

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westlake Elementary School	56 73759 6071286		

Purpose and Description

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

Schoolwide Program

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

Westlake Elementary is a welcoming, vibrant and collaborative community that focuses on a well-rounded education. Westlake Elementary's mission is to provide students a fun and challenging curriculum in a nurturing and supportive environment. Our school promotes inclusivity, integrity, and empathy through a variety of social-emotional and character education programs. Our goals for the 2023-24 school year are aligned with the CVUSD LCAP goals and ESSA, "... to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."

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

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

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

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

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

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

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

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

A comprehensive needs assessment (pursuant to ESSA)

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

May include local data

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

towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 school year.

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

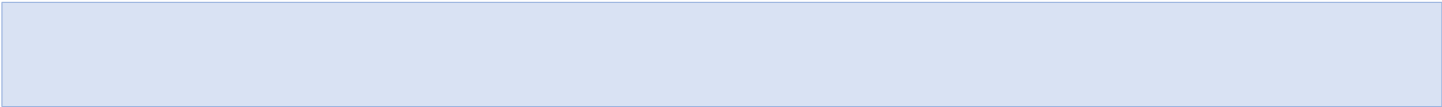


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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.

83% of parents/guardians reported that their student(s) seem eager to attend school each day.

85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.

86% of parents/guardians reported that their student's school was physically safe.

92% of parents/guardians reported that they are informed regarding their student(s) academic progress.

84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.

93% of parents/guardians reported that teachers and staff treat them respectfully.

98% of elementary students reported they feel their teachers care about them.

93% of elementary students reported that their school is inclusive.

90% of middle and high school students reported feeling their teachers care about them.

89% of middle and high school students reported that their counselors care about them.

79% of middle and high school students reported feeling their school is an inclusive environment that values all people.

73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.

91% of staff reported that working for CVUSD is a positive experience.

87% of staff reported that they are comfortable discussing workplace issues with their supervisors.

92% of school site staff reported that students feel at school.

83% of school site staff reported that students are engaged and motivated.

95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

Classroom Observations

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

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

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60

days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Westlake Elementary CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Reading Inventory that generates a Lexile score, trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

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

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use a Lexile test, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded the use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the standards and curricula for each subject.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

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

During the week of August 15 to 19, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

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

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

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

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

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

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

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

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

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

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2023-24 School Year, all TK-5 teachers are implementing the adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level. In 2022-2023, CVUSD adopted new instructional materials for History/Social Science, which had not been updated since 2006.

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

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

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

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

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

Funding

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

Categorical Funds in CVUSD:

- Title III/EIA funds are used to provide additional support and technology in the classroom.
- Title II/EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.
- LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.
- See goals and budget pages as part of SPSA.

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

August 30, 2023 - .SSC Meeting SPSA Final Review and Approval

September 13, 2023 - SSC Meeting

October 4, 2023 - SSC Meeting

October 19, 2023 - ELAC Meeting

November 8, 2023 - SSC Meeting

November 30, 2023 - ELAC Meeting

January 10, 2024 - SSC Meeting

January 18, 2024 - ELAC Meeting

February 14, 2024 - SSC Meeting

March 13, 2024 - SSC Meeting

March 28, 2024 - ELAC Meeting

April 17, 2024 - SSC Meeting

May 8, 2024 - SSC Meeting

May 16, 2024 - ELAC Meeting

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	1.3%	1.34%	1.58%	6	6	8
Asian	7.3%	8.50%	7.71%	34	38	39
Filipino	0.6%	0.67%	0.79%	3	3	4
Hispanic/Latino	12.7%	11.63%	13.83%	59	52	70
Pacific Islander	%	%	0%		0	0
White	71.5%	70.25%	67.19%	333	314	340
Multiple/No Response	6.7%	7.61%	8.89%	31	34	45
	Total Enrollment			466	447	506

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	83	109
Grade 1	85	71	80
Grade 2	82	86	75
Grade3	75	73	89
Grade 4	66	71	80
Grade 5	84	63	73
Total Enrollment	466	447	506

Conclusions based on this data:

1. We have increased our enrollment at all levels.
2. Our largest student group population is White, followed by Hispanic.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	30	25	32	6.4%	5.6%	6.3%
Fluent English Proficient (FEP)	28	26	28	6.0%	5.8%	5.5%
Reclassified Fluent English Proficient (RFEP)	10			33.3%		

Conclusions based on this data:

1. Our 6.3% of students that are ELs should be easy to target and to help them reach academic benchmarks.
2. Teachers are using targeted EL instruction that is imbedded into their curriculum.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	76	90	0	74	90	0	74	90	0.0	97.4	100.0
Grade 4	68	69	80	0	67	77	0	67	77	0.0	97.1	96.3
Grade 5	83	63	74	0	60	74	0	60	74	0.0	95.2	100.0
All Grades	225	208	244	0	201	241	0	201	241	0.0	96.6	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2482.	2464.		44.59	37.8		32.43	31.0		17.57	20.0		5.41	11.1
Grade 4		2524.	2525.		47.76	42.9		22.39	36.4		23.88	11.7		5.97	9.1
Grade 5		2576.	2566.		48.33	45.9		38.33	31.1		8.33	14.9		5.00	8.1
All Grades	N/A	N/A	N/A		46.77	41.9		30.85	32.8		16.92	15.8		5.47	9.85

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		43.24			52.70			4.05		
Grade 4		35.82			59.70			4.48		
Grade 5		40.00			56.67			3.33		
All Grades		39.80			56.22			3.98		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.88			54.79			12.33	
Grade 4		37.31			61.19			1.49	
Grade 5		26.67			68.33			5.00	
All Grades		32.50			61.00			6.50	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.97			68.92			8.11	
Grade 4		19.40			73.13			7.46	
Grade 5		21.67			75.00			3.33	
All Grades		21.39			72.14			6.47	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.03			66.22			6.76	
Grade 4		25.37			70.15			4.48	
Grade 5		41.67			53.33			5.00	
All Grades		30.85			63.68			5.47	

Conclusions based on this data:

1. With 99% of all students tested, there were over 90% of the students that exceeded or met the standards for the English Language Arts section.
2. Due to COVID, we used the English Language Arts district benchmark assessments instead of the state assessments. Therefore, we only have an overall ELA score.
3. We will be able to focus on specific areas for the 2022-23 school year when we resume state testing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	74	76	90	0	74	90	0	74	90	0.0	97.4	100.0
Grade 4	68	69	80	0	67	77	0	67	77	0.0	97.1	96.3
Grade 5	83	63	74	0	60	74	0	60	74	0.0	95.2	100.0
All Grades	225	208	244	0	201	241	0	201	241	0.0	96.6	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2478.	2466.		36.49	28.9		37.84	35.6		16.22	27.8		9.46	28.9
Grade 4		2517.	2519.		40.30	41.6		22.39	26.0		28.36	24.7		8.96	41.6
Grade 5		2555.	2558.		33.33	40.5		28.33	23.0		30.00	24.3		8.33	40.5
All Grades	N/A	N/A	N/A		36.82	36.5		29.85	28.6		24.38	25.7		8.96	36.5

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		52.70			37.84			9.46				
Grade 4		52.24			38.81			8.96				
Grade 5		36.67			53.33			10.00				
All Grades		47.76			42.79			9.45				

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.00			33.78			16.22	
Grade 4		34.33			50.75			14.93	
Grade 5		28.33			61.67			10.00	
All Grades		38.31			47.76			13.93	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.14			54.05			10.81	
Grade 4		35.82			50.75			13.43	
Grade 5		28.33			58.33			13.33	
All Grades		33.33			54.23			12.44	

Conclusions based on this data:

1. Over 90% of all Westlake Elementary 3-5th grade students were tested and over 90% of students exceeded or met standards.
2. Due to COVID, we used the Math district benchmark assessments instead of the state assessments. Therefore, we only have an overall Math score.
3. We will be able to focus on specific areas for the 2022-23 school year when we resume state testing.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	7	7	7
1	*	*	*	*	*	*	*	*	*	5	4	6
2	*	*	*	*	*	*	*	*	*	4	4	2
3	*	*	*	*	*	*	*	*	*	8	*	6
4	*	*	*	*	*	*	*	*	*	*	6	3
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										28	26	29

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	7
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	2
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	6
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	3
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
All Grades	28.57	26.92	6.9	46.43	42.31	48.3	14.29	23.08	20.7	10.71	7.69	24.1	28	26	29

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	7
1	*	*		*	*		*	*		*	*		*	*	6
2	*	*		*	*		*	*		*	*		*	*	2
3	*	*		*	*		*	*		*	*		*	*	6
4	*	*		*	*		*	*		*	*		*	*	3
5	*	*		*	*		*	*		*	*		*	*	5
All Grades	42.86	50.00		39.29	23.08		10.71	19.23		7.14	7.69		28	26	29

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	7
1	*	*		*	*		*	*		*	*		*	*	6
2	*	*		*	*		*	*		*	*		*	*	2
3	*	*		*	*		*	*		*	*		*	*	6
4	*	*		*	*		*	*		*	*		*	*	3
5	*	*		*	*		*	*		*	*		*	*	5
All Grades	21.43	7.69		35.71	50.00		28.57	30.77		14.29	11.54		28	26	29

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	7
1	*	*		*	*		*	*		*	*	6
2	*	*		*	*		*	*		*	*	2
3	*	*		*	*		*	*		*	*	6
4	*	*		*	*		*	*		*	*	3
5	*	*		*	*		*	*		*	*	5
All Grades	50.00	53.85	17.2	42.86	42.31	75.9	7.14	3.85	6.9	28	26	29

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	42.86	50.00		46.43	34.62		10.71	15.38		28	26	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	28.57	15.38		50.00	73.08		21.43	11.54		28	26	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	21.43	26.92		67.86	61.54		10.71	11.54		28	26	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
447	6.7	5.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Westlake Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	5.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	30	6.7
Students with Disabilities	31	6.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3
American Indian		
Asian	38	8.5
Filipino	3	0.7
Hispanic	52	11.6
Two or More Races	34	7.6
Pacific Islander		
White	314	70.2

Conclusions based on this data:

1. SED students make up about 10% of our student population so we should be designing learning and school experiences to address their unique needs.
2. White, Hispanic and Asian are our highest groups by ethnicity.

