

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westlake Hills Elementary School	56 73759 6093181	August 27, 2024	

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

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

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

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

This plan is being used by Westlake Hills Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Westlake Hills Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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.

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

1. A comprehensive needs assessment (pursuant to ESSA)
2. Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
3. May include local data
4. 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.

Educational Partner Involvement

How, when, and with whom did Westlake Hills Elementary 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

Westlake Hills Elementary 2024-2025 SPSA was developed in collaboration with our school committees, stakeholders and school faculty. Site Council representatives were involved in school's SPSA development and provided input throughout the school year. Trimester Benchmark Data & past three years of CAASPP data was evaluated for trends in the percentage of students meeting & exceeding grade level standards. Data was shared and analyzed in development of goals. Conversations led to the development of possible new goals to address need based on data.

August 29, 2023 School Site Council meeting held with parents from various committees, teachers, and school staff to review goals, rubric, and measures

September 19, 2023 School Site Council meeting held with parents from various committees, teachers, and school staff to look at school safety needs and comprehensive safety plan

October 17th, 2023 School Site Council meeting held with parents from various committees, teachers, and school staff to look at updates on the safety plan and specific funding (ESR3) for Goal #5

November 14, 2023 English Learner Advisory Committee met with English Learner parents and staff to review EL progress on ELPAC and specifically its relation to Goal #3.

January 16th, 2024 School Site Council meeting held with parents from various committees, teacher, and school staff to look at the CA Dashboard and accountability matrix, especially as it related to ATIS

February 20, 2024 School site council meeting held with parents from various committees, teachers and staff to review CA Dashboard Data as well as school benchmark data to inform goal making and needs
March 5, 2024 Principal meeting with site leadership teachers to review common assessment data/grade level performance as well as determine goal effectiveness.
March 19, 2024 School site council meeting held with parents from various committees, teachers, and staff to review CAASPP and attendance data as it relates to goals and actions
April 17, 2024 English Learner Advisory Committee met to review English Learner progress with a specific focus on Goal #3 and Goal #4 of SPSA.
May 15, 2024 English Learner Advisory Committee met to consider needs assessment as it pertains to serving English Learner population.
May 21, 2024 School site council meeting held with parents from various committees, teachers, and staff to review data from Goal #4

Resource Inequities

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

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

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.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic absentee:
Orange- Students w Disabilities, English Learners
Red- All students, White, Hispanic, Socio Economically Disadvantaged

Suspension:
Students with Disabilities (Orange), All students (green)

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

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Westlake Hills Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.25%	0.73%	0	1	3
African American	0.96%	0.75%	0.98%	4	3	4
Asian	6.95%	6.72%	5.85%	29	27	24
Filipino	0.48%	0%	0.49%	2	0	2
Hispanic/Latino	25.42%	26.12%	24.39%	106	105	100
Pacific Islander	%	0.25%	0.24%	0	1	1
White	58.03%	59.45%	60.24%	242	239	247
Multiple/No Response	7.67%	6.47%	7.07%	32	26	29
Total Enrollment				417	402	410

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	59	80	42
Grade 1	79	48	62
Grade 2	66	85	50
Grade 3	65	59	90
Grade 4	69	65	61
Grade 5	79	65	66
Total Enrollment	417	402	410

Conclusions based on this data:

1. Student enrollment has slowly declined at Westlake Hills when compared with data from 5-10 years ago, which is consistent with a decline in district enrollment.
2. Overall school enrollment has been stable over the past three years.
3. There was an increase in kindergarten from 21-22 to 22-23 which allowed our site to have three kindergarten classes instead of two.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	52	48	43	10.6%	12.5%	10.5%
Fluent English Proficient (FEP)	22	22	23	6.6%	5.3%	5.6%
Reclassified Fluent English Proficient (RFEP)				11.1%		

Conclusions based on this data:

1. The number of EL students has decreased slightly, consistent with enrollment numbers.
2. The number of students who are reclassifying as FEP has been consistent.
3. The number of students who are reclassifying at RFEP each year continues to be a focus of ELAC and SPSA (Goal #3).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	66	58	90	65	57	89	64	57	89	98.5	98.3	99
Grade 4	68	65	62	66	64	62	66	64	62	97.1	98.5	100
Grade 5	78	63	66	74	61	63	74	61	63	94.9	96.8	95
All Grades	212	186	218	205	182	214	204	182	214	96.7	97.8	98

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2482.	2466.	2453	51.56	49.12	39	28.13	19.30	24	12.50	15.79	18	7.81	15.79	19
Grade 4	2521.	2523.	2514	43.94	46.88	40	27.27	28.13	31	15.15	14.06	13	13.64	10.94	16
Grade 5	2552.	2584.	2556	39.19	50.82	48	35.14	29.51	30	12.16	13.11	10	13.51	6.56	13
All Grades	N/A	N/A	N/A	44.61	48.90	42	30.39	25.82	28	13.24	14.29	14	11.76	10.99	16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	35.94	35.09		59.38	52.63		4.69	12.28	
Grade 4	36.36	37.50		57.58	54.69		6.06	7.81	
Grade 5	41.89	42.62		43.24	52.46		14.86	4.92	
All Grades	38.24	38.46		52.94	53.30		8.82	8.24	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.81	36.84		64.06	42.11		3.13	21.05	
Grade 4	31.82	26.56		60.61	65.63		7.58	7.81	
Grade 5	32.43	49.18		58.11	44.26		9.46	6.56	
All Grades	32.35	37.36		60.78	51.10		6.86	11.54	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.69	12.28		64.06	80.70		6.25	7.02	
Grade 4	19.70	20.31		63.64	68.75		16.67	10.94	
Grade 5	17.57	24.59		74.32	68.85		8.11	6.56	
All Grades	22.06	19.23		67.65	72.53		10.29	8.24	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.00	21.05		64.06	75.44		10.94	3.51	
Grade 4	31.82	26.56		59.09	67.19		9.09	6.25	
Grade 5	22.97	40.98		71.62	55.74		5.41	3.28	
All Grades	26.47	29.67		65.20	65.93		8.33	4.40	

Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.
2. Grade 5 Research/Inquiry jumped 18% Above Standard.
3. Grade 3 Writing dropped 22% from 21-22 to 22-23 for At/Near Standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	66	58	89	65	57	89	65	57	89	98.5	98.3	100
Grade 4	68	65	63	66	64	63	66	64	63	97.1	98.5	100
Grade 5	78	63	66	74	61	63	74	61	63	94.9	96.8	95
All Grades	212	186	218	205	182	215	205	182	215	96.7	97.8	99

