School Year: **2024-25**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westwood Elementary	39685856109839	May 16, 2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Westwood Elementary for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:
- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
- Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:
- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
- We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:
- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.
- By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Westwood Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Identification of Stakeholders - The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:
- School faculty and staff
- Community members: School Site Council
- Advisory committees (e.g., English Learner Advisory committee, student advisory groups,)

Communication Plan - A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:
- Communication channels (ex: weekly bulletins, emails, school website)
- Meeting schedules and agendas
- Opportunities for feedback and input

Consultation Meetings - Consultation meetings scheduled to gather input from various stakeholder groups include:
- Parent and community forums at School Site Council on 4/18/2024 @ 2:45pm
- Faculty and staff meetings on 2/29/2024 @ 2:45pm
- Advisory committee meetings at ELAC on 4/16/2024 @ 2:45pm

Data Review and Analysis - Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.
- Data review and analysis w/ stakeholders on
1/18 @ 2:45 pm
2/15 @ 2:45 pm
3/18 @ 2:45 pm
4/18 @ 2:45 pm

Collaborative Planning Sessions - Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:
- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress towards goals from previous years

Feedback and Revision - Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process - The finalized SPSA is presented to relevant stakeholders for approval. This includes:
- School site council
- District administration
- Advisory committees

Annual Review and Update - The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:
- Data analysis
- Stakeholder consultation
- Revision of goals and action plans

Ongoing Communication - Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Based upon the California School Dashboard state indicators, Westwood Elementary School has been identified for Additional Targeted Support and Improvement (ATSI). The following subgroups, African American and students of Two or More Races entered ATSI due to meeting the criteria based on the following indicators: Chronic Absenteeism as reported on the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through the following:

- PBIS acknowledgement initiatives to support student attendance
- Student study teams meet to discuss barriers to attendance with families
- Child Welfare and Attendance Officer and administration support with home visits
- Ongoing parent education about the impact of chronic absenteeism
- Ongoing parent education about how to report student absences

Westwood Elementary professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level

standards in a safe, engaging and nurturing community.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

We have identified the following areas, ELA and Math, that need significant improvement based on a review of the California School Dashboard and local data. Referring to the Dashboard, we have identified that African American and students of Two or More Races performed two performance levels below (performance color: red) the "All students" grouping

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

To address these identified needs comprehensively, Westwood will be utilizing ongoing social-emotional learning professional development opportunities, a PBIS framework, and school assemblies to support student engagement on campus as described in the Goals, Strategies/Activities, and Expenditures in this SPSA. Additionally, Westwood will be closely monitoring attendance data with district and site-level teams in order to provide support and resources to families.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts
Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Westwood Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve 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

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 - All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the ELA needs assessment and disaggregated data from the below listed assessments, there are several areas that emerged that require improvement.

Areas needing improvement:
- Consistency in implementation of instructional tools
- Targeted support using appropriate/valid data sources
- Comprehension struggles; students are improving in decoding skills but are struggling to understand and apply vocabulary
- Students have limited strategies for making meaning of what they are reading
- Need for students to build stamina for reading, writing, speaking, listening
- Organizational consistency in regard to reading/writing strategies and skills at the district level
- For students struggling at grades 3-6:
- Phonemic awareness (according to DIBELS and iReady Data)
- Phonics/decoding skills (according to DIBELS and iReady Data)
- More fluency practice (according to DIBELS and iReady Data)

Specifically, we have identified notable performance gaps among Asian, Hispanic, English Learners, and Socioeconomically Disadvantaged students on the CA Dashboard.
To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