School and Student Performance Data

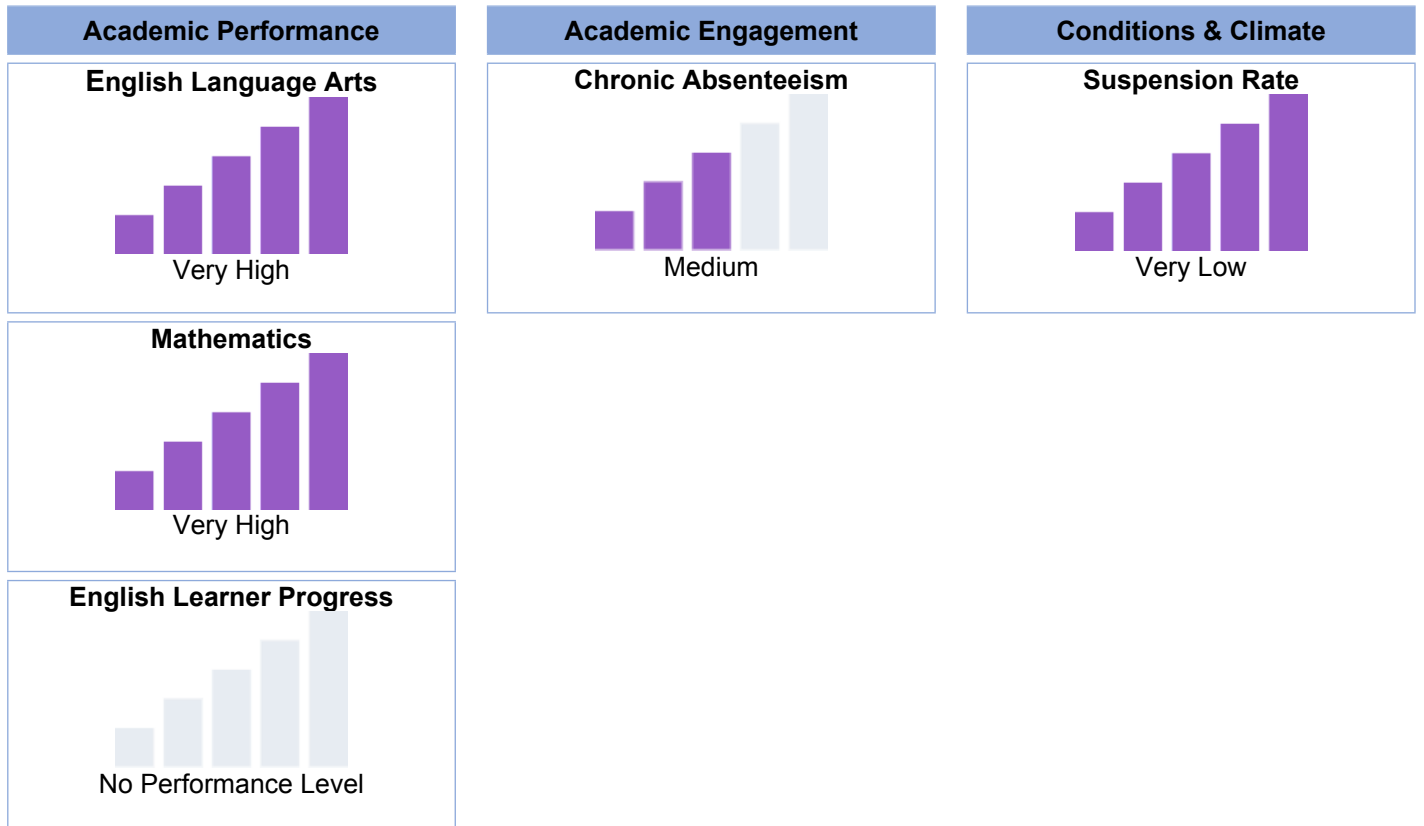
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

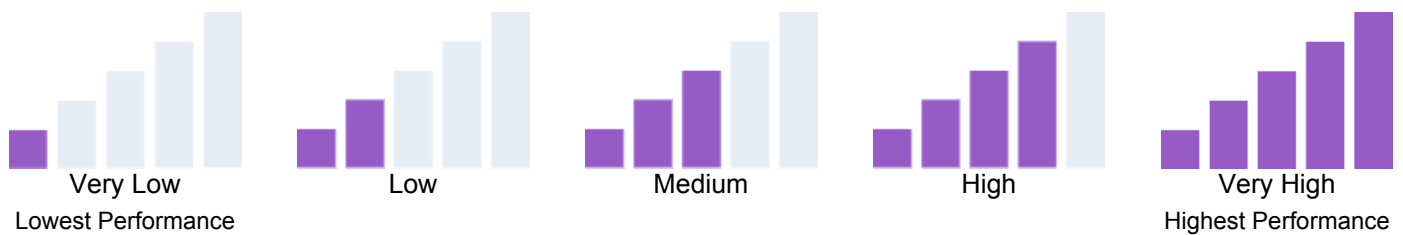
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School and Student Performance Data

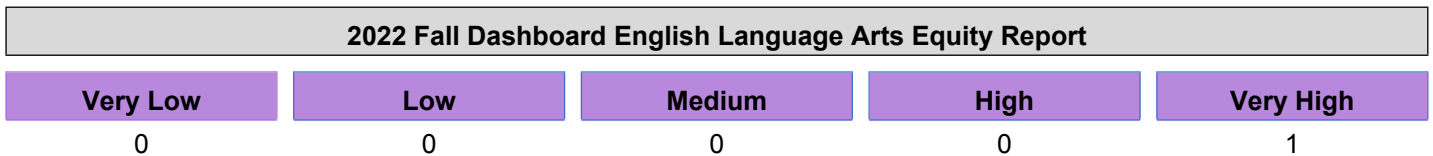
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

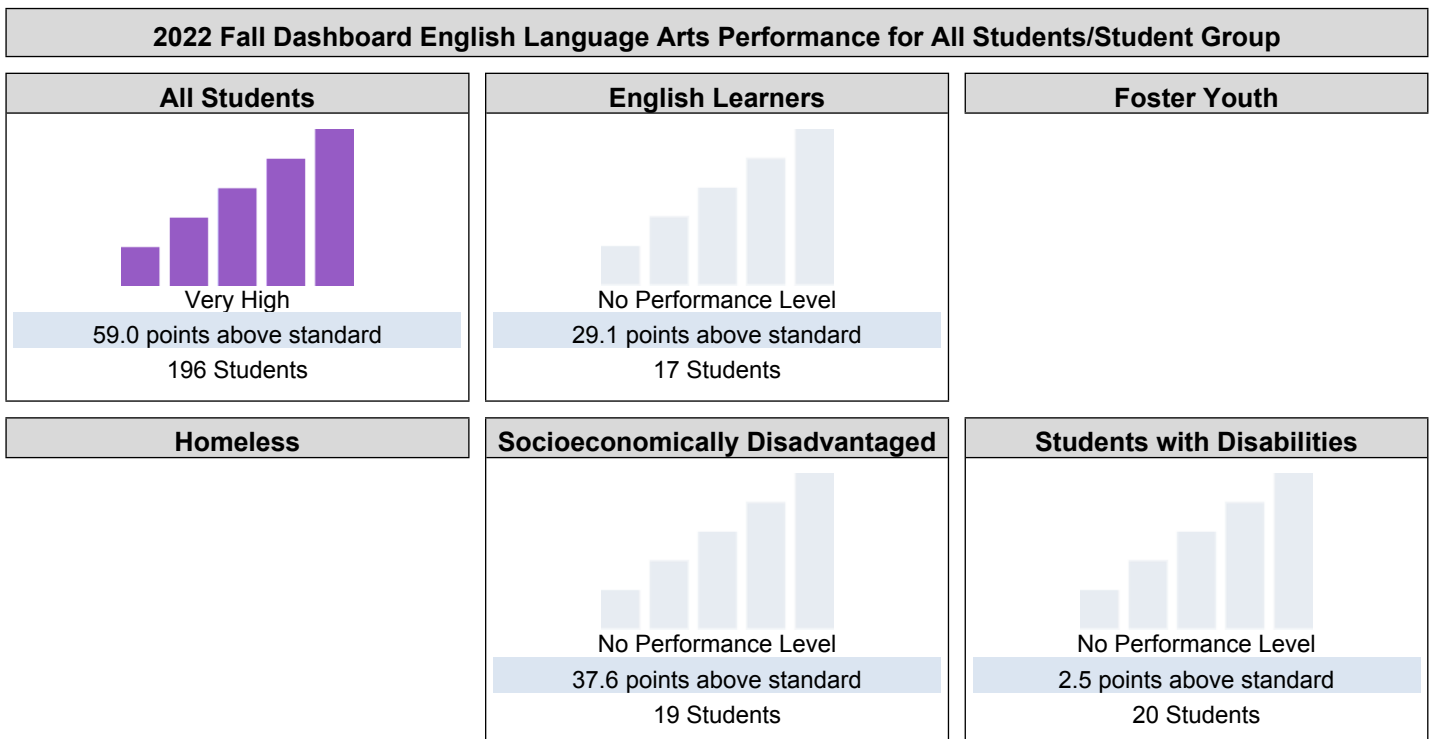
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