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2470.	2464.	2459	36.92	29.82	35	33.85	36.84	34	16.92	21.05	15	12.31	12.28	17
Grade 4	2510.	2513.	2503	33.33	37.50	37	27.27	31.25	18	27.27	18.75	35	12.12	12.50	11
Grade 5	2542.	2562.	2549	36.49	49.18	38	24.32	19.67	24	22.97	19.67	22	16.22	11.48	16
All Grades	N/A	N/A	N/A	35.61	39.01	36	28.29	29.12	26	22.44	19.78	23	13.66	12.09	15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	47.69	36.84		41.54	54.39		10.77	8.77	
Grade 4	39.39	50.00		39.39	34.38		21.21	15.63	
Grade 5	39.19	49.18		43.24	37.70		17.57	13.11	
All Grades	41.95	45.60		41.46	41.76		16.59	12.64	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.00	28.07		50.77	56.14		9.23	15.79	
Grade 4	28.79	34.38		56.06	53.13		15.15	12.50	
Grade 5	31.08	42.62		52.70	47.54		16.22	9.84	
All Grades	33.17	35.16		53.17	52.20		13.66	12.64	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.31	31.58		61.54	57.89		6.15	10.53	
Grade 4	37.88	31.25		42.42	50.00		19.70	18.75	
Grade 5	29.73	37.70		54.05	49.18		16.22	13.11	
All Grades	33.17	33.52		52.68	52.20		14.15	14.29	

Conclusions based on this data:

1. The percentages of students exceeding standard across grades 3-5 was consistent.
2. The mean score of third grade was lower than fifth even though they had a higher percentage of students meeting/exceeding standard.
3. Grade 5 overall performance jumped 13% "Standard Exceeded" in Mathematics from 21-22 to 22-23.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the ELPAC.org website for more information about the ELPAC.

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	*	*	*	*	*	*	*	*	*	8	6	8
1	*	*	*	*	*	*	*	*	*	5	7	5
2	*	*	*	*	*	*	*	*	*	9	7	7
3	1495.3	*	*	1494.4	*	*	1495.6	*	*	12	8	6
4	*	1512.9	*	*	1501.1	*	*	1524.2	*	10	12	8
5	*	*	1567.9	*	*	1573.9	*	*	1561.4	4	7	11
All Grades										48	47	45

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	25.00	*	*	41.67	*	*	25.00	*	*	8.33	*	*	12	*	*
4	*	8.33	*	*	66.67	*	*	25.00	*	*	0.00	*	*	12	*
5	*	*	36.36	*	*	63.64	*	*	0.00	*	*	0.00	*	*	11
All Grades	20.83	12.77	17.78	35.42	48.94	53.33	33.33	27.66	24.44	10.42	10.64	4.44	48	47	45

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	33.33	*	*	58.33	*	*	0.00	*	*	8.33	*	*	12	*	*
4	*	8.33	*	*	83.33	*	*	8.33	*	*	0.00	*	*	12	*
5	*	*	63.64	*	*	36.36	*	*	0.00	*	*	0.00	*	*	11
All Grades	35.42	21.28	35.56	35.42	57.45	42.22	20.83	12.77	15.56	8.33	8.51	6.67	48	47	45

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	33.33	*	*	41.67	*	*	25.00	*	*	12	*	*
4	*	0.00	*	*	58.33	*	*	33.33	*	*	8.33	*	*	12	*
5	*	*	18.18	*	*	45.45	*	*	36.36	*	*	0.00	*	*	11
All Grades	6.25	4.26	4.44	31.25	36.17	42.22	39.58	38.30	51.11	22.92	21.28	2.22	48	47	45

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	50.00	*	*	41.67	*	*	8.33	*	*	12	*	*
4	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*
5	*	*	45.45	*	*	54.55	*	*	0.00	*	*	11
All Grades	41.67	34.04	40.00	54.17	53.19	51.11	4.17	12.77	8.89	48	47	45

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	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
4	*	25.00	*	*	75.00	*	*	0.00	*	*	12	*
5	*	*	81.82	*	*	18.18	*	*	0.00	*	*	11
All Grades	31.25	29.79	35.56	58.33	63.83	57.78	10.42	6.38	6.67	48	47	45

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	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
4	*	0.00	*	*	83.33	*	*	16.67	*	*	12	*
5	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
All Grades	8.33	6.38	8.89	75.00	68.09	75.56	16.67	25.53	15.56	48	47	45

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	8.33	*	*	75.00	*	*	16.67	*	*	12	*	*
4	*	41.67	*	*	58.33	*	*	0.00	*	*	12	*
5	*	*	63.64	*	*	36.36	*	*	0.00	*	*	11
All Grades	10.42	21.28	24.44	70.83	63.83	71.11	18.75	14.89	4.44	48	47	45

Conclusions based on this data:

1. There is a need to continue on-going language support in the classroom to develop vocabulary and listening skills monitoring progress to inform instruction.
2. In addition to UDL intentional practices and planning for English Learners, reading writing listening speaking domains, may be addressed through small group instruction.

3. ELPAC data is regularly communicated with ELAC parents as well as SSC. An emphasis on ELPAC preparation has helped support student performance.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
402	21.1	11.9	0.2
Total Number of Students enrolled in Westlake Hills 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	48	11.9
Foster Youth	1	0.2
Homeless		
Socioeconomically Disadvantaged	85	21.1
Students with Disabilities	30	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7
American Indian	1	0.2
Asian	27	6.7
Hispanic	105	26.1
Two or More Races	26	6.5
Pacific Islander	1	0.2
White	239	59.5

Conclusions based on this data:

1. Data indicating that 21.2% of our students are socioeconomically disadvantages informs us on the need to provide communications regarding resources available in the community and to be sensitive to needs during classroom discussions.
2. 12% of the school population is English Learners which leads the school to consider resources and instructional supports that are required to help them be successful.
3. SWD Students with Disabilities represent approximately 8% of the school population which highlights the need for individualized support including specialized academic instruction

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Red	Suspension Rate Green
Mathematics Green		
English Learner Progress Blue		

Conclusions based on this data:

1. Academic Performance is an area of strength for Westlake Hills, with Mathematics in the green category, ELA and English Learner Progress in the blue category.
2. Chronic Absenteeism is an area of focus as it is identified in the red category. School attendance and engagement continue to be focus on in SPSA goal 4.

-
-
3. Suspension Rate remains in the green category with 2 students being suspended for the 2022-2023 school year.

School and Student Performance Data

Academic Performance English Language Arts

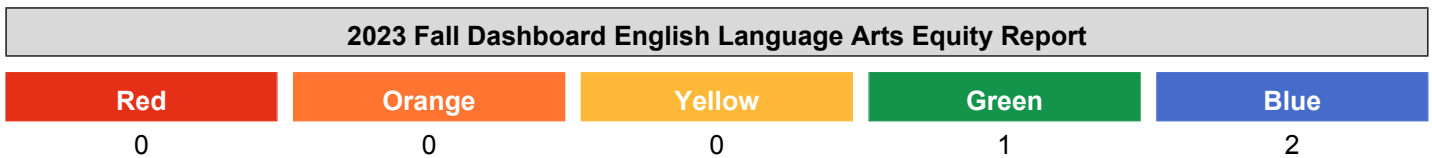
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 56.4 points above standard Increased +8 points 181 Students	English Learners 8.3 points above standard Decreased -6.5 points 29 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Green 17.9 points above standard Maintained 0 points 39 Students	Students with Disabilities 47.1 points below standard Increased +9.3 points 15 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	<div style="background-color: #e6f2ff; padding: 2px;">95.6 points above standard</div> Increased +9.3 points 13 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e6f2ff; padding: 2px;">23.2 points above standard</div> Increased Significantly +20 points 56 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student	 Blue <div style="background-color: #e6f2ff; padding: 2px;">66.7 points above standard</div> Increased +4.2 points 103 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<div style="background-color: #e6f2ff; padding: 2px;">5.6 points below standard</div> Increased Significantly +32.4 points 25 Students	Less than 11 Students 4 Students	<div style="background-color: #e6f2ff; padding: 2px;">64.7 points above standard</div> Increased +8.7 points 145 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged students scored 17.9 points above the standard.
2. English Language learners scored 8.3 points above standard, while decreasing -6.5 points since previous year.
3. SWD scored 47.1 points below the standard, while improving +9.3 points since previous year.