This goal is based on disaggregated data from the following sources:
- The 2022-2023 3rd - 6th CAASPP ELA Assessment
- The 2023 California Dashboard: ELA
- The 2023-2024 2nd - 6th iReady MOY ELA Assessment
- The 2023-2024 K-2 MOY DIBELS Assessment
- The 2023-2024 2nd-6th MOY Reading Inventory (RI) Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-3 DIBELS Assessment	During the 2023-2024 school year, 45% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. Grade K- 41% Grade 1- 51% Grade 2- 40% Grade 3 - 51%	During the 2024-2025 school year, 50% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. Grade K- 46% Grade 1- 56% Grade 2- 45% Grade 3 - 56%
2023 California Dashboard: ELA	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 45.6 points below standard. The performance color for the ALL student group is Orange.	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 3 points towards standard. The performance color for the ALL student group will move from orange to yellow.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2023-2024 school year, 30% of 2nd-6th grade students performed at or above on the Middle of the Year	Duing the 2024-2025 school year, 35% of 2nd-6th grade students will perform at or above on the Middle of the Year

	(MOY) iReady Universal Screener in ELA. Grade 2- 30% Grade 3- 38% Grade 4- 20% Grade 5- 36% Grade 6- 22%	(MOY) iReady Universal Screener in ELA. Grade 2- 35% Grade 3- 43% Grade 4- 25% Grade 5- 41% Grade 6- 27%
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 30.5% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Grade 3- 17% Grade 4- 39.6% Grade 5- 28.8% Grade 6- 36%	During the 2023-2024 school year, 35.5% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 3- 22% Grade 4- 44.6% Grade 5- 33.8% Grade 6- 41%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students. Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitor own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.	All Students	0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

1.2	MTSS Data Conferences and Analysis Provide release time for teachers to: * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor- tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement.	All Students	10000 Title I 1150 Teacher Sub Subs for MTSS Data Conferences 2498 Title I 3000 Benefits Sub Benefits
1.3	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	All Students	1558 Title I 4300 Materials List AVID Supplies: Student Organization Binders Additional pencils and pens Highlighters Erasers Pencil Pouches or Basic Pencil Case Whiteboard Markers Spiral Notebooks Binder Paper, Graph Paper Dividers Folders Post-its Small whiteboards Clipboards
1.4	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District ELA Initiative Professional Developments Include: * Science of Reading Academy * CORE SIPPS - Early Literacy Site ELA Based Initiative Professional Developments Include: *PLC	All Students	0 Title I See PD 5.1 for Funding Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-3 DIBELS Assessment	During the 2023-2024 school year, 48% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.	During the 2023-2024 school year, 45% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
2nd - 6th Grade Reading Inventory (RI)	During the 2023-2024 school year, 40% of 2nd-6th grade students will score proficient on the Middle of the Year Reading Inventory.	During the 2023-2024 school year, 34% of 2nd-6th grade students scored proficient on the Middle of the Year Reading Inventory.
2rd- 6th Grade ELA iReady Universal Screener	During the 2023-2024 school year, 34% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2023-2024 school year, 30% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 40% of 3rd-6th grade students will met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 30.5% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.

Analysis

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

Overall, the effectiveness of the strategies related to growth in ELA showed to be ineffective at moving students into proficiency in multiple measures. Throughout the school year, Title 1 funding has gone toward necessary AVID supplies and software licenses (such as Accelerated Reader), substitute codes to allow teachers to meet as grade levels for academic data conferences (twice so far this year as of March 2024), as well as the Artists in Schools program. Below is a breakdown of performance according to each goal area.

DIBELS:
The goal of 48% proficiency by MOY for DIBELS was not met; students did show proficiency at 45% for MOY. The strategies were not entirely ineffective, however, as students showed increased growth from 2022-2023 to 2023-2024 in phonemic awareness, phonics, decoding, and accuracy sub-measures.

iReady ELA Universal Screener:
The goal of 34% of students proficient or better at MOY was not met (students achieved 30% proficiency as of MOY results). That being said, the amount of students two or more grade levels below dropped significantly as a much larger group of students are not just one grade level below; at BOY 2023-2024, 47% of students were two or more grade levels below (which dropped MOY to 34%). Currently 36% of students are one grade level below or "Ready for Grade Level Content" according to the iReady Universal Screener. Overall, this shows tremendous growth in moving students closer to proficiency despite not meeting the proficiency goal.

Reading Inventory:
Westwood did not meet the goal of 40% of students showing grade level proficiency according to the Reading Inventory report. That being said, 34% of students showed proficiency which grew 14% from the BOY percentage.