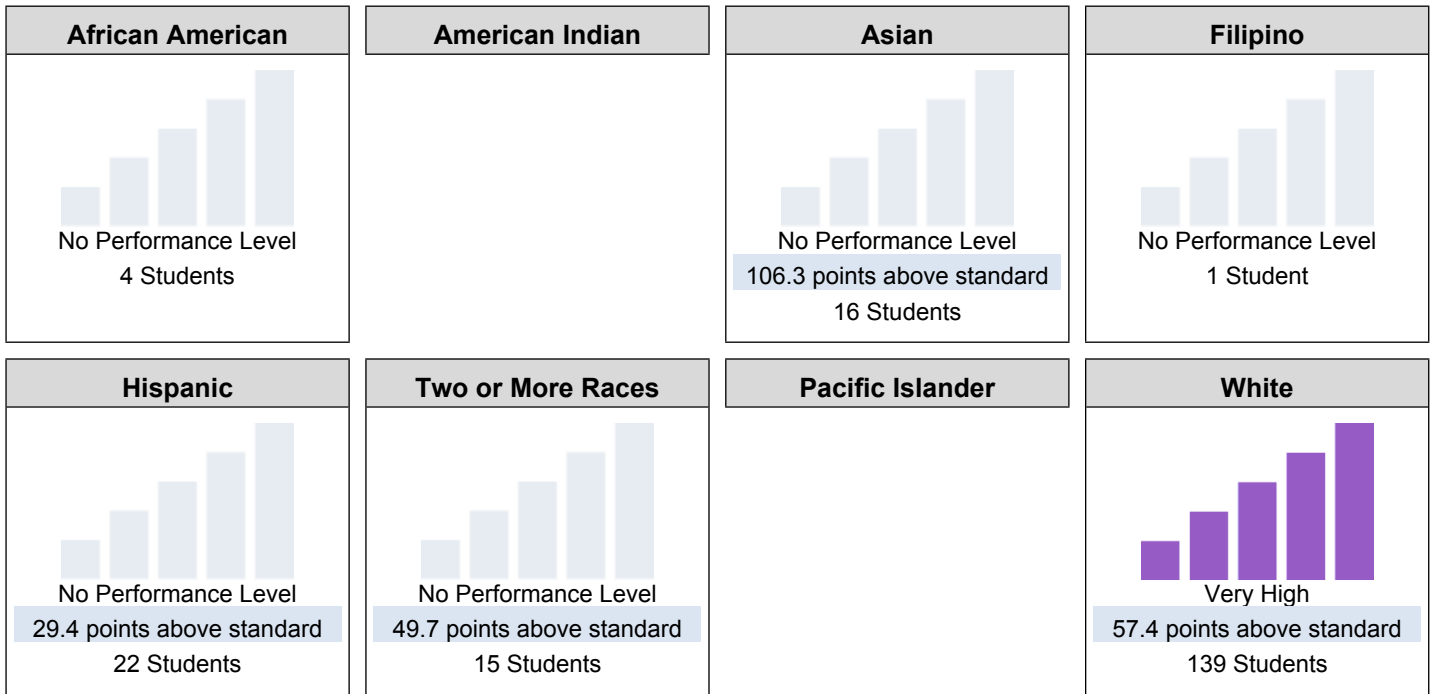
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>10.1 points below standard 11 Students</p>	<p>6 Students</p>	<p>60.9 points above standard 172 Students</p>

Conclusions based on this data:

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

School and Student Performance Data

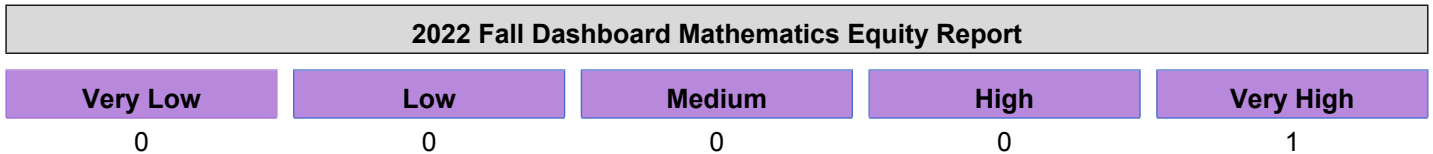
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

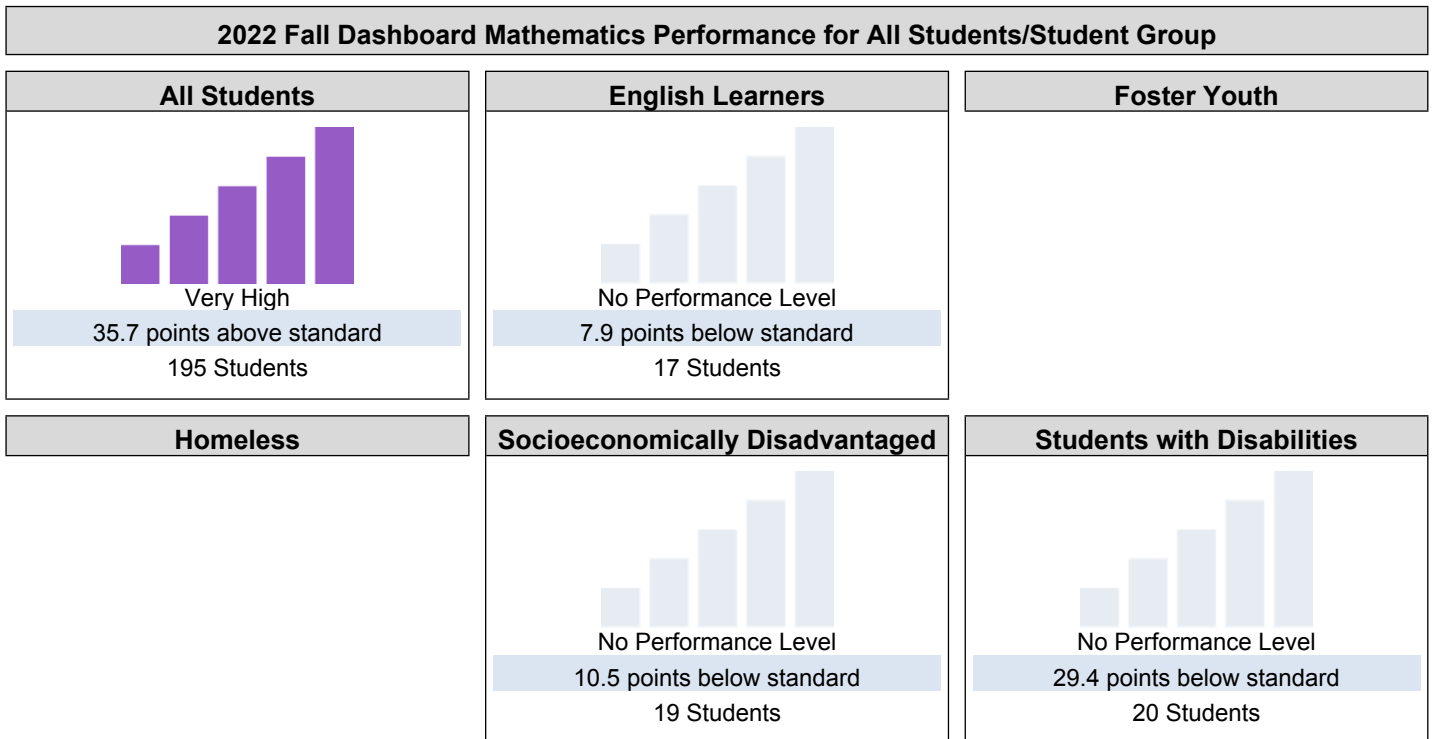
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



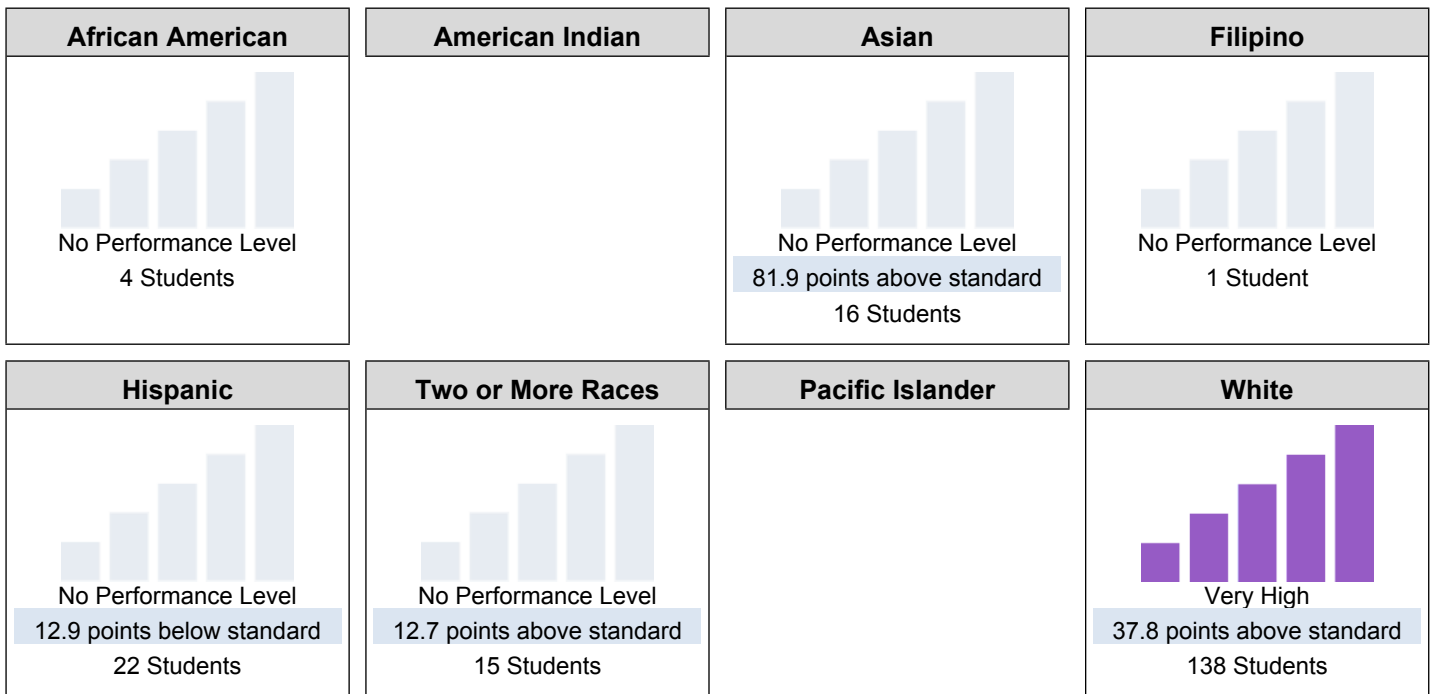
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>51.5 points below standard 11 Students</p>	<p>6 Students</p>	<p>38.6 points above standard 171 Students</p>

Conclusions based on this data:

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

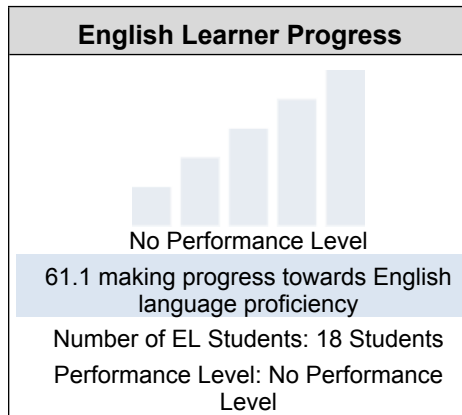
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.1%	27.8%	16.7%	44.4%

Conclusions based on this data:

1. ELs are performing well overall and making progress.
2. Only 2% of students fell in beginning stage. We will continue to monitor student progress.
3. This data is from 2018-19 ELPAC results due to Covid-19 there is no new data for this school year. Conclusions will be made once new data is available.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