School and Student Performance Data

Academic Performance Mathematics

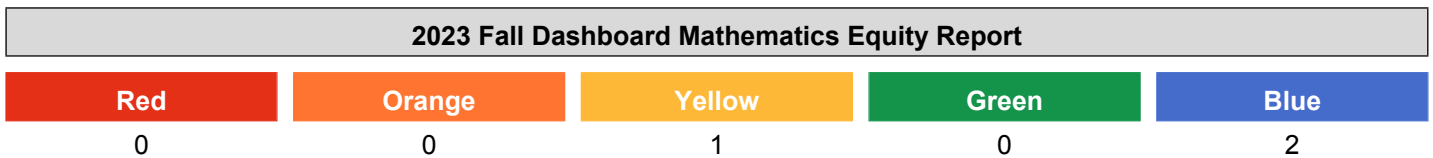
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>30.3 points above standard</p> <p>Increased +5.1 points</p> <p>181 Students</p>	<p>English Learners</p> <p>9.6 points below standard</p> <p>Decreased -7.6 points</p> <p>29 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>9.7 points below standard</p> <p>Decreased -13 points</p> <p>39 Students</p>	<p>Students with Disabilities</p> <p>54.5 points below standard</p> <p>Increased +10.4 points</p> <p>15 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	<div style="background-color: #e0e0e0; padding: 2px;">40.3 points above standard</div> Decreased -9.3 points 13 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e0e0e0; padding: 2px;">0.9 points above standard</div> Increased Significantly +15.5 points 56 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student	 Blue <div style="background-color: #e0e0e0; padding: 2px;">45.3 points above standard</div> Maintained +1.1 points 103 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<div style="background-color: #e0e0e0; padding: 2px;">14.9 points below standard</div> Increased Significantly +29.5 points 25 Students	Less than 11 Students 4 Students	<div style="background-color: #e0e0e0; padding: 2px;">35.8 points above standard</div> Increased +5.1 points 145 Students

Conclusions based on this data:

1. Overall student scores increased in math 5.1 points 30.3 points above standard. Hispanic students increased significantly by 15.5 points, rising above standard by .9 points.
2. Socioeconomically disadvantaged students scored 9.7 points below standard, decreasing by 13 points and putting the subgroup in yellow.
3. Current English Learners significantly rose by 29.5 points, scoring 14.9 points below the standard.

School and Student Performance Data

Academic Performance English Learner Progress

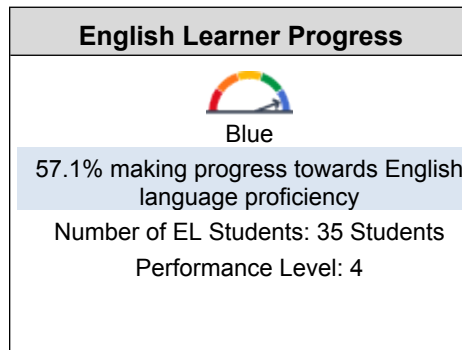
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
6	9	0	20

Conclusions based on this data:

1. English Learner progress is in the blue zone with 57.1% making progress towards English proficiency.
2. 20 of our 35 EL students increased at least 1 ELPI level.
3. 6 of our 35 EL students decreased 1 ELPI level, while 9 maintained their ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 15.4% Chronically Absent Increased Significantly 3.6 410 Students	English Learners Orange 12.2% Chronically Absent Increased 2.6 49 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Red 20.7% Chronically Absent Increased 1.8 92 Students	Students with Disabilities Orange 22.7% Chronically Absent Declined -2.8 44 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	0% Chronically Absent Declined -3.4 27 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 22.6% Chronically Absent Increased 5.7 106 Students	7.7% Chronically Absent Declined -10 26 Students	Less than 11 Students 1 Student	 Red 15% Chronically Absent Increased Significantly 5.5 246 Students

Conclusions based on this data:

1. The student body as a whole saw a significant increase by 3.6 points with 15.4% Chronically Absent.
2. 3 subgroups were identified in the red category: Hispanic 22.6%, Socioeconomically Disadvantaged 20.7%, and White 15%.
3. 2 subgroups were identified in the orange category: Students with Disabilities 22.7% and English Learners 12.2%.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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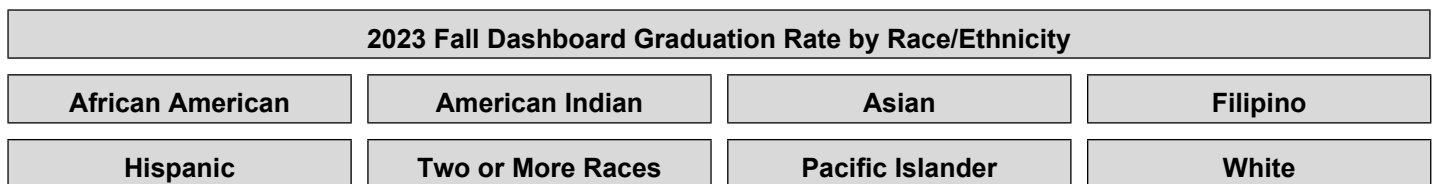
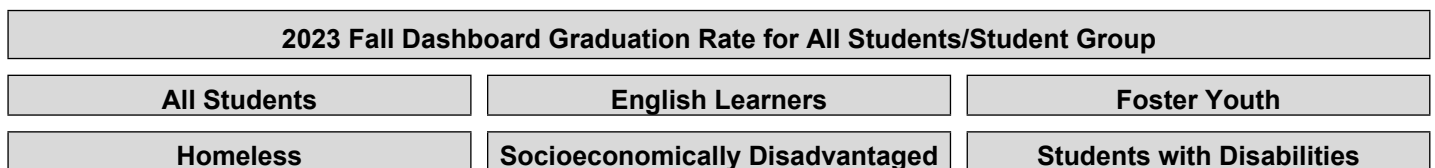
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