CAASPP:
In 2022-2023, 35% of students at Westwood Elementary demonstrated that they met or exceeded standards on the CAASPP test in grades 3-6. As the 2023-2024 CAASPP has not occurred yet, this will be evaluated later in the year.

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

The only major difference between the implementation and the school's plan related to ELA Strategies was that Westwood experienced a significant delay in the acquisition of the Accelerated Reader software. Despite completing the necessary steps to acquire the license according to Lodi Unified's procedures back in August of 2023, the license did not gain approval until January of 2024. This gave just a few weeks of time before MOY data was collected, and so this should ultimately not be factored into students' performance at MOY.

The following minor adjustments were made mid-year in order to support student learning outcomes and growth in ELA.
SIPPS PD - early literacy professional development for 5th and 6th grade teachers
Begin SIPPS Plus intervention groups for 5th and 6th grade to address students with phonics needs
Grade level data analysis and goal setting at academic data conferences
Additional time in classrooms for fluency practice; teachers added fluency time to their daily schedules
Adjusted intervention groupings in K-3 reading intervention groups to respond to data at a weekly basis
Additional funding was added to both 1.1 (AVID Supplies) and 1.2 (certificated subs) in order to support a need for additional funds to pay for school needs

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.

Despite not meeting proficiency goals in each measure (DIBLES, the Reading Inventory, and iReady ELA Universal Screener) no changes will be made to the goals, outcomes, metrics, or strategies/activities as students showed significant growth towards proficiency across multiple assessments.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics
Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Westwood Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the Math needs assessment and disaggregated data from the below listed assessments, there are several areas that emerged that require improvement.

Areas of Need:
- Consistency in implementation of instructional tools; learning new curriculum
- Targeted support using appropriate/valid data sources
- Students have limited strategies for making meaning of what they are reading
- Students struggle with reading and have difficulty comprehending the problems/work
- Lack of number sense (Numbers and Operations domain of mathematics) as identified through iReady diagnostic data that many students are struggling with numbers and operations skills
- Small group mathematics time is difficult to schedule
- Difficulty in pacing to completely cover mathematics standards
- Targeted intervention in primary grades for foundational skills
- Organizational consistency at site level with manipulative use

Specifically, we have identified notable performance gaps among Asian, Hispanic, and Socioeconomically Disadvantaged students on the CA Dashboard.
To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd-6th CAASPP Math Assessment
The 2023 California Dashboard: Mathematics
The 2023-2024 K-6th grade iREady MOY Mathematics Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 23.96% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 14.58% Grade 4- 33.96% Grade 5- 22.73% Grade 6- 24%	During the 2023-24 school year, 28.96% of 3rd-6th grade students who meet/exceed the standards on CAASPP/SBAC Assessments in Math. Grade 3- 19.58% Grade 4- 38.96% Grade 5- 27.73% Grade 6- 29%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 25% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-43% Grade 1- 9% Grade 2- 13% Grade 3- 15% Grade 4- 28% Grade 5- 42% Grade 6- 27%	During the 2024-25 school year, 30% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-48% Grade 1- 14% Grade 2- 18% Grade 3- 20% Grade 4- 33% Grade 5- 47% Grade 6- 32%
California Dashboard: Math	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 64.9 points below standard. The performance color for the ALL student group is orange .	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 3 points towards standard. The performance color for the ALL student group will move from orange to yellow.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	MTSS Data Conferences and Analysis Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers,	All Students	0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2

	counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.			
1.2	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	All Students	0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3
1.3	District or Site Math TOSA will play a pivotal role in advancing initiatives for grades K-6 Mathematics instruction, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based mathematics instructional strategies & intervention support. Serving as an intervention teacher and resource, the Math TOSA will enhance mathematics instruction to improve mathematics outcomes for K-6 students with an emphasis in grades 3-6. Instruction: • Utilize push-in instruction as often as appropriate • Support teachers in delivering effective lessons Collaboration/Scheduling/Planning: • Communicate weekly with classroom teachers and administration regarding student needs and progress during weekly PLC collaboration meetings • Work with site administrators to give input on professional development based on needs. • Work with the site principal to develop schedules for interventions, iReady consultant visits, and data conferences. • Maintain consistent communication and interaction with administrators. Assessment Support: • Participate in universal screening	All Students	115102 Title I 1900 Other Cert Salaries Site Math TOSA- Intervention 40411 Title I 3000 Benefits Benefits for Site Math TOSA-Intervention

