description	Teacher Sub Benefits

Strategy/Activity 14

ELA 1.14 - Reading Corps Tutors

Reading Corps Tutors (3) will work with K-2 students for 65 hours a week to administer 1:1 Tier 2 interventions for 20 minutes daily.
Tutors are trained tutor to deliver program with at-risk students
Evidence-based interventions focused on building foundational skills
Use of formative assessments

Students to be Served by this Strategy/Activity

K-2 Students who need Tier 2 supports

Timeline

August 2021-June 2022

Person(s) Responsible

Administration/Classroom Teachers/Reading Corps Tutors/Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Budget Reference	5800 Prof and Operating/Consultants
Description	Reading Corps Tutors compensated by Americorps

Strategy/Activity 15

ELA 1.15 - Books/Duplicating/Study Trips/Software Licenses/AVID Supplies

Students will have access to needed books, duplicating, study trips, assemblies, and software licenses to support instruction, common core, and interventions.
AVID supplies- Teachers will implement the organizational component of AVID to support all learners.

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2021-June 2022

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Examples: ESGI Licenses to support K/1 letter naming fluency
Amount	2,409.00
Source	Title I
Budget Reference	4200 Books
Description	Classroom library books to support students at their reading levels
Amount	3,000.00
Source	Title I
Budget Reference	5715 Print Shop
Description	Duplicating
Amount	0
Source	LCFF
Budget Reference	5872 Field Trips
Description	\$12,930.00 from district LCFF funds for study trips to support the curriculum
Amount	15,000.00
Source	Title I
Budget Reference	4300 Materials
Description	Materials to support common core and interventions as well as AVID. Every Student will have access to the following supplies: Binders 4th-6th Dividers 4th-6th Pencil boxes 1st-6th Notebooks

	Journals Organizational materials
Amount	1,080.00
Source	Title I
Budget Reference	4328 Warehouse Supplies
Description	Copy paper and etc.

Strategy/Activity 16

ELA 1.16 - Mental Health Therapist

Westwood will provide students with a mental health therapist to be on campus for 2 full days a week to better suit the growing demands for student mental health support and thus students will be better able to focus on making progress in core subject areas.

Students to be Served by this Strategy/Activity

Tier 2 Students

Timeline

August 2021-May 2022

Person(s) Responsible

Administration/Classroom Teachers/ Mental Health Therapist

Proposed Expenditures for this Strategy/Activity

Amount	2,774.00
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	1 hour site funded Mental Health Clinician
Amount	0
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	District funded - 4 hours Mental Health Clinician - 11, 096.00
Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	District funded - 7 hours Mental Health Clinician - \$19,418.00

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Westwood Elementary School will show a 5% increase in proficiency on the following universal measures in Mathematics

k- 6th Grade Mathematics iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from the following:

2020-2021 3rd - 6th CAASPP Math Assessment

2021-2022 K-6th iReady BOY Math Assessment

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
3rd-6th Grade CAASPP Math Assessment	During the 2020-21 school year, 13% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.	During the 2021-22 school year, 18% of 3rd-6th grade students will meet or exceeded standards on CAASPP/SBAC Assessments in Mathematics.
K-6th Grade Math iReady Universal Screener	During the 2021-22 school year, 6% of 2nd-6th grade students performed at or above on the Beginning of the Year (BOY) iReady Universal Screener in Mathematics.	During the 2021-22 school year, 11% of 2nd-6th grade students will perform at or above on the End of the Year (EOY) iReady Universal Screener in Mathematics.

Planned Strategies/Activities

Strategy/Activity 1

Math 2.1 - iReady Assessment

All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards.