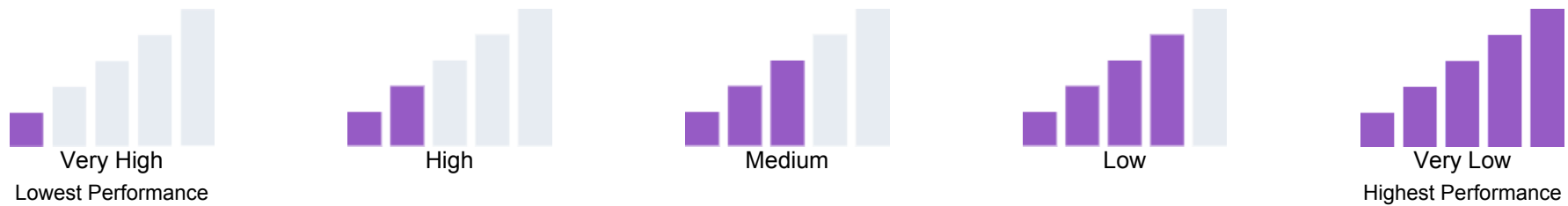
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School and Student Performance Data

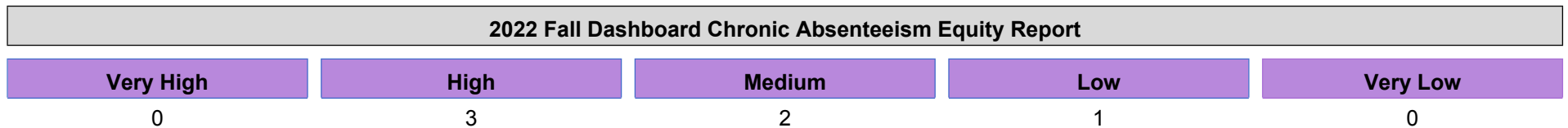
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

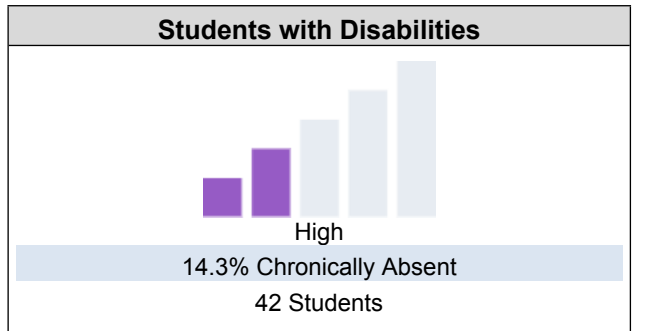
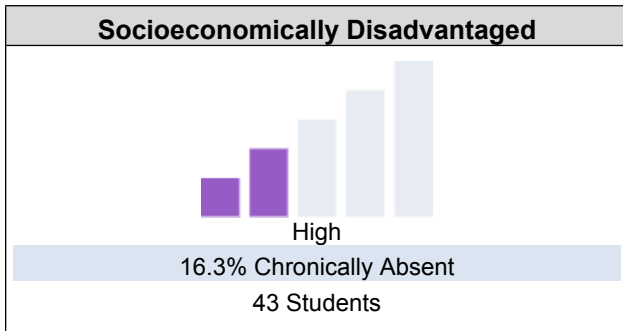
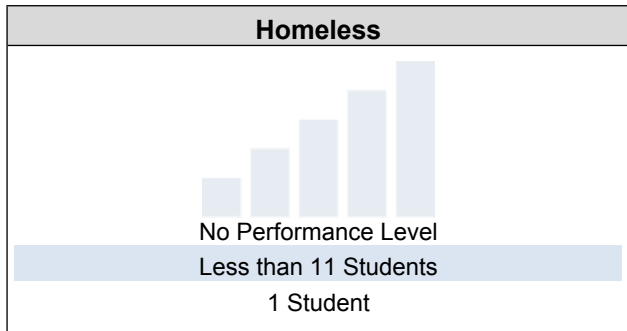
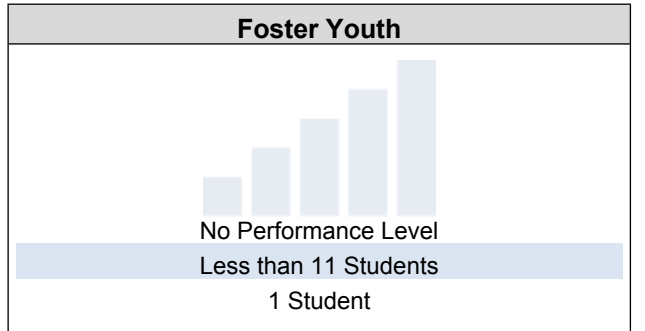
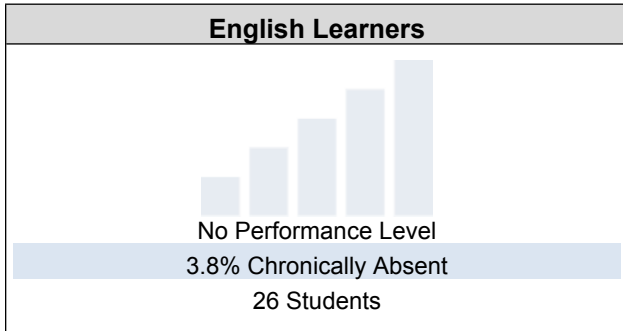
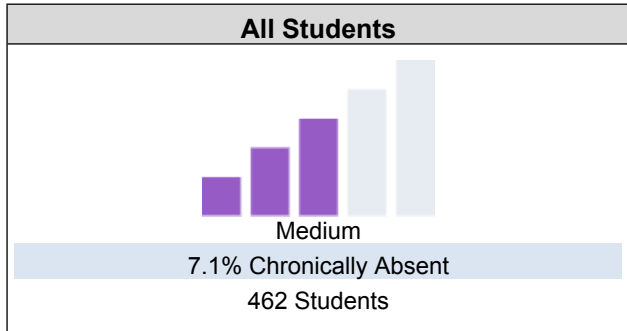


This section provides number of student groups in each level.

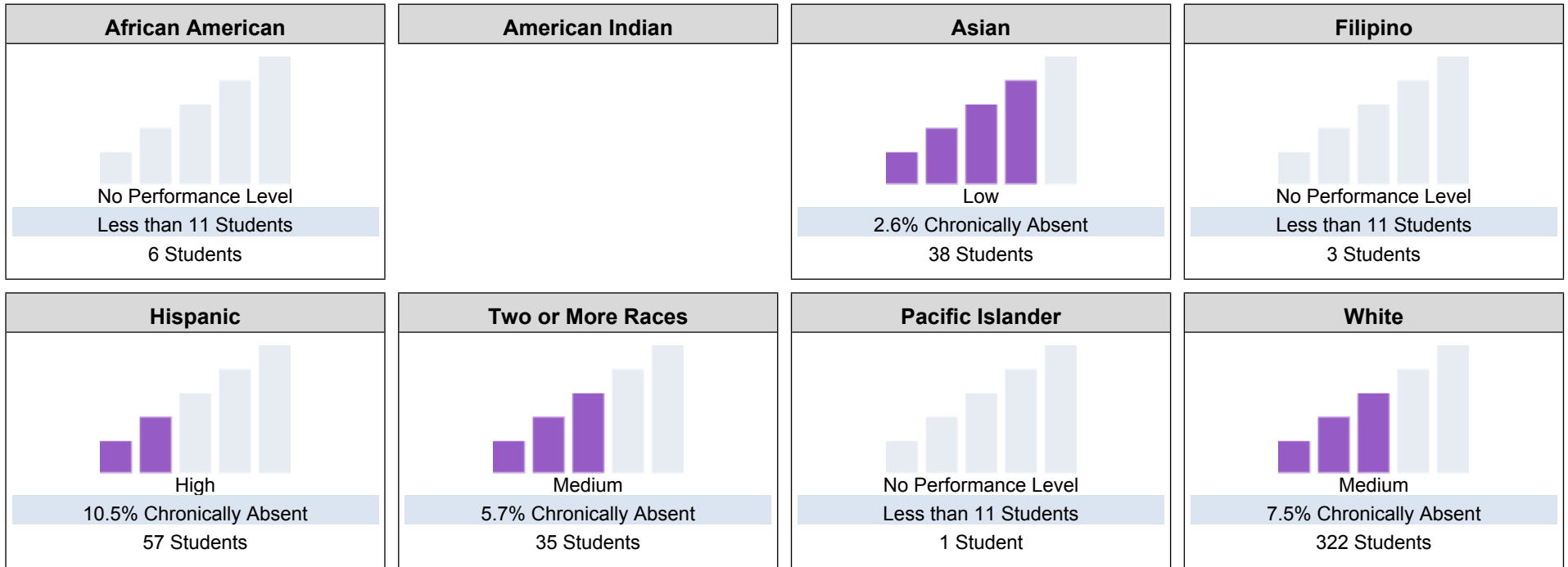


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

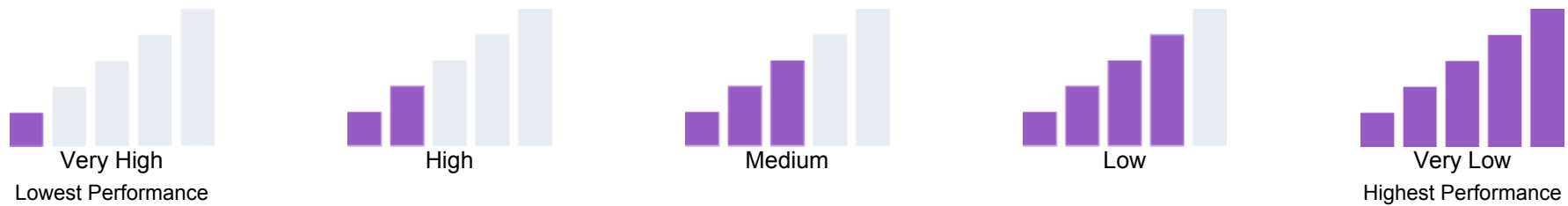
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School and Student Performance Data

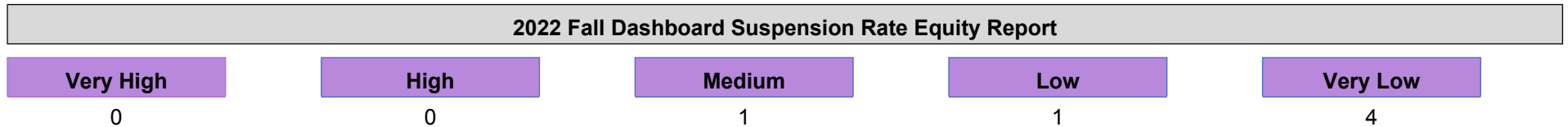
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