	• Progress monitor own intervention students every 3 to 6 weeks. • Provide assistance to teachers with testing timelines.		
1.4	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District Math Initiative Professional Developments Include: * iReady Co-teaching / Co-planning Site Math Based Initiative Professional Developments Include: * iReady Math Pacing Planning and Training	All Students	0 Title I See PD 5.1 for Funding Allocation

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd-6th Grade CAASPP Math Assessment	During the 2023-2024 school year, 29% of 3rd-6th grade students will meet or exceeded standards on CAASPP/SBAC Assessments in Mathematics.	During the 2023-2024 school year, 23.96% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.
K-6th Grade Math iReady Universal Screener	During the 2023-2024 school year, 30% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2023-2024 school year, 25% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.

Analysis

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

Overall, the effectiveness of the strategies related to growth in math showed to be ineffective at moving students into proficiency in multiple measures. Throughout the school year, Title 1 funding has gone toward necessary AVID supplies and software licenses (such as Accelerated Reader), substitute codes to allow teachers to meet as grade levels for academic data conferences (twice so far this year as of March 2024), as well as a full-time math intervention teacher program for students in grades 3-6. Below is a breakdown of performance according to each goal area.

iReady Math Universal Screener (grades K-6):
The goal of 30% proficiency by MOY for the iReady Math Universal Screener was not met; students did show proficiency at 25% for MOY. The strategies were not entirely ineffective, however, as students showed better than "Typical" growth with the average student at Westwood having already achieved 66% of their projected growth for the year by the MOY benchmark (with the average mean growth being at 50% for the middle of the year). Additionally, the number of students who were 2 or more grade levels below dropped from 36% in the BOY diagnostic test to just 21% in the MOY for all grade levels. This means that despite not meeting the proficiency goal of the school plan, Westwood students showed

more overall math preparedness at an accelerated rate of growth with 54% of students being considered "Ready for Grade Level Content" and 25% of students being at grade level or above.

CAASPP:
In 2022-2023, 24% of students at Westwood Elementary demonstrated that they met or exceeded standards on the CAASPP test in grades 3-6. As the 2023-2024 CAASPP has not occurred yet, this will be evaluated later in the year.

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

Title 1 funding was spent as indicated in the school plan. That being said, the math intervention program was not implemented exactly as indicated in the SPSA plan. The following components of math intervention were listed in the school's plan as they relate to the full-time teacher in a math intervention program for grades 3-6:

Push-in model:
Implemented as a hybrid of push-in and pull-out support instead of solely as push-in

Universal screening:
Implemented as written in the plan with BOY/MOY/EOY screeners through iReady

Progress Monitoring:
Not fully implemented. Due to a lack of data sources, Westwood has worked with iReady consultants, district math coaches, and county math coaches in order to create sources of data in order to progress monitor student performance for students within the intervention program; as of March 2024, this component is partially implemented and not uniform among grade levels that are participating.

Analyze Student Performance Data
Implemented as written in the plan; the math intervention teacher participates in academic data conferences three times a year with grade levels. Additionally, the math intervention teacher meets weekly during Westwood's Professional Learning Community (PLC) time in order to collaborate on students' data.

Communicate Weekly w/ Classroom Teachers About Student Progress
Not fully implemented; despite meeting weekly with teachers in grades 3-6, the math intervention teacher does not meet every week with each grade level at this time.

Participate in 3rd-6th MTSS Data Meetings by Leading Data-based Decision Making
Not fully implemented; the math intervention teacher has contributed to data-based decision making in our MTSS Data meetings, but she has yet to lead grade levels in discussion of data results.