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2021
January 2021
May 2021

Person(s) Responsible

Administration/Classroom Teachers/Intervention Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District Funded - Software Licenses

Strategy/Activity 2

Math 2.2 - Dreambox

All k-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

Students to be Served by this Strategy/Activity

K-6

Timeline

Ongoing

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District funded iReady Licenses

Strategy/Activity 3

Math 2.3 - MTSS Data Conferences

Provide release time for teachers and admin:

1. analyze universal screeners iReady and CAASPP Math data.
2. Collaborate, plan and respond with best practice

3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly

Students to be Served by this Strategy/Activity

K-6

Timeline

Quarter 2 and 4

Person(s) Responsible

Administration/Classroom Teachers/Student Support Team Members

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	See ELA 1.13 -Teacher release time for data meetings

Strategy/Activity 4

Math 2.4 - STEM/Books/Duplicating/Study Trips/Software Licenses/AVID Supplies

Students will have access to needed books, duplicating, study trips, assemblies, and software licenses to support instruction, common core, and interventions.

AVID supplies- Teachers will implement the organizational component of AVID to support all learners.

STEM - Provide virtual and hands-on opportunities for science, technology, engineering, and mathematics.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2020-June 2021

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	See ELA 1.15 - Materials to support common core and interventions.
Amount	0

Source	Title I
Budget Reference	4200 Books
Description	See ELA 1.15 - Classroom books to support STEM
Amount	0
Source	Title I
Budget Reference	5875 Technology Licenses
Description	See ELA 1.15 - Online subscriptions to support STEM: Coding programs, teacher subscriptions to online resources to support science, technology, engineering, and math
Amount	2,000.00
Source	Title I
Budget Reference	4375 Technology (under \$500)
Description	Purchase iPads for our SDC Mod/Severe Kinder Classes (2-3 per class) for students to be able to manipulate and have access to mathematical concepts

Strategy/Activity 5

Math 2.5 - Data Analysis and Tracking

Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers will disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data. In addition, teachers will participate in iReady data chats with an iReady consultant.

Students to be Served by this Strategy/Activity

K-6 Students

Timeline

Quarters 1-4

Person(s) Responsible

Administration/Classroom Teachers/iReady Consultant

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded - iReady Consultant to train teachers on iReady and how to test students. In addition, the consultant will meet with teachers 3 times a year to review student BOY, Moy, and EOY data.

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	See ELA - Teacher timecards for data analysis beyond the school day

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Westwood Elementary School will show a 5% increase in proficiency or an increase in growth for our English Learners on the following universal measures in English Language Arts:

K- 3 DIBELS assessment

2nd - 6th Grade Reading Inventory (RI)

2nd - 6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

LCAP Goal

All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from the following from our English Learners:

2020-2021 3rd - 6th CAASPP ELA Assessment

2021-2022 K-6th iReady BOY ELA Assessment

2021-2022 K-3 BOY DIBELS Assessment

2021-2022 2-6 BOY Reading Inventory (RI) Assessment

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-3 DIBELS Assessment	During the 2021-22 school year, 45% of Kindergarten through 3rd grade English Learner students performed at or above grade level on the Beginning of the Year (BOY) DIBELS assessment.	During the 2021-2022 school year, 50% of Kindergarten through 3rd grade English Learner students will perform at or above grade level on the End of Year (EOY) DIBELS assessment.
2nd - 6th Grade Reading Inventory (RI)	During the 2021-22 school year, 12% of 2nd through 6th grade English Learner students scored proficient on the Beginning of the Year Reading Inventory.	During the 2021-22 school year, 17% of 2nd through 6th grade English Learner students will score proficient on the End of the Year Reading Inventory.
2nd-6th Grade ELA iReady Universal Screener	During the 2021-22 school year, 8% of 2nd through 6th grade English Learner students performed at or above on the Beginning of the Year (BOY) iReady Universal Screener in ELA.	During the 2021-22 school year, 13% of 2nd through 6th grade English Learner students will perform at or above on the Beginning of the Year (BOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 202--21 school year, 15% of 3rd through 6th grade English	During the 2021-22 school year, 20% of 3rd through 6th grade English

Metric/Indicator	Baseline	Expected Outcome
	Learner students met or exceeded standards on the ELA CAASPP Assessment.	Learner students will meet or exceeded standards on the ELA CAASPP Assessment.