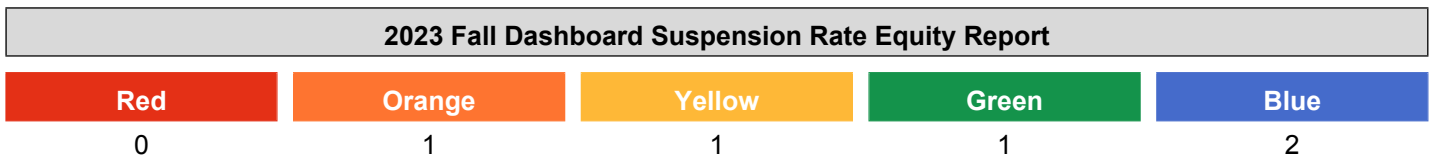
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.5% suspended at least one day</td> </tr> <tr> <td>Increased 0.3 414 Students</td> </tr> </tbody> </table>	All Students	 Green	0.5% suspended at least one day	Increased 0.3 414 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 50 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Maintained 0 50 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 2 Students
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Homeless												
Less than 11 Students 3 Students												
Socioeconomically Disadvantaged												
 Green												
1.1% suspended at least one day												
Declined -0.3 92 Students												
Students with Disabilities												
 Orange												
4.5% suspended at least one day												
Increased 4.5 44 Students												

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>0% suspended at least one day</p> <p>Maintained 0 27 Students</p>	<p align="center"></p> <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 108 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 26 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"></p> <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.4 248 Students</p>

Conclusions based on this data:

- Two students were suspended from Westlake Hills in the 2022-2023 school year, increasing by 1 student from the previous school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

By June 2025:

Grades TK-2: The percentage of students meeting or exceeding district grade level standards in ELA (high frequency words and fluency) will increase by 3% at each grade level as measured by Trimester Assessment Data.

Grades 3 - 5: The percentage of students meeting or exceeding district grade level standards in ELA will increase by 3% as measured by CAASPP.

Grades 2-5: The percentage of students meeting or exceeding district grade level standards in ELA as will increase by 2% per grade level as measured by SRI assessment data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

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

Site data from district benchmarks are listed below by skill/standard. CAASPP scores are listed below in Baseline.

22-23

Tri 1 Data

Kinder- High Frequency Words 74%, 11%, 15%
 Grade 1- High Frequency Words 74%, 15%, 11%
 Grade 2- Reading Fluency 80%, 2%, 18%

Tri 2 data

Kinder- High frequency words 59%, 5%, 36%
 Grade 1- High frequency words 94%, 0%, 6%
 Grade 2- Reading Fluency 82%, 4%, 14%

Tri 3 data

Kinder- 63%, 9%, 28%
 Grade 1- 89%, 6%, 5%
 Grade 2- 80%, 10%, 10%

23-24

Tri 1 Data

Kinder- High Frequency Words 76%, 12%, 12%
 Grade 1- High Frequency Words 60%, 11%, 29%
 Grade 2- Reading Fluency 76%, 7%, 17%

Tri 2 data

Kinder- High frequency words 69%, 13%, 17%
 Grade 1- High frequency words 80%, 8%, 12%
 Grade 2- Reading Fluency 81%, 10%, 8%

Tri 3 data

Kinder- High frequency words 72%, 15%, 13%
 Grade 1- High frequency words 93%, 1%, 6%
 Grade 2- Reading Fluency 84%, 8%, 8%

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Proficiency Metric: CAASPP Spring 2024	Grade 3: 64% in 2018, 61% in 2019, 79% in 2022 Grade 4: 74% in 2018, 66% in 2019, 71% in 2022 Grade 5: 73% in 2018, 78% in 2019, 74% in 2022 Grade 3: 68% in 2023, 63% in 2024. Grade 4: 74% in 2023, 71% in 2024. Grade 5: 80% in 2023, 78% in 2024.	Increase by 2% by Spring 2025
Indicator: California Dashboard 2023	ELA- Very High Hispanic students increased 20 points (23.2 points above standard) White students increased 4.2 points (66.7 points above standard)	Maintain ELA - Very High Increase by 2 points for each subgroup

	Socioeconomically Disadvantaged students 17.9 points above standard (Green/High category)	
Indicator: District Benchmarks	<p>2023-2024</p> <p>Tri 1 Data</p> <p>Kinder- High Frequency Words 76%, 12%, 12%</p> <p>Grade 1- High Frequency Words 60%, 11%, 29%</p> <p>Grade 2- Reading Fluency 76%, 7%, 17%</p> <p>Tri 2 Data</p> <p>Kinder- High frequency words 69%, 13%, 17%</p> <p>Grade 1- High frequency words 80%, 8%, 12%</p> <p>Grade 2- Reading Fluency 81%, 10%, 8%</p> <p>Tri 3 Data</p> <p>Kinder- High frequency words 72%, 15%, 13%</p> <p>Grade 1- High frequency words 93%, 1%, 6%</p> <p>Grade 2- Reading Fluency 84%, 8%, 8%</p>	2024-2025 Trimester Data will trend upward with standards met/exceeded
CAASPP ELA in 2021-2022	3rd grade: 79% met or exceeded 4th grade: 71% met or exceeded 5th grade: 74% met or exceeded	
CAASPP ELA in 2022-2023	3rd grade: 69% met or exceeded 4th grade: 75% met or exceeded 5th grade: 80% met or exceeded	
CAASPP ELA in 2023-2024	3rd grade: 63% met or exceeded 4th grade: 71% met or exceeded 5th grade: 78% met or exceeded	Increase by 2% by Spring 2025

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide systemic Language Arts intervention support to increase phonemic awareness, phonics, comprehension, & fluency using Lexia and/or small group instruction by an Academic Specialist for students identified as at-risk of meeting grade level standards including SWD, SED, McKinney Vento, Foster and EL students.	Intervention will be provided to all students including those at-risk including subgroups such as GATE, SWD, SED, McKinney Vento, Foster youth, and EL students.	8019 0TRM 1000-1999: Certificated Personnel Salaries Intervention Specialists Credentialed Teacher Principal 0 None Specified None Specified

			<p>All students in grades 1st- 5th identified as performing significantly below grade level will be assessed with Lexia; closely monitoring SWD, and SED students (allocated funds in Goal #5).</p> <p>10525 0010 1000-1999: Certificated Personnel Salaries Intervention Specialist will monitor progress of students in Lexia & provide small group reinforcement for students red flagged for unit support.</p> <p>None Specified None Specified All students in grades 1st, 2nd & 3rd will participate in Lexia. EL students identified for "Smarty Ants" program will use in lieu of Lexia and/or in conjunction with Lexia.</p>
1.2	Provide systemic Language Arts intervention support to increase phonemic awareness, phonics & fluency beginning reading skills using Smarty Ants & small group instruction by our ELL Facilitator & Intervention Specialists for ELL students in grades K, 1st and 2nd		<p>None Specified 1000-1999: Certificated Personnel Salaries ELL Facilitator</p> <p>None Specified 1000-1999: Certificated Personnel Salaries Intervention Specialist</p> <p>Smarty Ants instruction & monitoring of student progress by our ELL Facilitator will occur during reinforcement time and through collaboration with classroom teacher.</p> <p>Intervention Teacher funded in Goal 3 for ELL intervention to meet the learning needs of English Learners.</p>
1.3	Professional Development - Differentiated/intervention strategies to build teacher repertoire for all struggling students (including Students with Disabilities, English Learners, Socio-economically Disadvantaged SWD, EL, SED).		<p>0</p> <p>None Specified UDL trainings to provide best first instruction for EL, SWD, SED and GATE students 0</p>