Additional minor adjustments were made to the implementation of this goals strategies/activities throughout the year as the goal and programs were evaluated:
- Adjusted math intervention groupings from grades 3-6 to respond to data
- Adjusted type of intervention provided in order to focus on gaps in students' foundational skills
- Set expectations of manipulative use for developing number sense in grades K-3
- Provided release time to teachers to analyze and plan for their math pacing
- Refine math intervention role further to get closer to meeting SPSA guidelines
- Discussions with math intervention teacher about the expectations of the role according to the SPSA guidelines
- Consider revision of math intervention focus for 2024-2025 SPSA; potential shift of focus to primary grades for foundational skill intervention (number sense and numbers and operations)
- Develop additional communication expectations for intervention among grade level teachers and the math intervention teacher

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.

Despite not meeting proficiency goals in the iReady Math Universal Screener, no changes will be made to the goals, outcomes, metrics, or strategies/activities as students showed significant growth towards proficiency.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners
By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Westwood Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified the following areas of need:

- Ongoing professional development support for staff related to designated ELD instruction
- Ongoing professional development support for staff related to integrated ELD instruction
- Targeted support for Cambodian or Hispanic English Learners

To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	51.7% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	56.7% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	EL 1.1 - Books/Duplicating/Study Trips/Software Licenses/AVID Supplies	English Learners	0 Title I 1150 Teacher Sub

	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. All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.			Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2
1.2	EL 1.2 - MTSS Data Conferences/Data Analysis and Tracking 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 Administrators will develop teachers capacity to collect data using a universal Data Collection Template. Data will be collected three times yearly. 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 will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly	English Learners		0 Title I AVID Supplies- See ELA Goal 1.3
1.3	EL 1.3 - Bilingual Para-educators will provide push-in support to English Learners	English Learners		0 Title III 2120 Para Temp
1.4	EL 1.4 - Provide Rosetta Stone for students who score level 1 on the ELPAC	English Learners		0 Title III

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner Progress Indicator reported by the California Dashboard	55% making progress towards English language proficiency for 2023-2024	51.7% made progress towards English language proficiency for 2023-2024.

Analysis

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

Overall, the effectiveness of the strategies related to growth in English language proficiency showed to be ineffective at moving students to the targeted goal of 55% of English Learner students showing growth according to the CA Dashboard results. That being said, 51.7% of English Learners at Westwood showed increased growth (in the green category on the CA Dashboard) in the 2023 measurement (an increase of 1.7% from the baseline data of 50% in the SPSA). This means that 51.7% of students increased at least one ELPI level (up from 47.4% in 2022) and 30.3% of students maintained their ELPI level.

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

There were no major differences in implementation or expenditures as it relates to this goal or its strategies and activities to meet the articulated goal.

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.

As students are showing increased rates of both growth and performance, there will be no changes to this goal, its outcomes, metrics, or strategies/activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement
Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Many parents express a desire to be more engaged in their children's education and school community, but face barriers such as conflicting schedules, limited communication channels, and unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates diverse schedules and preferences while clearly defining the roles and benefits of active involvement in the educational process.

Westwood has identified the following areas of need to support this accessible and inclusive approach:
- Consistent communication from school to home
- Supplies for paper communication
- Parent activities during and after school

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC	20+ parents attended ELAC meetings during the 2023-2024 school year.	25+ parents will attend ELAC meetings during the 2024-2025 school year.
Parent/Teacher Conferences	422 parents/guardians participated in parent/teacher conferences during the 2023-2024 school year.	440+ parents/guardians will participate in parent/teacher conferences during the 2024-2025 school year.
Back-to-School Night	185 parents/guardians participated in BTSN for the 2023-2024 school year.	225+ parents/guardians will participate in BTSN during the 2024-2025 school year.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

1.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All Students	500 Title I: Parent Involvement 4325 Food For Meetings Light snacks for parent meetings/events
1.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All Students	3071 Title I: Parent Involvement 4300 Materials Student planners Duplication supplies for parent communication