Planned Strategies/Activities

Strategy/Activity 1

EL 3.1 - Curriculum Implementation and EL Support

All k-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above. In addition, Embed ELD support from our bilingual paraprofessionals.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021- May 2022

Person(s) Responsible

Administration/Classroom Teachers/Bilingual Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Bilingual paraprofessionals will assist in English Language acquisition through primary language support

Strategy/Activity 2

EL 3.2 - Data Analysis and Tracking

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data. In addition, teachers will participate in iReady data chats with an iReady consultant.

Students to be Served by this Strategy/Activity

English Learners

Timeline

Quarters 1-4

Person(s) Responsible

Administration/Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded - iReady Consultant to train teachers on iReady and how to test students. In addition, the consultant will meet with teachers 3 times a year to review student BOY, MOY, and EOY data.
Amount	0
Source	Title I
Budget Reference	1920 Other Cert Temp
Description	See ELA 1.8 - Teacher timecards for data analysis beyond the school day

Strategy/Activity 3

EL - 3.3 - Universal Access Time

Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

English Learners

Timeline

Starting September 2021

Person(s) Responsible

Administration/Classroom Teachers /Bilingual Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

EL - 3.4 - SIPPS/Intervention Supports

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.

The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

K-3 English Learners

In addition, students who need additional Tier 2 support in early reading development and 3rd grade whole class SIPPS/intervention supporting Tier 2 students

Timeline

August 2021-May 2022

Person(s) Responsible

Administration/Classroom Teachers/Intervention Teachers/Bilingual Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	See ELA 1.15 - SIPPS Books and Materials

Strategy/Activity 5

EL 3.5 - CORE

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

Students to be Served by this Strategy/Activity

K-3 Students

Timeline

August 2021-2022

Person(s) Responsible

Administration/Teachers/Bilingual Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded CORE Trainer

Strategy/Activity 6

EL 3.6 - iRead/Amplify

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

Students to be Served by this Strategy/Activity

K-2 Students

Timeline

August 2021-2022

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 7**

EL 3.7 - ELA & ELD Coaching and Supports

Provide instructional English Language Arts and English Language Development coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3.

Students to be Served by this Strategy/Activity

K-3 Students

Timeline

August 2021-May 2022

Person(s) Responsible

Administration/Classroom Teachers/District Coaches

Proposed Expenditures for this Strategy/Activity**Amount**

0

Source

Title I

Description

District ELA and ELD Coaches

Strategy/Activity 8

EL 3.8 - MTSS Data Conferences

MTSS Data Conferences: provide release time for teachers and admin:

- 1 analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarters 2 and 4

Person(s) Responsible

Administration/Classroom Teachers/Student Support Team Members

Proposed Expenditures for this Strategy/Activity**Amount**

0

Source	Title I
Budget Reference	1150 Teacher Sub
Description	See ELA 1.13 - Teacher Release Time

Strategy/Activity 9

EL 3.9 - AVID

Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. objected posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	District Coaches
Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	See ELA 1.15

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

Westwood will provide opportunities for parent involvement, participation, and communication in district and school sponsored activities and professional development that will aide in their child(s) academic and social success. Our goal is to have a 5% increase in parent involvement as measured by participation from attendance data.

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEAP Goal B)

Basis for this Goal

There is a great need for parents to be part of the Westwood Community and their child's education. It is through the joint relationship between home and school, that our students will be most successful.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELAC	5-8 parents/guardians participated in ELAC during the 20/21 school year	9+ parents/guardians will participate in ELAC during the 21/22 school year
Jump Into English	14 parent/guardians participated in JIE during the 20/21 school year	15+parents/guardians will participate in JIE during the 21/22 school year
Back-to-School Night	100 parents/guardians participated in BTSN for the 20/21 school year	105+ parents/guardians will participate in BTSN during the 21/22 school year
Parent/Teacher Conferences	150 parents/guardians participated in parent/teacher conferences during the 20/21 school year	157+ parents/guardians will participate in parent/teacher conferences during the 21/22 school year
Parenting Partners	0 parent/guardians participated during the 20/21 school year - Not offered	5+ parents/guardians will participate in Parenting Partners during the 21/22 school year
Open House	35 parent/guardians participated in Open House/WOW Science Night during the 20/21 school year	45+ parents/guardians will participate in Open House during the 21/22 school year