			<p>UDL professional development during Faculty Meetings 0</p> <p>Imagine Learning PD for Intervention Specialist & classroom teachers.</p> <p>Lexia PD for Primary Teachers & Special Ed staff</p> <p>Lexia PD for Intervention Specialists</p> <p>Smarty Ants PD for ELL Facilitator & classroom teachers</p>
1.4	Implement SRI, BrainPop, IXL, NewsELA, and other instructional technology software licenses to reinforce Language Arts skills and concepts, with a targeted approach, for all level of learners including Students with Disabilities and English Learners.		<p>8500.00 0010 None Specified Software Support costs for classroom instruction</p> <p>PD for staff implementing new programs</p>
1.5	Books, supplies, technology to support the ELA instructional program for all students with diverse learning needs		<p>1000 0010 4000-4999: Books And Supplies Materials to support the instructional program for all learners including enrichment opportunities 642 0010 0000: Unrestricted Purchase licenses for technology website and apps</p>
1.6	Data analysis by teachers and administrator to identify students in need of intervention & to address learning loss. Student groups will be clustered according to targeted intervention. Ongoing evaluation with adjustments made accordingly for all level of learners including Students with Disabilities and English Learners.		<p>0 None Specified None Specified Data analysis will occur during staff meetings, team leader meetings, grade level team meetings, Site Council. Data analysis will support instructional strategies for gifted learners GATE, students with disabilities SWD, and English Learners EL.</p>

1.7	Purchase apps, programs, and headphones/mice and other items for student devices		1000.00 0010 4000-4999: Books And Supplies Apps and other instructional items.
1.8	Provide systemic Language Arts intervention support for ELL learners to increase academic vocabulary, fluency and comprehension skills using Imagine Learning & small group instruction by our certificated Intervention Specialist for ELL students in grades 3rd, 4th & 5th.		1000-1999: Certificated Personnel Salaries Certificated Intervention Specialist will provide instruction & monitoring support for ELL intermediate students through small group instruction & monitoring progress data in Imagine Learning. Intervention Specialists funded above. Bilingual facilitator funded through district funds.
1.9	Books for Library to Support Curriculum at various Lexile levels		800.00 0010 4000-4999: Books And Supplies PFA will collaborate with principal and IMT to provide books to support curriculum and intervention
1.10	Faculty and Principal will engage in UDL Learning Walks		0 None Specified None Specified Teachers and principal will have opportunities to see UDL in practice and to collaborate on developing new strategies for working proactively to build bridges to learning for students struggling with reading Cost associated for release days or professional development noted in goal 2
1.11	Staff will use Professional Learning Community practices & strategies to study our CAASPP & benchmark data to identify patterns of achievement for student groups & grade levels, to examine instructional practices, and to develop a plan to address the decline in student achievement scores & to increase opportunities for students to be engaged in challenging learning opportunities using UDL practices.		1000 0010 None Specified Staff meetings to involve all staff members; leadership committees to research & study in identified areas of need. Use funds for substitute costs on professional development

			<p>None Specified Survey students on levels of engagement, connection to student interests & real life problem solving opportunities</p> <p>None Specified Site Council study sessions to evaluate data</p>
1.12	Utilize substitute release days to explore essential standards and identify skills that need to be re-taught, refreshed, or enriched including gifted GATE students, students with disabilities SWD, and EL English Learners.	All students including those at-risk including subgroups such as GATE, SWD, SED, McKinney Vento, Foster youth, and EL students.	<p>500 4EEF</p> <p>Utilize release days to work internally on Professional Development for students requiring extension/enrichment as well as offering support for students not proficient.</p> <p>Grade levels will use the Evidence, Analysis, Action protocol or Professional Learning Community to examine student learning as it relates to learning loss.</p>
1.14			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The overall implementation of Goal 1 actions have resulted in positive trends for achievement as a school. The effectiveness of strategies and activities have contributed to Westlake Hills' "very high" ELA rating. For K-2, achievement percentages increased from trimester 2. Kindergarten took a dip from tri 1 to tri 2, and then recovered 3% in tri 3. 1st grade saw an overall increase of 33% and 2nd grade had an overall 8% increase from tri 1 to tri 3. CAASPP scores reflect trends within grade level student groups across school years. The 23-24 5th graders saw 79% in 3rd grade, 74% in 4th grade, and 78% in 5th grade meeting/exceeding grade level standards. The 23-24 4th graders saw an overall increase from 68% in 3rd grade to 71% meeting/exceeding grade level standards.

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

23-24 expenditures included ESSR funds which were able to support this goal. These funds are no longer available for the 24-25 school year.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

By June 2025:

Grades TK-2: The percentage of students meeting or exceeding district grade level standards (number sense, fact fluency) in Mathematics will increase by 3% from Trimester 1 Benchmark Assessment Data at each grade level as measured by Trimester 3 Benchmark Assessment Data.

Grades 3 - 5: The percentage of students meeting or exceeding district grade level standards in Mathematics will increase by 3% as measured by CAASPP.

The percentage of students meeting or exceeding district grade level standards in Benchmark Assessments will increase by 3% each trimester.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

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

Grades TK- 2nd grades: Our 2020-21 First Trimester assessment data indicates that 78% of students in grades TK-5th are meeting or exceeding grade level standards in Mathematics. This is below our goal of 85% of students meeting or exceeding all grade level standards in mathematics.

2022-2023

Tri 1: Fact Fluency

1st grade- 95%, 0%, 5%

2nd grade- 58%, 25%, 17%

Tri 2

1st grade- 91%, 6%, 3%

2nd grade- 80%, 11%, 9%

Number Sense (Grade 1 Understands Place value, Grade 2 Understands whole numbers up to 1000)

1st grade-

2nd grade- 88%, 6%, 6%

Tri 2

1st grade Understand Place Value 77%, 15%, 8%

2nd grade Understand Whole Number 87%, 7%, 6%

Tri 3

1st grade Fact Fluency- 93%, 6%, 1%

2nd grade Understand Whole Number- 89%, 7%, 4%

2023-2024

Fact Fluency (Grade 1 Quickly solves addition/subtraction facts to 10, Grade 2 Fluently adds and subtracts math facts to 20)

Tri 1 Data

Grade 1- 69%, 6%, 24%

Grade 2- 61%, 20%, 20%

Tri 2 Data

Grade 1- 68%, 5%, 27%

Grade 2- 81%, 10%, 8%

Tri 3 Data

Grade 1- 65%, 15%, 20%

Grade 2- 75%, 12.5%, 12.5%

Number Sense (Grade 1 Understands Place value, Grade 2 Understands whole numbers up to 1000)