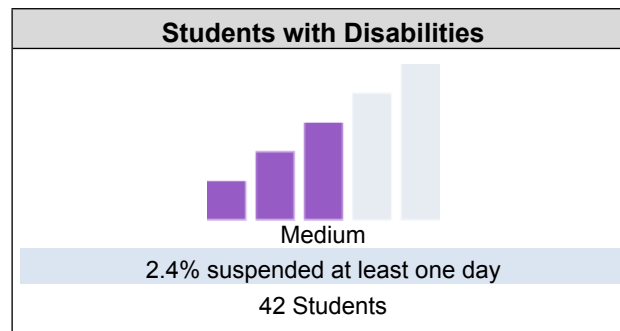
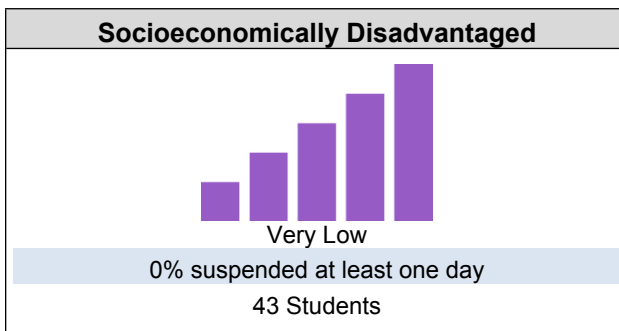
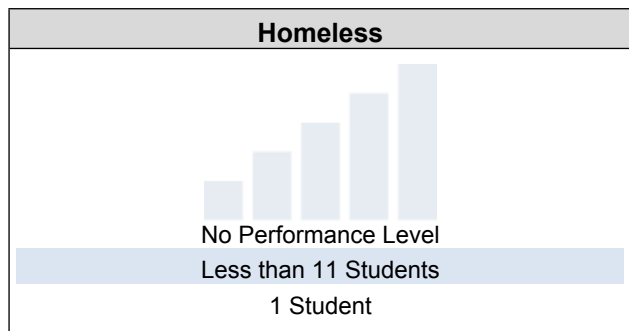
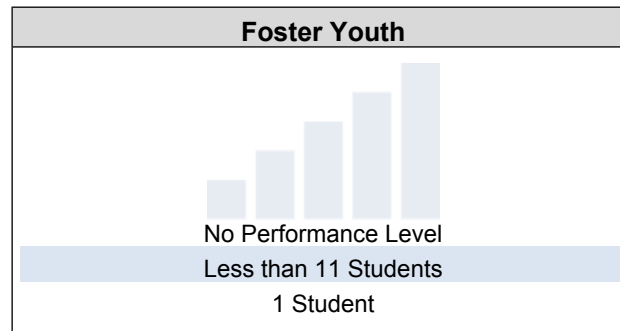
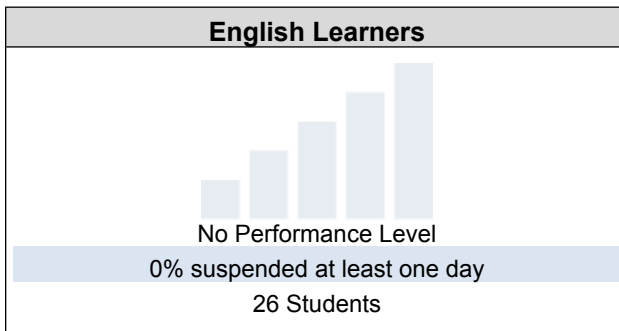
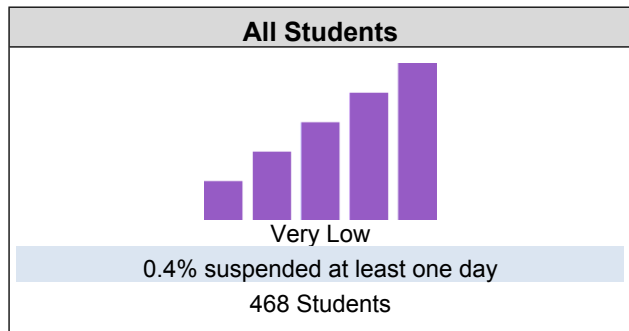


This section provides number of student groups in each level.

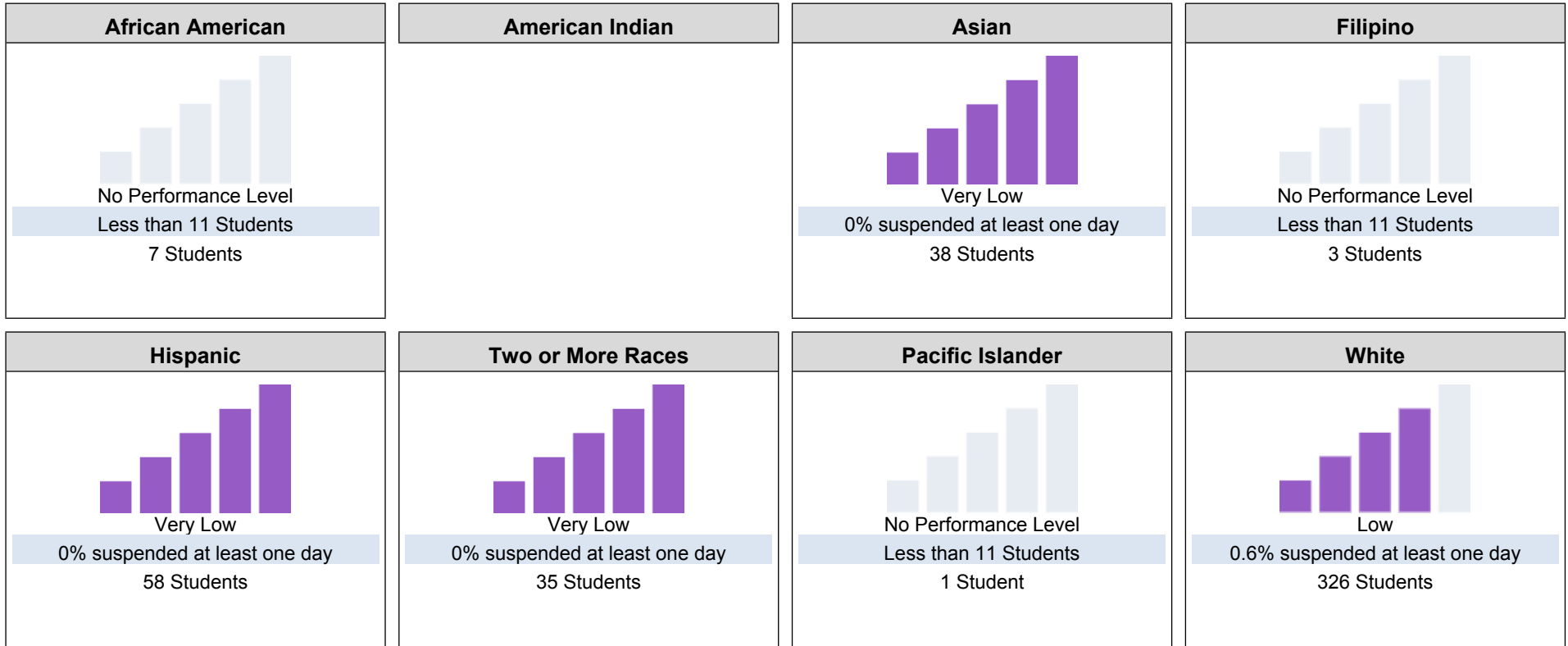


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Access and Achievement in English Language Arts

LEA/LCAP Goal

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

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

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

Goal 1

The following grade level goals are set to be achieved by June 2024:

Kindergarten: 80% of kindergarten students will meet the district benchmark of reading 85% of the Kindergarten High Frequency Words

First Grade: 80% of first grade children will be able to read 3-4 letter words.

Second Grade: 80% of all second grade students can read 90 words per minute on a grade-level passage.

Third Grade: 80% of third grade students will reach a Lexile score of 740 or above.

Fourth Grade: 80% of fourth grade students will reach a Lexile score of 840 or above (a decrease of 5% from the previous year).

Fifth Grade: 80% of all fifth grade students will reach a Lexile score of 1000 or above.

The percent of 3rd - 5th grade students in target populations (SED, EL, GATE, and SWD) scoring At or Above grade level (70%) on ELA Benchmarks will increase by a minimum of 10 percent.

It is important to note that staff and our SSC will be reviewing progress towards this goal at the end of the 2nd and 3rd trimesters.

Identified Need

All K - 5 teachers were given various forms of data to analyze in grade level groups. The purpose was to look at the information and determine areas of strength as well as areas for growth. Teachers were then asked to examine the areas for growth in order to identify a specific area of need to focus on and turn into a grade level SPSA goal. Grades K - 2 mostly looked at data from Report Cards because our CVUSD Report Cards are directly tied to State Standards. K - 2 teachers then analyzed the areas where large numbers

of students were not meeting standards. Grades 3 - 5 mostly looked at CVUSD Benchmark data to see where students were struggling the most. The following areas are the identified areas of need for improvement as determined by each grade level team:

- Kindergarten: High Frequency Words
- First Grade: Reading Fluency
- Second Grade: Phonics and Fluency
- Third Grade: Reading Comprehension
- Fourth Grade: Reading Comprehension
- Fifth Grade: Reading Comprehension

In looking at the data, teachers identified an additional area of need when it was noted that scores for our targeted populations were much lower in comparison to the overall population. An additional area of need was determined to be for staff to also focus specifically on improved access to the ELA curriculum and increase achievement for EL, SWD, GATE, and SED students with a focus on the use of DEI and SEL principles.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten: CVUSD ELA Benchmark Assessment First Grade: CVUSD ELA Benchmark Assessments Second Grade: CVUSD ELA Benchmark Assessments Third Grade: CAASPP Scores & Benchmark Assessments Fourth Grade: CAASPP Scores & Benchmarks Assessments Fifth Grade: CAASPP Scores & Benchmark Assessments	Kindergarten: 86% First Grade: 93% Second Grade: 88% Third Grade: 69% CAASPP 73% Benchmark Assessments Fourth Grade: 79% CAASPP 67% Benchmark Assessments Fifth Grade: 77% CAASPP 80% Benchmark Assessments	Kindergarten: 90% First Grade: 90% Second Grade: 90% Third Grade: 80% average of both assessments Fourth Grade: 80% average of both assessments Fifth Grade: 80% average of both assessments
Previous Tri 3 Benchmark Scores in ELA, CAASPP Scores and Report Card Standards	Baseline data from Trimester 3 2023 Benchmarks. Kindergarten: SED: 76% EL: 92%	80% Proficiency in Reading Growth in reading data across all grade levels and student populations.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

1st Grade:
SED: 77%
EL: 80%
SWD: 67%

2nd Grade:
SED: 75%
EL: 50%
SWD: 46%

Baseline data from Trimester 3 2023
CAASPP.