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELAC	15+ parents/guardians will participate in ELAC during the 2023-2024 school year	20+ parents have attended ELAC meetings during the 2023-2024 school year
Parent/Teacher Conferences	350+ parents/guardians will participate in parent/teacher conferences during the 2023-2024 school year	422 individual parent conferences were held w/ a parent present in the 2023-2024 school year
Back-to-School Night	250+ parents/guardians will participate in BTSN during the 2023-2024 school year	185 parents attended back to school night in the 2023-2024 school year

Analysis

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

Overall, Westwood Elementary has seen greater parental involvement in the 2023-2024 school year and has met two of its three goals. Through trainings, school activities, meetings, and informational events, Westwood has grown in its relationship with its parent community. Additionally, weekly parent communication bulletins have helped to increase parent participation in the school community.

ELAC Committee Participation:
- 20+ parents have attended multiple meetings (goal was 15)

Parent Teacher Conferences:
- 422 individual parent conferences were held w/ a parent present (goal was 350)

Back to School Night:
- 185 parents attended back to school night (goal was not met at 250)

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

Due to district access to the SMORE communication software, the intended $500 expenditure for print shop communication was not utilized and was reallocated to site-level printing supplies (in support of home communication needs such as paper and ink supplies for office printers).

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.

As this goal was met across two of its three measures, there will be no changes to this goal, its outcomes, metrics, or strategies/activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Professional & Educational Development
To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Westwood Elementary will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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 standards. (Compensatory Education: 18)
LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require improvement. Specifically, we have identified a need for:

Ongoing PD support related to early reading instruction and implementation
Ongoing PD support related to reading comprehension and fluency
Ongoing PD support related to the iReady mathematics curriculum

We have also identified performance gaps among the following student groups on Dashboard indicators.
- ELA: Asian, Hispanic, English Learners, Socioeconomically Disadvantaged
- Math: Asian, Hispanic, Socioeconomically Disadvantaged

To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TK-6 MTSS Tier 1 and 2 Academic Supports	100% of teachers participated in the TK-6 MTSS Tier 1 and 2 Academic Supports PD and training during the 2023-2024 school year.	100% of teacher will continue to participate in TK-6 MTSS Tier 1 and 2 Academic Supports PD and training during the 2024-2025 school year.
TK-6 MTSS Tier 1 and 2 Behavioral Supports	100% of teachers participated in the TK-6 MTSS Tier 1 and 2 Behavior Supports PD and training during the 2023-2024 school year.	100% of teacher will continue to participate in TK-6 MTSS Tier 1 and 2 Behavioral Supports PD and training during the 2024-2025 school year.
TK-6 MTSS Tier 1 and 2 Social-Emotional Supports	100% of teachers participated in the TK-6 MTSS Tier 1 and 2 Social-emotional Supports PD and training during the 2023-2024 school year.	100% of teacher will continue to participate in TK-6 MTSS Tier 1 and 2 Social-emotional Supports PD and training during the 2024-2025 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District Initiative Professional Developments Include: * iReady Co-teaching/Co-planning * CORE Reading Academy * CORE SIPPS Site Training Site Based Initiative Professional Developments Include: * PLC Leadership Institute * Mathematics Pacing / Planning Training	All	0 LCFF
1.2	MTSS (Multi-Tiered System of Supports) Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.	All	0 Title I 1150 Teacher Sub See ELA 1.2 - $10000 0 Title I 3000 Benefits See ELA 1.2 - $588

	Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support. Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework. Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts. Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation. Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students. Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework. Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.			
1.3	Educational Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components: Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.	All		0 LCFF

| | Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.

Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.

Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.

Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.

Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.

Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school. | | |
|---|---|---|---|

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
TK-6 MTSS Tier 1 and 2 Academic Supports	100% of teachers will have participated in the TK-6 MTSS Tier 1 and 2 Academic Supports PD and training during the 2023-2024 school year	100% of teachers participated in the TK-6 MTSS Tier 1 and 2 Academic Supports PD and training during the 2023-2024 school year
TK-6 MTSS Tier 1 and 2 Behavioral Supports	100% of teachers will have participated in the TK-6 MTSS Tier 1 and 2 Behavioral Supports PD and training during the 2023-2024 school year	100% of teachers participated in the TK-6 MTSS Tier 1 and 2 Behavioral Supports PD and training during the 2023-2024 school year

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
TK-6 MTSS Tier 1 and 2 Social-Emotional Supports	100% of teachers will have participated in the TK-6 MTSS Tier 1 and 2 Social-Emotional Supports PD and training during the 2023-2024 school year	100% of teachers participated in the TK-6 MTSS Tier 1 and 2 Social-Emotional Supports PD and training during the 2023-2024 school year

Analysis

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

Throughout the 2023-2024 school year, teachers have participated in PD and training in academic, behavioral, and SEL supports at staff meetings and academic conferences. Throughout this times, professional development has been given through the lens of MTSS and focused on how teachers can support their students at a Tier 1 and Tier 2 level.

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

The initial allocation of funding for teacher timecards was insufficient to support the needs of the goal, and so an additional $5,447 was re-aligned from the final allocation of Title 1 funds in order to support more time card hours. Teachers will be timecarded under this goal using the strategy/activity of 5.1 in order to allow them to utilize up to six hours of non-contract time in order to collaborate and plan for student learning experiences within the MTSS framework in support of students' academic, behavioral, and SEL needs.

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.

As this goal was met by including all of our certificated teachers, there will be no changes to this goal, its outcomes, metrics, or strategies/activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Social-Emotional Behavioral**
> Westwood will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among on the CA Dashboard:
>
> *   ELA: Asian, Hispanic, English Learners, Socioeconomically Disadvantaged
> *   Math: Asian, Hispanic, Socioeconomically Disadvantaged
>
> To address these concerns, we have implemented several strategic steps.
>
> These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	ALL Student Group Yellow at 41.4% which is an decrease of 7%.	ALL Student Yellow at 31.4%. Which is an decrease of 10%.
CA Dashboard - Suspension Rate	ALL Student Group Yellow at 2.4% of students having received at least one suspension. Which is an decrease of 0.1% points.	ALL Student Green at 2.1%. Which is an decrease of 0.3% points.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 80% Tier 2 TFI Score 96% Tier 3 TFI Score 91%	2024-2025 Local Data: Tier 1 TFI Score 90% Tier 2 TFI Score 96+% Tier 2 TFI Score 91+%
PBIS Recognition	Platinum for the 2023-2024 School Year	Continued Platinum for the 2024-2025 School Year
Panorama Survey	The following are MOY data points for the 2023-2024 school year:	At MOY for the 2024-2025 school year, students will demonstrate the following:

	Positive Feelings: 66%	Positive Feelings: 71%
Sense of Belonging: 64%	Sense of Belonging: 69%
Social Awareness: 63%	Social Awareness: 68%
Challenging Feelings: 55%	Challenging Feelings: 60%
Self-efficacy: 49%	Self-efficacy: 54%
Emotion Regulation: 46%	Emotion Regulation: 51%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	0 LCFF See PD Goal 5.1
1.2	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment.	All	0 LCFF

	Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives. Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)			
1.3	Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or	All		0 LCFF

	interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Analysis

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

N/A - New Goal

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

N/A - New Goal

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.

N/A - New Goal

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Additional Targeted Support and Improvement (ATSI)
The educational outcomes of our African American and students of Two or More Races will mirror that of the general population (the "All Students" group as seen on the CA Dashboard).