Tri 1 Data

Grade 1-

Grade 2- 89%, 9%, 2%

Tri 2 Data

Grade 1- 68%, 14%, 18%

Grade 2- 90%, 8%, 2%

Tri 3 Data

Grade 1- 76%, 10%, 13%

Grade 2- 79%, 17%, 14%

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Indicator: California Dashboard 2023-24 School Year	Overall math rating was "High", 30.3 points above the standard, increased by 5.1. Socioeconomically Disadvantaged declined 13 points, scoring 9.7 points below standard.	Continue to see an increase in points above standard. Support Socioeconomically Disadvantaged to achieve standard.
Indicator: District Benchmarks	22/23 District Benchmark Tri 2 3rd grade 93% Met or Exceeded 4th grade 87% Met Or Exceeded 5th grade 90% Met or Exceeded	Maintain proficiency rate of met/exceeded
CAASPP Math 2021 - 2022	3rd grade: 71% met or exceeded 4th grade: 61% met or exceeded 5th grade: 61% met or exceeded	CAASPP math scores in 2021-2022 stayed the same or increased since 2019 scores.
CAASPP Math 2022-2023	3rd grade: 67% met or exceeded 4th grade: 69% met or exceeded 5th grade: 69% met or exceeded	Slight decreased in 3rd grade scores from previous years but notable increases in 4th and 5th grade from previous year scores
CAASPP Math 2023-2024	3rd grade: 69% met or exceeded 4th grade: 54% met or exceeded 5th grade: 62% met or exceeded	3rd and 4th grades >70%, 5th grade >62% 23-24 5th graders trended downward since 3rd grade 71%, 69%, 62%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Data analysis by teachers and administrator to identify students needing intervention. Student groups will be clustered according to targeted intervention. Evaluate every 6 - 8 weeks with adjustments made accordingly for all level of learners including Students with Disabilities and English Learners. Academic specialists will provide mathematical instructional support via in class or pull out model.		8019 OTRM None Specified Weekly Bank Time Grade Level Meetings Principal to disseminate trimester data for grade level teams Academic specialists will work with individuals or small groups, inside/outside the classroom, specifically with identified EL, SWD, or other marginalized subgroups
2.2	Provide research based mathematics intervention support to increase computation, conceptual understanding, academic mathematical vocabulary and math problem solving skills using Imagine Learning & small group instruction by our certificated		10525 0010 1000-1999: Certificated Personnel Salaries

	Intervention Specialist for all students including EL, SED, SWD.		Intervention Specialist will provide small group support to monitor progress in Imagine Learning & instruction. ELL Facilitator will assist with parent contact & support for student engagement with English Learners.
2.3	Professional Development - train teachers on differentiated instruction to build math achievement, teach conceptual understanding & increase meaningful problem solving skills.		<p>0</p> <p>None Specified</p> <p>UDL professional development and collaboration at monthly staff meetings to support all levels of student learning including Gifted and Talented Students GATE, students with disabilities SWD, English Learners ELL.</p> <p>UDL resources shared through principal emails</p> <p>UDL strategies shared and celebrated at staff meetings</p>
2.4	Purchase apps and utilize software, Near Pod, IXL, Xtra Math, Khan Academy, and other items for student devices to increase opportunities for students to engage in problem solving activities & to build mathematical conceptual knowledge.		<p>None Specified</p> <p>None Specified</p> <p>Apps and other instructional items.</p> <p>Research programs that provide mathematical problem solving opportunities for students at a variety of levels</p> <p>Funding from sources listed above</p>
2.5	Academic specialist to implement intervention, Tier II, to support struggling students with math. Data will be used to develop intervention strategies to target academic needs for all level of learners including Students with Disabilities and English Learners.		<p>1000-1999: Certificated Personnel Salaries</p> <p>Trimester student data & classroom assessments will be used to identify students in need of additional support</p> <p>Intervention groups will be scheduled during time which</p>

			will minimized instructional impact
2.6	Books, supplies, and technology to support the math program for all level of learners including gifted GATE students, McKinney Vento, Foster Youth, and Students with Disabilities and English Learners.		500.50 0010 4000-4999: Books And Supplies Materials to support the math instructional program for all learners. 0010 4000-4999: Books And Supplies Math materials for student use at home for intervention sessions & reinforcement activities
2.7	Faculty and Principal will engage in UDL Learning Walks		1000.00 0010 1000-1999: Certificated Personnel Salaries Teachers and principal will have opportunities to see UDL in practice and to collaborate on developing new strategies for working proactively to build bridges to learning for students struggling with reading. Provide release days as needed to help the site build instructional strategies that benefit all students including gifted GATE, SWD students with disabilities, SED Socioeconomically disadvantaged and EL English Learners. Release days or teacher prep tiem will be provided to make the UDL walkthrough process meaningful.
2.8	Staff will use Professional Learning Community practices & strategies to study our CAASPP & benchmark data for the past 4+ years to identify patterns of achievement for student groups & grade levels, to examine instructional practices, and to develop a plan to address the decline in student achievement scores & to increase opportunities for students to be engaged in challenging learning opportunities using UDL practices.		3546 0010 None Specified Staff meetings to involve all staff members; leadership committees to research & study in identified areas of need. Explore opportunities for Project Based Learning & Design (extension and intervention).

2.9	Utilize software and online platforms, such as IXL, to target student learning skills and provide reinforcement or enrichment, including SWD, EL, GATE, and other subgroups		<p>0</p> <p>None Specified Utilize 1:1 devices, Innovation Lab, and classroom centers to effectively provide online tools targeted at helping kids</p> <p>Assign skills that are targeted at student individualized needs</p> <p>Teachers collaborate with parents to offer resources and reinforcement or enrichment</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The overall implementation of Goal 2 actions have resulted in mixed trends for grade level standard achievement as a school. The effectiveness of intervention support will need to be reviewed. Strategies and activities have contributed to Westlake Hills' "high" math rating, 30.3 above the standard. 1st grade saw an overall decrease of 4% while 2nd grade had an overall increase of 14% from tri 1 to tri 3 in fact fluency. 1st grade saw an overall increase of 8% while 2nd grade had an overall decrease of 10% from tri 1 to tri 3 in number sense. CAASPP scores reflect trends within grade level student groups across school years. The 23-24 5th graders saw an overall decrease from 71% in 3rd grade, 69% in 4th grade, and 62% in 5th grade meeting/exceeding grade level standards. The 23-24 4th graders saw an overall decrease from 67% in 3rd grade to 54% meeting/exceeding grade level standards.

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

23-24 expenditures included ESSR funds which were able to support this goal. These funds are no longer available for the 24-25 school year.

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.

Changes to affect annual outcomes will require UDL focus specifically for math and IXL data targeting.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Learners

June 2022:

Achievement will increase from 84% of EL learners making progress to 87% of EL students making progress on ELPAC. Academic Language Development will continue to be integrated through all academic programs for all students to include SWD and Language Learners.