3rd Grade:
EL: 50% (6 students tested)
SED: 33% (15 students tested)
Hispanic: 67% (18 students tested)
SWD: 43% (7 students tested)

4th Grade:
EL: 33% (3 students tested)
SED: 64% (14 students tested)
Hispanic: 50% (6 students tested)
SWD: 25% (8 students tested)

5th Grade:
EL: 20% (5 students tested)
SED: 40% (4 students tested)
Hispanic: 60% (15 students tested)
SWD: 57% (7 students tested)

Baseline data from Trimester 3 2023
Benchmarks Assessments.

3rd Grade:
EL: 68% (5 students tested)
SED: 65% (5 students tested)
SWD: 65% (5 students tested)

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>4th Grade: EL: 25% (2 students tested) SED: 58% (5 students tested) SWD: 57% (5 students tested)</p> <p>5th Grade: EL: 44% (4 students tested) SED: 61% (12 students tested) SWD: 68% (7 students tested)</p>	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Teacher Release - Assessment Release Teachers are given three 1/2 days throughout the school year - one at the end of each trimester - to either assess their students in a one-on-one setting and/or to review data for ongoing progress monitoring.	School Year 2023-24	Teachers	1.1.1 Teacher Release for articulation on data analysis and assessments 16 teachers x 1.5 x \$200	1000-1999: Certificated Personnel Salaries	OTRM	5800.00
			1.1.2 Teacher Release for articulation on data analysis and assessments 6 teachers x 3 x \$200	1000-1999: Certificated Personnel Salaries	OTRM	3600.00
1.2 Provide MTSS Intervention and Extension Plan for All Students in English Language Arts (MAGIC Time)	School Year 2023-24	Principal Academic Specialists Teachers	1.2.1 A during school MTSS Intervention and Extension Plan will be maintained 3 times/week for grades K-5.	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.2.2 Release time will be provided for student data collection, analysis and evaluation. Teachers will be released from classrooms to discuss data and form MTSS groups.	1000-1999: Certificated Personnel Salaries	OTRM	1,000
			1.2.3 Provide Office Assistant I to assist teachers in copying student materials, MTSS materials, and copy and print reports to monitor student data and achievement.	2000-2999: Classified Personnel Salaries	0010	8,000
			1.2.4 Intervention teachers will train with intervention curriculum publisher to plan strategic intervention and training on interpreting the data.	2000-2999: Classified Personnel Salaries	OTRM	1,000
			1.2.5 Collaboration time between teachers and intervention teachers.	1000-1999: Certificated Personnel Salaries	4EEF	500
1.3 Provide Additional Intervention Opportunities in English Language Arts for All Students	School Year 2023-24	Principal Teachers PFA	1.3.1 A school intervention program will be maintained with priority given to EL, SED, and SPED students. EL students will be provided with additional opportunities intervention.	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.3.2 Provide targeted intervention and English language instruction for EL students during the school day.	2000-2999: Classified Personnel Salaries	0010	800
			1.3.3 Combination Class support for instruction support.	2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	5,000
			1.3.4 Optional homework help for upper grade students during their lunch time.	2000-2999: Classified Personnel Salaries	0010	1,500
1.4 Enrichment Opportunities in English Language Arts	School Year 2023-24	Principal GATE Facilitator Teachers	1.4.1 The school will maintain a robust parent volunteer based after-school program for GATE students with opportunities for Odyssey of the Mind and Noetic Math.	4000-4999: Books And Supplies	0010	1000
			1.4.2 The school will implement and maintain a lunch bunch program designed for GATE students challenging their creative learning, problem solving, and critical thinking skills.	4000-4999: Books And Supplies	0010	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.4.3 The school will maintain a Makerspace room to promote creativity, STEAM, and provide enriching opportunities for students. The school will provide opportunities for students to complete projects with technologies available.	4000-4999: Books And Supplies	0010	5000
1.5 All students will have regular use of digital software designed to build reading and language skills at their instructional level.	School Year 2023-24	Principal Teachers	1.5.1 All areas of the Language Arts program will be taught with fidelity.	None Specified	None Specified	
			1.5.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.	None Specified	None Specified	
			1.5.3 All teachers will utilize required district benchmark assessments and input student results to appropriate recording sheets into Mastery Connect and ESGI.	None Specified	None Specified	
			1.5.6 Students will be provided with reading materials and supplies including copies when needed.	4000-4999: Books And Supplies	OTRM	1398

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.5.7 Students in target populations will participate in classroom based programs for reading fluency, comprehension and understanding academic vocabulary.	None Specified	None Specified	
			1.5.8 Additional supplemental programs and software will be purchased to support UDL strategies in the general education classroom and for student at-home use. This would include: <ul style="list-style-type: none"> • Reading Eggs • Read Naturally Live • Reflex Math • Starfall 	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	6,000
			1.5.9 Supplemental resources and technologies will be purchased to support SPED and EL students in the general education classroom.	4000-4999: Books And Supplies	0010	1,000
			1.5.10 Students will access our lexile program at least once a trimester to get a baseline reading comprehension level.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.6 Student and Staff Access to Technology	School Year 2023-24	Principal Leadership Team Teachers	1.6.1 Students will attend weekly technology sessions in grades TK-5. Instruction will include computer skills, as well as new innovative technologies available.	4000-4999: Books And Supplies	0010	1,000
			1.6.2 Students and faculty will access technology-based programs, hardware and software to enhance instruction and learning, including students in targeted (EL and SED) populations and inclusion of all students including SPED.	4000-4999: Books And Supplies	0010	1,254
			1.6.3 Students will be provided with technology as a tool to assist students in mastering state and local standards. Chromebooks will be maintained at a 1:1 ratio in 2nd-5th grade and iPads will be maintained in TK-1st grade.	4000-4999: Books And Supplies	0010	600
			1.6.4 Teachers will use multimedia and A/V materials to enhance access to instruction and learning.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.6.5 Students will work with the IMT/Makerspace specialist to create.	None Specified	None Specified	
1.7 Support Professional Learning Communities	School Year 2023-24	Principal Leadership Team Teachers	1.7.1 Teachers will work collaboratively within grade level teams on a weekly basis.	None Specified	None Specified	
			1.7.2 Teachers will discuss, support, and reflect on implementation of district benchmark assessments and student data analysis. Specifically, monitoring growth of SED, EL, and SPED students.	None Specified	None Specified	
			1.7.3 Teachers with support from Principal will review strategies and resources to support all students (focusing on district goals) in the general education classroom.	None Specified	None Specified	

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Westlake Elementary implemented a MTSS plan for all students. Academic specialists will be hired to support school-wide plan and target specific areas. Teachers will participate in staff development that will provide resources to address the needs of our students in special populations. Teachers will also work closely to track our students in special populations and work with our special education team as well as the ELD facilitator to support the students in these categories. Academic specialists will work closely with classroom teachers to provide ongoing support for students.

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

Westlake Elementary had no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/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.

The changes for this goal will be for our specialists and intervention teachers. Our goals are also more targeted to include a specific focus on our special populations. We will continue with implementation and evaluation of progress throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Access and Achievement in Mathematics

LEA/LCAP Goal

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

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

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

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

Goal 2

The following grade level goals are set to be achieved by June 2024:

Kindergarten: 75% of kindergarten students will master fluency of all number combinations to 5.

First Grade: 75% of first grade children will be able to solve and explain math reasoning on the District Trimester assessments.

Second Grade: 75% of all second grade students will accurately add and subtract 2 and 3 digit numbers.

Third Grade: 75% of third grade students will demonstrate proficiency in multiplication facts 0-9.

Fourth Grade: 80% of 4th grade students will achieve 100% facts fluency in multiplication and division.

Fifth Grade: 80% of all 5th grade students will meet or exceed grade level standards.

The percent of 3rd-5th grade students in target populations (SED, EL, GATE, and SWD) scoring At or Above Standards on the CVUSD Tri. 3 Benchmark assessment in Mathematics.

Identified Need

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

All K - 5 teachers were given various forms of data to analyze in grade level groups. The purpose was to look at the information and determine areas of strength as well as areas for growth. Teachers were then asked to examine the areas for growth in order to identify a specific area of need to focus on and turn into a grade level SPSA goal. Grades K - 2 mostly looked at data from Report Cards because our CVUSD Report Cards are directly tied to State Standards. K - 2 teachers then analyzed the areas where large numbers of students were not meeting standards. Grades 3 - 5 mostly looked at CVUSD Benchmark data to see where students were struggling the most. The following areas are the identified areas of need for improvement as determined by each grade level team:

- Kindergarten: Number Combinations to 5
- First Grade: Math Reasoning
- Second Grade: Adding/Subtracting 2 and 3 Digit Numbers
- Third Grade: Multiplication Fact Families 0 - 9
- Fourth Grade: Multiplication/Division Fact Fluency
- Fifth Grade: Overall Math Standards Improvement