Planned Strategies/Activities

Strategy/Activity 1

PI 4.1 - Parent Involvement Activities and Learning Opportunities

Westwood will offer opportunities for parents/guardians to participate in trainings, school activities, meetings, informational events, and the like for the success of their child(ren).

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

Administration/Classroom Teachers/Parents

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded Parenting Partners - Fall and Spring Classes
Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	District Funded Jump Into English Levels 1 and 2
Amount	2719
Source	Title I: Parent Involvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Jump Into English Level 3
Amount	0
Source	Title I
Budget Reference	5875 Technology Licenses
Description	District Funded (15) Rosetta Stone Licenses

Strategy/Activity 2

PI 4.2 - Parent Communication

Important announcements and monthly newsletters will be printed, copied, and sent home to parents in both English and Spanish. Daily Planners are provided to students for daily communication between school and home.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-May 2022

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	See ELA 1.15 - Student Planners

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

Westwood School will increase by 5% the number of professional development hours of training for instructional leaders and faculty to learn techniques and strategies to address the needs of Westwood's students in the areas of ELA, Mathematics, ELD, social emotional learning, and to further enhance their repertoire of strategies and techniques to engage students in the classroom.

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

Data noted in the basis for Westwood's ELA, Mathematics, and ELD goals as well as Westwood's chronic absenteeism rate and suspension rate.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Teacher logged PD hours	20+ hours of PD per teacher for the 20/21 school year	21+ hours of PD per teacher for the 21/22 school year
Chronic Absenteeism Rate	34.5% of students were chronically absent for the 20/21 school year.	>30% of students will be chronically absent for the 21/22 school year
Suspension Rate	.3% of students were suspended during the 2020-2021 school year (1 quarter of in-person learning)	1% of students will be suspended during the 21/22 school year.

Planned Strategies/Activities

Strategy/Activity 1

PD 5.1 - Professional Development

Provide professional development for teachers to learn strategies and techniques to address the needs of Westwood's students in the area of ELA, Mathematics, ELD, SEL, and engagement strategies. PD will be aligned with the Multi-Tier Systems and Supports Model in each of the mentioned areas.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2020-June 2021

Person(s) Responsible

Administration/Classroom teachers/ Student Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	Professional Developments offered by the District
Amount	0
Source	LCFF
Description	District Coaches
Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	See ELA 1.8 - Teacher time cards to attend PDs outside of contractual day. This is important due to sub shortages and to keep teachers with students during the school day
Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	District Paid Consultants - Novak, CORE, and iReady
Amount	0
Source	Title I
Budget Reference	4200 Books
Description	See ELA 1.15 - Staff book study to support PD
Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	See ELA 1.13 - Teacher time to attend PDs and/or to support school wide PBIS events
Amount	0
Source	LCFF
Budget Reference	5220 Conference
Description	District Funded RCA to support student engagement and social emotional development

Amount	0
Source	LCFF
Budget Reference	4300 Materials
Description	District funded SEL Program - Caring School Communities
Amount	0
Source	LCFF
Budget Reference	1120 Teacher Temp
Description	District funded timecards for teachers to attend SEL program professional developments
Amount	5000.00
Source	Title I
Budget Reference	5220 Conference
Description	Site Funded Conferences

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Additional Targeted Support and Improvement

Goal Statement

Westwood will improve on one or more indicators in the student group, Students with Disabilities, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020-2021 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon the needs, Westwood will provide training and professional development opportunities for administration, teachers, and school staff, to further enhance their repertoire of strategies and techniques to engage students in the classroom and thus will have a positive effect on each of the indicators.