The percentage of students who are Reclassified as Fluent English Proficient (RFEP) will increase from 3% to 5%. In 2021-2022, 5 English Learners have been reclassified which is 9%. In 2022-2023, 8 English Learners were reclassified.

The percentage of students achieving an Overall Language Level 3 or 4 on ELPAC will increase from 52% to 55%. In 2021-2022, 27/52 English learners were at Level 3 or 4 or 52% of overall English Learners. In 2022-2023, English Learners achieved Level 3 or Level 4 at 32/45 total students 71%. 11/11 students in Grade 5 are achieving at Level 3 or Level 4.

June 2024:

29 out of 42 (69%) English Learners achieved level 3 or 4 on the ELPAC. 5/5 students in Grade 5 achieved level 3 or 4. 10 students were reclassified which represented 24% of the EL population.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

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

English Learners continued to be a targeted subgroup required additional intervention and specific supports. While high quality instruction and integrated learning designs continue to be emphasized, the school is implementing additional language software supports such as Imagine Learning and Smarty Ants. Various support models are available for English Learners depending on their growth over time.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who are reclassified RFEP per district reclassification criteria	5 students out of 52 reclassified for the 21-22 school year which is 9%.	5%
Percent of Overall Language Level 3 or 4 according to ELPAC data	52%	55%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide instruction and assessment support for EL students utilizing Wonders curriculum and support material (Companion Workbook), Smarty Ants, Imagine Learning and ELD strategies.		1000-1999: Certificated Personnel Salaries ELL Facilitator 1475.00 0010 1000-1999: Certificated Personnel Salaries Academic Specialists None Specified None Specified
3.2	ELL Facilitator & Intervention Specialist will monitor progress in Smarty Ants & Imagine Learning for all ELL students to determine progress towards goals for these programs, including amount of time in program (60 minutes per week) & develop plans for students not on track to meet goals.		0 2000-2999: Classified Personnel Salaries Principal will work with teachers to ensure these District progress monitoring tools are being used as required. Phone calls to families for technical support and encouragement of program usage.
3.3	Parent information meetings will be scheduled to share the expectations for ELL student participation in intervention programs, goals for participation, progress monitoring tools, & strategies for student engagement. Strategies for parent participation will be developed, evaluated, and revised to involve all ELL parents.		500.00 0010 4000-4999: Books And Supplies Headphones to support EL students on software programs. None Specified None Specified Materials to support involvement & parent training for parents of EL students.

3.4	ELL Facilitator will develop strong connections with our ELL families, provide translation for Spanish speaking families & students, support teachers' communication with parents & students, monitor student progress in Smarty Ants, & provide student support in use of technology which may include after hours communication/support and planning of EL program.		1000.00 0010 2000-2999: Classified Personnel Salaries ELL Facilitator will contact all ELL parents to inform parents of program & support available. ELL Facilitator will attend all ELAC meetings & support ELAC parent leadership roles. ELL Facilitator will assist parents in planning family events on campus to build connections with school & among ELL families.
3.5	Purchase technology and supportive student devices that can be maintained at the site level.		500 0010 4000-4999: Books And Supplies Apps and other instructional items, including software or devices, such as headphones, for ELL students to fully participate and access instruction & intervention support.
3.6	Intervention/Small group instructional preparation/data analysis/collaboration time to support EL students. Banked time minimum will be utilized to support English Learner development.		0.00 0010 1000-1999: Certificated Personnel Salaries Intervention Specialist will collaborate with classroom teachers to monitor ELL student progress.
3.7	Teacher Release for data and assessment analysis to determine effective strategies for ELL progress in language acquisition & to identify and monitor progress of students at risk of not making adequate progress.		836.00 0010 1000-1999: Certificated Personnel Salaries Teacher Release
3.8	Books, supplies, and technology to support the ELD program.		2000 0010 4000-4999: Books And Supplies Books & supplies to support ELL students and instruction. Consideration of supplies for after school programs or intervention programs.
3.9	Implement intervention, Tier II, to support struggling students. Data/ELPAC information will be used to		None Specified

	develop intervention strategies to target academic needs of EL students.		<p>None Specified Classroom Teachers will identify strategies and classroom interventions for identified ELL students in need of additional support.</p> <p>Utilize professional learning with UDL and PLC in order to intentionally design lessons for ELL students,</p>
3.10	Instruction will appropriately include the implementation of technology as a tool to assist all students in mastering state and local content standards.		<p>0</p> <p>None Specified Classroom teachers to implement on daily basis and identify any possible resources ELL may require to access curriculum.</p>
3.11	Attendance Monitoring to identify ELL who are not actively engaged in attendance, not completing assignments, or families requiring additional outside support. Develop plan for each identified student.		<p>0</p> <p>None Specified Attendance & Engagement Data will be collected & monitored.</p> <p>Intervention Support meetings to improve attendance & engagement & develop plan will be scheduled for all identified students.</p> <p>Funding for materials identified above will be used to support strategies identified to assist ELL students in attendance & engagement.</p> <p>Action step to support ATIS process and ensure the school is connecting families to resources or supports as needed</p>
3.12	Principal will work with attendance clerk to monitor attendance of English Learners. They will send home District attendance letters as required, conduct SART meetings with counselor when student improvement doesn't improve.		<p>500.00 0010 0000: Unrestricted Letters, Attendance Action Plan meetings for individual students.</p>

			Notifications sent to families as needed. Teachers will continue to build positive relationships with families to identify any possible barriers to attendance.
3.13	Targeted English Learners will be supported by academic specialists via pull out or push in support to address subgroup inequities. This may include in class, pull out support, or before/after school assistance.		None Specified Collaborate with teachers and bilingual facilitator to identify students requiring support Provided small group instruction or scaffolded adult support within the classroom to help English Learners
3.14	5 ELAC meetings will be conducted and will be aligned with District expectations in an effort to engage and inform EL learner families as measured by sign in sheets & ELL parent surveys.		500 0010 Materials & supplies for meetings will be funded by account listed above for books & supplies.
3.15	LAT meetings will be held and information collected will be used to inform supports for those students as measured by ELlevation, ELPAC, teacher assessment, and reading comprehension measures		0 None Specified Materials & supplies for meetings will be funded by account listed above for books & supplies. Teachers collaborate with bilingual facilitator and principal regarding individual student needs.
3.16	SRI testing will be conducted and results will be used to inform supports for students by the classroom teacher, intervention teacher, & ELL Facilitator.		0 None Specified SRI testing by classroom teachers. Results reviewed by leadership team and analyzed by classroom teachers.
3.17	Feedback from SRI tests and LAT surveys will be used to inform instruction for ELL students.		0 None Specified Grade level team meetings will monitor implementation of

			<p>strategies to support ELL students.</p> <p>Teachers will utilize UDL instructional strategies to support all learners including ELL.</p>
3.18	ELD Advisor will participate in district training and be provided support. ELD Advisor will share strategies learned & information to effectively work with our ELD students to staff at staff meetings.		<p>ELD Advisor will be a classroom teacher at our school. Advisor will attend district trainings and share information with staff at staff meetings.</p> <p>ELD advisor will be designated as consultant for teachers regarding ELL student progress.</p>
3.19	CVUSD Summer Learning Camp	All student subgroups including those at risk such as English Learners EL, McKinney Vento, Foster Youth, Socioeconomically disadvantaged	<p>1000-1999: Certificated Personnel Salaries</p> <p>Teacher led mini lessons to address reading skills, standards based math practice, individualized software support with Math and English Language Art phonics and fluency, designated time for physical activities and art based projects emphasizing social emotional wellness.</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Various strategies and activities are utilized to make progress on this goal. First and foremost, our school and district Professional Development ensures educators are emphasizing best first instruction practices. Additional UDL Professional Development continues to highlight the need for teachers to plan lessons according to the diverse learning needs of students, specifically, English Learners for this Goal #3. Supplemental supports, as provided by bilingual facilitator, academic specialists, or support staff, are also implemented

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

23-24 expenditures included ESSR funds which were able to support this goal. These funds are no longer available for the 24-25 school year.