In looking at the data, teachers identified an additional area of need when it was noted that scores for our targeted populations were much lower in comparison to the overall population. An additional area of need was determined to be for staff to also focus specifically on improved access to the Mathematics curriculum and increase achievement for EL, SWD, GATE, and SED students with consideration of DEI and SEL principles.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten: CVUSD Benchmark Assessment First Grade: CVUSD Benchmark Assessment Second Grade: CVUSD Benchmark Assessment Third Grade: CAASPP Assessment in Math and/or CVUSD Math Benchmark Assessment Fourth Grade: CAASPP Assessment in Math and/or CVUSD Math Benchmark Assessment Fifth Grade: CAASPP Assessment in Math and/or CVUSD Math Benchmark Assessment	Kindergarten: 96% First Grade: 98% Second Grade: 80% Third Grade: 64% CAASPP 82% Benchmark Fourth Grade: 67% CAASPP 78% Benchmark Fifth Grade: 64% CAASPP 87% Benchmark	Proficiency in Math K-2 90% 3-5 80% average of both assessments Growth in math data across all grade levels and student populations.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CVUSD Benchmark Data and CAASPP Data</p>	<p>Baseline data from Trimester 3 2023 Benchmarks.</p> <p>Kindergarten: Sped: N/A SED: 86% EL: 100%</p> <p>1st Grade: Sped: 84% SED: 93% EL: 90%</p> <p>2nd Grade: Sped: 33% SED: 40% EL: 50%</p> <p>Baseline data from Trimester 3 2023 CAASPP.</p> <p>3rd Grade: Sped: 29% (7 students tested) SED: 27% (15 students tested) Hispanic: 56% (18 students tested) EL: 33% (6 students tested)</p> <p>4th Grade: Sped: 13% (8 students tested) SED: 71% (14 students tested) Hispanic: 33% (6 students tested) EL: 33% (3 students tested)</p> <p>5th Grade: Sped: 43% (7 students tested) SED: 25% (16 students tested)</p>	<p>Growth in math data across all grade levels and student populations.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>Hispanic: 40% (15 students tested) EL: 0% (5 students tested)</p> <p>Baseline data from Trimester 3 2023 End of Trimester Assessment.</p> <p>3rd Grade: Sped: 70% (6 students tested) SED: 67% (14 students tested) EL: 68% (5 students tested)</p> <p>4th Grade: Sped: 44% (5 students tested) SED: 60% (5 students tested) EL: 50% (2 students tested)</p> <p>5th Grade: Sped: 86% (8 students tested) SED: 77% (12 students tested) EL: 73% (5 students tested)</p>	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Plan and Provide Professional Development to increase knowledge of district curriculum and goals.	School Year 2023-24	Principal Teachers	2.1.1 Teachers will be supported to participate in district professional development throughout the school year including all professional development on Universal Design for Learning (UDL) strategies.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.1.2 Teachers will receive training in program related to data analysis in Math as needed to supplement from training received from prior year.	None Specified	None Specified	
			2.1.3 Teachers and support staff will be provided with current educational research materials on best practices (Including Universal Design for Learning, Inclusion, and Least Restrictive Environment) to support all students and targeting SED, SPED, and EL students.	None Specified	None Specified	
2.2 Provide Intervention to Support All Students in Math.	School Year 2023-24	Principal Teachers Intervention Specialist	2.2.1 An after school intervention program will be maintained, grades 1-5 including students in target (EL, SED) populations, as well as students in SPED.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	4,000
			2.2.2 Release time will be provided for student data collection, analysis and evaluation. SED, SPED, and EL growth will be monitored and discussed.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	2,000
			2.2.3 Students will be provided with math materials and supplies.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.2.4 Students in target (EL, SPED and SED) populations will receive priority to participate in intervention designed to increase math skills.	None Specified	None Specified	
			2.2.5 Materials to supplement the Math Intervention Program	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	500
			2.2.6 Combination Class instructional support	2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	2,200
2.3 Enrichment Opportunities in Mathematics	School Year 2023-24	Principal Leadership Team Teachers	2.3.1 Provide students with an opportunity to participate in a Math/Science fair. This will serve as a home-school connection and provide families with at-home resources for these subject areas.	None Specified	None Specified	
			2.3.2 Students will access an on-campus Makerspace for enrichment opportunities involving technology and materials for coding, building, and general creating.	None Specified	None Specified	
			2.3.3 Magic Time will be provided to enhance students' learning in the areas of mathematics.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.3.4 The school will maintain a parent volunteer based after-school program for students with opportunities for Odyssey of the Mind and Noetic Math.	4000-4999: Books And Supplies	0010	500
			2.3.5 The school will implement and maintain a lunch bunch program designed for GATE students challenging their creative learning, problem solving, and critical thinking skills.	4000-4999: Books And Supplies	0010	500
2.4 All students will have regular use of digital software designed to build their math skills at their instructional level.	School Year 2023-24	Principal Leadership Team Teachers	2.4.1 All areas of the Math program will be taught with fidelity with regular monitoring by principal.	None Specified	None Specified	
			2.4.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.	None Specified	None Specified	
			2.4.3 All teachers will utilize required benchmark assessments.	None Specified	None Specified	
			2.4.4 Students in target populations will participate in classroom based programs for math fluency and problem solving.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.4.5 Additional supplemental programs and software will be purchased and provided to support UDL strategies in the general education classroom and for student at-home use. This would include: <ul style="list-style-type: none"> • Math Seeds • Prodigy • IXL Math • Reflex Math 	5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	4,000
			2.4.6 Supplemental resources and technologies will be purchased to support SPED and EL students in the general education classroom.	4000-4999: Books And Supplies	0010	2,000
			2.4.7 Provide EL students with supports like Google translate as needed to access the curriculum.	None Specified	None Specified	
			2.4.8 Implement small group instruction with differentiated curriculum for SWD in addition to services offered under each student's IEP to help make learning more accessible for SWD and to minimize learning loss.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.4.9 Staff will use UDL strategies meant to recognize and remove barriers to learning to make learning more accessible for all students, but with a specific focus on SED, EL, GATE, and SWD utilizing DEI and SEL principles in an effort to minimize learning loss.	None Specified	None Specified	
2.5 Provide Additional Intervention Opportunities in Math for All Students	School Year 2023-24	Principal Teachers PFA	2.5.1 An after school intervention program will be maintained with priority given to SED, and SPED students. SED and SPED students will be provided additional opportunities for technology based intervention targeted at their instructional level math skills.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	2,000
			2.5.2 A homework club will be maintained for students during the school day. The homework club will be a quiet environment available for 4th-5th graders during their lunch.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.5.3 Students will have access to programs at home that they can use for intervention as well as lesson reinforcement. Programs include the Go Math personal math trainer, Reflex Math, IXL, prodigy.	5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	500
2.6 All Students and Staff will have access to technology based programs to increase skills.	School Year 2023-24	Principal Tech TOSA Academic Specialist	2.6.1 Students will attend weekly technology sessions in grades TK-5. Instruction will include computer skills, as well as new innovative technologies available.	None Specified	None Specified	
			2.6.2 Students and faculty will access technology-based programs, hardware and software to enhance instruction and learning, including students in targeted (EL and SED) populations and inclusion of all students including SPED.	None Specified	None Specified	

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

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

While we have many areas of academic growth, we will continue to work on the achievement gap between several groups of learners. Teachers will participate in staff meetings that will provide resources to address the needs of our students in special populations. We are providing an after-school intervention program to provide students with targeted intervention. This will also provide students an opportunity to get help with homework and reteaching of specific lessons.

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

There should not be any differences between the intended implementation and /or the budgeted expenditures to implement the strategies/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.

Our goals are targeted to focus on special populations of groups. These changes can be found in the Goal, Identified Areas of Need and the Outcomes sections. We will continue implementation and evaluation of our progress towards meeting these goals throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Creating School-Wide Social-Emotional Learning (SEL) programs to promote an inclusive school climate

LEA/LCAP Goal

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

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

Goal 3

The following goals for improving the SEL component of our students' daily lives at school are set to be achieved by June 2024:

At least 90% of all 4th and 5th grade students will enjoy being at school.

At least 90% of all 4th and 5th grade students will feel like they have an adult on campus they can go to with a problem.

At least 90% of all 4th and 5th grade students will know what to do when they are frustrated at school.

At least 90% of all 4th and 5th grade students will feel a strong connection to the school community.

At least 90% of all 4th and 5th grade students will feel positive about themselves.

At least 90% of all 4th and 5th grade students will feel positive about other students.

Identified Need

Westlake Elementary wants all students to have positive interactions and feel included on campus. Last school year, we examined the LCAP student survey for students in grades 4 and 5. Areas were chosen where we felt there was a need for improvement based on the results. A need was also identified to create a site-based survey for other SEL data we are interested in looking at to guide our programs and improve inclusivity and increase the amount and quality of connection our students feel towards our school community. This goal has also been created with the added importance of UDL, SEL, and DEI practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Student Survey Responses Suspension Rate Chronic Absentee Rate	4th and 5th grade students enjoy being at school: 87% 4th and 5th grade students feel like they have an adult on campus they can go to with a problem: 87% 4th and 5th grade students know what to do when they are frustrated at school: 82% 4th and 5th grade students will feel a strong connection to the school community. 4th and 5th grade students will feel positive about themselves. 4th and 5th grade students will feel positive about other students.	4th and 5th grade students enjoy being at school: 95% or more 4th and 5th grade students feel like they have an adult on campus they can go to with a problem: 95% or more 4th and 5th grade students know what to do when they are frustrated at school: 90% or more 4th and 5th grade students will feel a strong connection to the school community: 90% or more 4th and 5th grade students will feel positive about themselves: 90% or more 4th and 5th grade students will feel positive about other students: 90% or more

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Provide students with clear and concise expectations.	School Year 2023-24	Principal Teachers PFA	3.1.1 CHAMPS maintained throughout campus and classrooms. Providing training for supporting staff members.	None Specified	None Specified	
			3.1.2 Maintain school guidelines for success and provide classroom with posters.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.1.3 Provide conduct assemblies to all students twice throughout the school year.	None Specified	None Specified	
			3.1.4 Principal and teachers to reinforce school rules and expectations	None Specified	None Specified	
			3.1.5 Principal, counselor, teachers, and campus safety assistants will work with students to reinforce Kelso's choices school wide.	None Specified	None Specified	
			3.1.6 Provide before school supervision.	2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	4,000
			3.1.7 Create CHAMPS posters to use throughout the school.	4000-4999: Books And Supplies	0010	500
3.2 Develop and Maintain an Inclusive Environment for All Students Through School Programs and Events	School Year 2023-24	Principal Teachers PFA	3.2.1 Maintain school motto, "Be The Nice Kid," providing reminders and supports throughout school year and incorporating the motto into daily learning.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.2.2 Implement "Start with Hello" week through Sandy Hook Promise. Provide students with instruction and support of how to include others and with recess activities centered around including others.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	200
			3.2.3 Participate in Inclusive Schools Week. Provide students with a guest speaker. Promote inclusion through activities and challenges throughout the week.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	200
			3.2.4 Participate in Anti-Bullying Month and Unity Day.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	200
			3.2.5 Provide students with alternatives to sports activities at lunch.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	500
			3.2.6 Establish and maintain a smile wall on campus to promote kindness.	None Specified	None Specified	
3.3 Establish and Promote Student Leadership	School Year 2023-24	Principal Teachers	3.3.1 Establish and maintain Student Council to promote school spirit and activities on campus.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.3.2 Maintain a student council instructor to provide student leaders with training and skills necessary to promote inclusion around campus.	1000-1999: Certificated Personnel Salaries	0010	2,000
			3.3.3 Establish and maintain student leaders to promote inclusivity around campus. Student council leaders will set examples and have high expectations for behavior and interactions on campus. Student council leaders will promote student connections and provide support for new students.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1,000
3.4 Provide and Maintain Character Education and Social Emotional Development Programs	School Year 2023-24	Principal Teachers Counselor	3.4.1 Provide Sanford Harmony Curriculum to students TK - 5th promoting positive student interactions and instruction on navigating social situations.	None Specified	None Specified	
			3.4.2 Establish, maintain and promote morning meeting and circle time in classrooms to provide opportunities for community building, problem solving and student connections..	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.4.3 Provide assemblies and guest speakers to promote resilience and social emotional development.	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000
3.5 Provide Enrichment, Resources and Tools to Students to Support Inclusion	School Year 2023-24		3.5.1 Provide students with tools to assist in positive social interactions and promote being a WISE student.	4000-4999: Books And Supplies	0010	3,000
			3.5.2 Provide literature to classrooms to support inclusion, kindness, and character.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1,000

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall, students had positive interactions at Westlake Elementary. Our parent faculty association and school site council determined there was a need for additional inclusivity and an opportunity to build students' capacity to build empathy before going to middle school. We will continue to take what we have learned through out focus on SEL and DEI

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

Our stakeholders expressed an interest in wanting to add school wide assemblies and activities where we did not have the budget.