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CDE CA Dashboard Data for the 2022-23 school year indicates that Westwood Elementary is either in the red or orange in each of the following indicators for the following student groups:

CDE CA Dashboard Data for the 2022-2023 school year indicates that Westwood Elementary is in the yellow range for the "All Students" group for chronic absenteeism. Within that indicator, African American and students of Two or More Races are two performance levels below (in the "red" performance level) the "All Students" grouping.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	41.4% of Westwood Elementary students were chronically absent as reported on the 2023 CA Dashboard. 61.4% of African American students were chronically absent as reported on the 2023 CA Dashboard ("red" level). 46.2% of students of Two or More Races were chronically absent as reported on the 2023 CA Dashboard ("red" level).	African American Students: Westwood Elementary will reduce the chronic absenteeism rate by .5% or more for the African American students in order to obtain the orange performance level on the 2024 CA Dashboard. Students of Two or More Races: Westwood Elementary will reduce the chronic absenteeism rate by .5% or more for the African American students in order to obtain the orange performance level on the 2024 CA Dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	ATSI 7.1 - Professional Development Provide professional development opportunities to administration, teachers, and staff related to PBIS and classroom engagement strategies as it relates to the performance indicators.	African American and students of Two or More Races	0 LCFF
1.2	ATSI 7.2 - Collaboration / MTSS Data Conferences Provide time during MTSS data conferences for admin, teachers, and staff to collaborate, plan, and review data in regard to engagement strategies and its impact on each of the indicators. In addition, opportunities will be provided to teachers and staff to collaborate and analyze attendance data.	African American and students of Two or More Races	0 Title I 1150 Teacher Sub See ELA 1.2 - $10,000 0 Title I 3000 Benefits See ELA 1.2 - $588

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard: Chronic Absenteeism	Very high (red) for African American and students of Two or More Races	61.4% (Red) of African American and 46.2% (Red) of Students of Two or More Races were chronically absent as reported by the 2023 CA Dashboard.

Analysis

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

Westwood saw success in both absenteeism and suspension rates in the 2023-2024 school year. The strategies of collaboration and professional development were successful at showing growth towards this goal.

Out of the original groups targeted for support, "Students with Disabilities" was exited from ATSI (moving from red to orange). African American and students of Two or More Races both maintained their red status and will remain as targeted groups for support.

Westwood saw great success in regard to suspension rates in the 2023-2024 school year.

All targeted groups exited ATSI status. African American and Students of Two or More Races moved their status two progress bands to yellow for suspensions, and Students with Disabilities moved their status three progress bands to green for suspensions.

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

There were no major differences between the intended plan and the implementation of the plan (including expenditures).

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.

Going into the 2024-2025 school year, Westwood will no longer be targeting any student groups for suspension rates, but we will continue to support our African American and students of Two or More Races with support for chronic absenteeism. As we saw growth across categories, we will continue to implement our school's goals in the 2024-2025 school year.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$173,140.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$173,140.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$169,569.00
Title III	$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $169,569.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Central Title I	$0.00
LCFF	$0.00
Title I: Parent Involvement	$3,571.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $3,571.00

Total of federal, state, and/or local funds for this school: $173,140.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
LCFF	0.00
Title I	169,569.00
Title I: Parent Involvement	3,571.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1150 Teacher Sub	10,000.00
1900 Other Cert Salaries	115,102.00
2120 Para Temp	0.00
3000 Benefits	42,909.00
4300 Materials	4,629.00
4325 Food For Meetings	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
	LCFF	0.00
	Title I	0.00

1150 Teacher Sub	Title I	10,000.00
1900 Other Cert Salaries	Title I	115,102.00
3000 Benefits	Title I	42,909.00
4300 Materials	Title I	1,558.00
4300 Materials	Title I: Parent Involvement	3,071.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
	Title III	0.00
2120 Para Temp	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,056.00
Goal 2	155,513.00
Goal 3	0.00
Goal 4	3,571.00
Goal 5	0.00
Goal 6	0.00
Goal 7	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Joseph Ward	Principal
Michelle LaGrone	Classroom Teacher
Phetkadai Hyman	Classroom Teacher
Carol Rexroth	Classroom Teacher
Eva Gomez	Other School Staff
Jeffrey Lewis	Parent or Community Member
Mauro Flores	Parent or Community Member
Anahi Arevalo	Parent or Community Member
Jessica Flores	Parent or Community Member
Jessica Williams	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 May 16, 2024.

Attested:

	Principal, Joe Ward on 5/17/2024
	SSC Chairperson, Jeffrey Lewis on 5/17/2024