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

CDE Dashboard Data for the 2018-2019 school year indicates that Westwood is either in the red or orange in each of the four indicators for Students with Disabilities subgroup. The indicators include; Chronic Absenteeism, Suspension Rate, ELA, and Mathematics. The CDE did not update the Dashboard for the 19/20 or 20/21 school years.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism 2018-2019	Orange for Students with Disabilities	Yellow Students for Students with Disabilities
Suspension Rate 2018-2019	Orange for Students with Disabilities	Yellow Students for Students with Disabilities
English Language Arts 2018-2019	Orange for Students with Disabilities	Yellow Students for Students with Disabilities
Mathematics 2018-2019	Red for Students with Disabilities	Yellow Students for Students with Disabilities

Planned Strategies/Activities

Strategy/Activity 1

ATSI 7.1 - Professional Development

Provide professional development opportunities to administration, teachers, and staff, including attending conferences, related to classroom engagement strategies.

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

August 2021-June 2022

Person(s) Responsible

Administration/Classroom Teachers/Student Support Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5220 Conference
Description	See

Strategy/Activity 2

ATSI 7.2 - Collaboration

Provide additional funds for admin., teachers, and staff, to collaborate beyond the work day to plan and/or review data in regards to the engagement strategies and its effect on each of the indicators. In addition, opportunities will be provided to teachers and staff to collaborate and analyze data in each of the indicators.

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

August 2021-June 2022

Person(s) Responsible

Administration/Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	182,701.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	179,982.00	0.00
Title I: Parent Involvement	2719.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	0.00
Title I	179,982.00
Title I: Parent Involvement	2,719.00

Preliminary Plan

Final Plan

 11/01/2021 12:00 am

Principal *Date*

Principal *Date*

 11/01/2021 12:00 am

SSC Chairperson *Date*

SSC Chairperson *Date*

 11/04/2021 03:00 pm

07/14/2021 12:00 am

Program Manager *Date*

Program Manager *Date*

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
5800 Prof and Operating/Consultants		0.00
	LCFF	0.00
1100 Teacher	LCFF	0.00
1120 Teacher Temp	LCFF	0.00
4300 Materials	LCFF	0.00
5220 Conference	LCFF	0.00
5800 Prof and Operating/Consultants	LCFF	0.00
5872 Field Trips	LCFF	0.00
5875 Technology Licenses	LCFF	0.00
	Title I	0.00
1100 Teacher	Title I	98,109.00
1120 Teacher Temp	Title I	5,000.00
1150 Teacher Sub	Title I	10,000.00
1920 Other Cert Temp	Title I	0.00
3000 Benefits	Title I	34,610.00
4200 Books	Title I	2,409.00
4300 Materials	Title I	15,000.00
4328 Warehouse Supplies	Title I	1,080.00
4375 Technology (under \$500)	Title I	2,000.00
5220 Conference	Title I	5,000.00
5715 Print Shop	Title I	3,000.00
5800 Prof and Operating/Consultants	Title I	2,774.00
5875 Technology Licenses	Title I	1,000.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	2,719.00

FORM D: 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
- 10 Total

Name of Members	Role
Jaime Kite-Polinsky	Principal
Carol Rexroth	Classroom Teacher
Lisa Lehnertz	Classroom Teacher
Jennifer VanBlair	Classroom Teacher
Nancy Polina	Other School Staff
Jessica Flores	Parent or Community Member
Nayeli Flores	Parent or Community Member
Jeffrey Lewis	Parent or Community Member
Elizabeth Frias	Parent or Community Member
Vorn Chhin	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.

FORM E: 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
Eva G. Gomez	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 11/1/2021.

Attested:

Preliminary Plan		Final Plan	
	11/01/2021 04:00 pm		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	11/01/2021 12:00 am		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	11/04/2021 03:00 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>