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

A variety of new opportunities were created for our students to provide for SEL instruction. We will continue and expand on these opportunities. Teachers will continue to work with our counselor and Sanford Harmony curriculum.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive Parent and Community Interactions

LEA/LCAP Goal

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

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

Goal 4

90% of Parents at Westlake Elementary will show overall Positive School Interactions.

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

LCAP Parent Survey

93% Like being at school
 85% Feel informed
 95% Feel peers treat their child respectfully
 75% Feel students stop others from insulting
 96% Feel treated fair

90% of parents have positive interactions and feel included on campus.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Provide Ongoing Communication	School Year 2023-24	Principal Office Staff Teachers PFA	4.1.1 School staff will provide accurate and timely communication through text messages, weekly newsletters, and handouts.	None Specified	None Specified	
			4.1.2 Parents will be provided opportunities to give feedback to school staff.	None Specified	None Specified	
			4.1.3 Teachers will establish and maintain communication systems with parents including class letters, informational handouts and academic information to parents.	None Specified	None Specified	
			4.1.4 Teachers and school staff will communicate any student needs to parents.	None Specified	None Specified	
			4.1.5 Promote parent involvement and participation in school events.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4.1.6 English Language Advisory Committee will be established and meet on a regular basis to communicate needs of English Learner students and discuss important topics relating to English Learners and services.	None Specified	None Specified	
			4.1.7 Gifted and Talented Education parents will meet with our GATE teacher rep to inform and educate parents on GATE opportunities.	None Specified	None Specified	
			4.1.8 Teachers are provided with SHOUT OUT forms to help create positive home-school communication.	4000-4999: Books And Supplies	0010	500
4.2 Provide Parent Participation Opportunities	School Year 2023-24	School Staff PFA	4.2.1 Provide parent participation opportunities by partnering with school PFA.	None Specified	None Specified	
			4.2.2 Collaborate with Middle and High Schools to share in parent education.	None Specified	None Specified	
			4.2.3 Provide opportunities for parents to be informed of district and school activities, events, and decisions.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4.2.4 Create promotional materials for school tours.	4000-4999: Books And Supplies	0010	500
4.3 Provide Supervision for Students	School Year 2023-24	Principal School Staff	4.3.1 Provide supervision before school starts to promote a safe environment.	2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	4,788

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Minimize Learning Loss for all Student Groups

LEA/LCAP Goal

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

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

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

Goal 5

The following goals for closing the achievement gap are set to be achieved by June, 2024:

The percent of 3rd - 5th grade EL, SWD, and SED students scoring At or Above Standards on the CAASPP in both ELA and Math will increase by a minimum of 10 percent, or on CVUSD Benchmark Assessments.

The percentage of EL students reclassified will increase by 10% from the previous school year.

The percentage of SED students served in our MTSS intervention program will increase by 10%.

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

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

Identified Need

Grade level teams examined data in both ELA and Math and we noticed members of specific subgroups of students scored lower than the average of their peers. The subgroups that saw noticeably lower scores than the school averages were EL, SWD, and SED students. We then recognized the identified subgroups needed a goal of their own to focus attention and effort for improvement and increased access to the curricula. Our staff will therefore work to close the achievement gap between our school average of scores on the CAASPP and other assessments in English Language Arts and Mathematics and those of EL, SWD, GATE, and SED students utilizing DEI and SEL principles and in the additional ways noted below in order to minimize learning loss.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL, SWD, and SED student scores on the SBAC in Math, IXL, and CVUSD Benchmark scores. EL, SWD, and SED student scores on the SBAC in ELA, IXL, and CVUSD Benchmark scores.	Overall Average Score At/Above Standard for Math = 73% Overall Average Score At/Above Standard for ELA = 80% Average EL student SBAC scores in Math: 23% Average EL student SBAC scores in ELA: 10% Average SWD student SBAC scores in Math: 46% Average SWD student SBAC scores in ELA: 64% Average SED student SBAC scores in Math: 53% Average SED student SBAC scores in ELA: 51%	Average EL student SBAC scores in Math: 33% Average EL student SBAC scores in ELA: 20% Average SWD student SBAC scores in Math: 56% Average SWD student SBAC scores in ELA: 74% Average SED student SBAC scores in Math: 63% Average SED student SBAC scores in ELA: 61%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Provide additional instruction and/or intervention in class to students to address learning loss.	School Year 2023-24	Principal Intervention Academic Specialists	5.1.1 Kindergarten - Focus on building fine motor skills	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Teachers	5.1.2 1st-5th Focus on essential standards, writing-reteaching foundational skills through Lexia, IXL, Reflex Math, reading eggs, and math seeds.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	1,500
			5.1.3 Lexia is provided for 1st grade teachers and targeted intervention.	None Specified	None Specified	
			5.1.4 ELA Intervention Program to specifically help with learning loss (see goal 1 for funding sources)	None Specified	None Specified	
5.2 SEL activities will be sent out weekly to teachers to implement and support connections/school belonging.	School Year 2023-24	Principal Teachers School Counselor	5.2.1 School Counselor will send out monthly resources to be implemented during class time.	None Specified	None Specified	
			5.2.2 SEL lessons through Sanford Harmony.	None Specified	None Specified	
			5.2.3 Daily SEL slides shared with all teachers.	None Specified	None Specified	
5.3 School Counselor will create classroom lessons to model community circles and SEL for teachers.	School Year 2023-24	School Counselor	5.3.1 School Counselor to deliver lessons to grade level classes.	None Specified	None Specified	
			5.3.2 Counselor will focus on Kelso's choices in the younger grade classes.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			5.3.3 Counselor will visit upper grade classes to help with conflict resolution and to model community circles.	None Specified	None Specified	
5.4 Staff will focus on training meant to recognize and remove barriers to learning to make learning more accessible for all students with a specific focus on SWD, EL, GATE, and SED students with consideration of SEL and DEI principles.	School Year 2023-24	Principal Teachers	5.4.1 District PD provided several times a year will focus on various topics. 5.4.2 Staff meetings will have mini lessons on ways teachers can incorporate SEL lessons.	None Specified	None Specified	
5.5 Smarty Ants and Imagine Learning will be utilized as an intervention to promote reading comprehension for EL.	School Year 2023-24	Teachers	5.5.1 Small groups of students will receive Smarty Ants and Imagine Learning intervention two times a week for 30 minutes. 5.5.2 EL facilitator will push in to classrooms and use a piloting Canvas course to help reinforce basic skills.	None Specified	None Specified	

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We provided different types of intervention through our eblock time. We also were able to purchase computer based programs to help with learning loss. Smaller class sizes also helped with learning loss.

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

There were no major differences.

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

We will continue with our specialists and intervention to provide an opportunity for teacher collaboration about the needs of students. We will also implement a time to review student progress for those students attending the different intervention programs and using the online programs to understand the progress and usage.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$107,540.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
0010	\$30,154.00
OTRM	\$12,798.00
4EEF	\$500.00
ESSER III - Learning Loss	\$15,000.00
ESSER III - Other Allowable Uses	\$44,088.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$5,000.00

Subtotal of state or local funds included for this school: \$107,540.00

Total of federal, state, and/or local funds for this school: \$107,540.00

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
0010	\$30,154.00	0.00
4EEF	\$500.00	0.00
ESSER III - Learning Loss	\$15,000.00	0.00
ESSER III - Other Allowable Uses	\$44,088.00	0.00
OTRM	\$12,798.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	30,154.00
OTRM	12,798.00
4EEF	500.00
ESSER III - Learning Loss	15,000.00
ESSER III - Other Allowable Uses	44,088.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,400.00
2000-2999: Classified Personnel Salaries	42,288.00
4000-4999: Books And Supplies	30,352.00
5800: Professional/Consulting Services And Operating Expenditures	9,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	0010	2,000.00
2000-2999: Classified Personnel Salaries	0010	10,300.00
4000-4999: Books And Supplies	0010	17,854.00
1000-1999: Certificated Personnel Salaries	OTRM	10,400.00
2000-2999: Classified Personnel Salaries	OTRM	1,000.00
4000-4999: Books And Supplies	OTRM	1,398.00
1000-1999: Certificated Personnel Salaries	4EEF	500.00
2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	15,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	12,500.00
2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	15,988.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	11,100.00
5800: Professional/Consulting Services And Operating Expenditures	ESSER III - Other Allowable Uses	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,952.00
Goal 2	20,700.00
Goal 3	18,600.00
Goal 4	5,788.00
Goal 5	2,500.00

School Site Council Membership and Assurances

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 (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 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
Terri Culpepper	Principal
Richard Fields	Parent or Community Member
Jenifer Marvin	Classroom Teacher
Rachel Braddell	Classroom Teacher
Carolyn Booser	Classroom Teacher
Ann Keenan	Other School Staff
Anna Tucker-White	Parent or Community Member
Katie Wilkes	Parent or Community Member
Carolyn Cherrie	Parent or Community Member
Tim Hagerty	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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::



Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative

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

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

This SPSA was adopted by the SSC at a public meeting on 8/30/2023.

Attested:

	Principal, Terri Culpepper on 8/30/23
	SSC Chairperson, Richard Fields on 8/30/2023

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019