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.

Reclassification continues to be a main focus for the school. Evidence of reclassification through district criteria has surpassed the 5% goal for each of the last two years. The school continues to reclassification data as well as other ELPAC/benchmark measures to provide insight and see if changes in metrics or actions are required.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Activities to Increase Student Connection and Support Social-Emotional Needs

By June 2025:

Increase the implementation of highly effective activities to promote inclusion and student and family engagement. 80% of WHL's SWD students will receive services in their LRE per state goals. The percentage of students who are chronically absent per the Dashboard will decrease by 1% within each subgroup. The percentage of students for all groups who have been suspended will continue to be below 2% with implementation of restorative practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 2: Recruit, develop, and retain highly qualified, diverse, and effective staff. (Internal focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

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

During the 2021-2022 school year, chronic absenteeism per subgroup via California dashboard was as follows- Very High (20.1% or greater)- 1 subgroup (Students with disabilities)
High (10.1% - 20.0%)- 3 subgroups (Socioeconomically disadvantaged, Hispanic, Two or More Races)
Medium (5.1% to 10.0%)- 2 subgroups (English Learners, White)
The whole school All Students fell within the High Range (10.1 - 20.0%).

21-22 data should be interpreted with caution due to COVID pandemic along with state and county guidelines regarding school attendance for ill students.

While Social Emotional Learning lessons are occurring on a daily basis in the classroom, our school counselor is also conducting classroom lessons that are targeted to student needs. A total of 30 classroom lessons have taken place at this point in the school year.

85% of Learning Center students were in a general education environment for 80% of the school day or more for 2022-2023.

In 2022-2023, SWD averaged 7.1% absentee rate.

In 23-24, 53 students missed 10% or more of school (Chronic Absenteeism). This amounts to 13%. 3% of students missed 15% or more of school days in 23-24.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension data	1% of students were suspended from school 21-22. 1% of students were suspended from school 22-23.	Maintain 1% or lower suspension rate with use of restorative practices.
LRE data from SIRAS	80% of Students With Disabilities are in their LRE for 2021-2022 (80% gen ed). 85% of Learning Center students were in a general education environment for 80% of the school day 22-23. 81% of Special Education students were in their general education setting 80% of the time for 23-24.	80% of SWD students will receive services in their LRE
Ongoing review and measurements of attendance records	Attendance rates are affected by independent study contracts, covid/quarantine and student social-emotional factors. 11% of students missed 10% of school days in 2021-2022. 3% of students missed 15% or more of school days in 2021-2022. 14% of students missed 10% of school days in 22-23. 3% of students missed 15% or more of school days in 22-23.	Parent education regarding the importance of school attendance will yield an increase in attendance and a decrease in tardies. Students missing school due to social-emotional factors will receiving support from our school counselor and acknowledgment for improved attendance.
The school and PFA will work together with staff to ensure activities will support inclusion and student engagement	Principal will meet with PFA to monitor attendance at after school activities and discuss and plan new ways to involve students	Student and family engagement will increase measured by observation and new diverse offerings
Attendance report for Students with Disabilities	Per ATSI identified in 2021-2022, SWD subgroup fell within 20% or higher chronic absenteeism rate.	Average chronic absenteeism rate for SWD should fall within 15% range.
Counselor implementation of tiered services	30 SEL whole class/whole grade level lessons were provided by school counselors in 2021-2022. 120 whole call/whole grade level were provided by school counselor in 23-24.	
LCAP survey results 22-23	99% of Westlake Hills Elementary students feel that their teacher cares for them. 99% of Westlake Hills Elementary students think that their teacher believes they can do well at school. 88% of parents feel informed about their child's academic progress. 93% of parents feel that their child is physically safe at school.	The school expects metrics to continue within the eighty percent threshold

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Adopt classroom materials that encourage, celebrate, and highlight diversity/equity.		<p>2000 0010 4000-4999: Books And Supplies Teachers will adopt or purchase supplemental literature which help improve cultural awareness and celebrations of heritage.</p> <p>Principal will coordinate with district personnel to ensure current school practices are aligned with values and goals of Equity Task Force.</p> <p>Attend advisory council meetings and/or collaborate with SEDAC, LGBTQ+, DELAC, AADAC, etc.</p> <p>Principal will lead ongoing professional development with intentional focus on Diversity, Equity, Inclusion.</p>
4.2	Research and purchase items to assist with social emotional functioning on campus including fidgets, incentives, or flexible furniture to support SEL and academic needs.		<p>2,000 0010 0001-0999: Unrestricted: Locally Defined Continue to supply "treasure chest" for Awesome Wildcat celebrations of student expected behavior</p> <p>Consider purchasing furniture to support diverse learning needs such as wobble stools and standing desks</p> <p>Explore alternative equipment for physical education or recess activities that are more inclusive in nature and consider diverse student</p>

			<p>interests (board games, chalk, updated equipment).</p> <p>Actions listed above are intended to increase social emotional functioning and student connectedness on campus, including the intentional decrease of chronic absenteeism of SWD</p>
4.3	Professional Development on access for all level of learners utilizing equity and UDL (including Students with Disabilities and English Learners).		<p>None Specified None Specified Consultation with grade levels to provide support to Target Time and differentiation strategies, Provide release days 1 per trimester (3 days total).</p> <p>Intentional focus of the aforementioned time will be on designing instruction to meet the needs of all students, including SWD, SED, GATE, and EL students.</p>
4.4	Support Materials for GATE		<p>1000.00 0010 4000-4999: Books And Supplies Purchase take-away curricular materials to support learning for GATE activities.</p> <p>Collaborate with PFA and community organizations, staff on creating new GATE events to connect kids with campus.</p>
4.5	Support materials for all subject areas & differentiation for all level of learners including Students with Disabilities and English Learners.		<p>680.00 Science Supplemental 4000-4999: Books And Supplies Support materials for classroom instruction for targeted time. 1,000.00 0010 4000-4999: Books And Supplies Team Leader Meetings will identify materials, supplies & materials identified to address differentiation needs for students paying specific</p>

			attention to EL, SWD, and SED students.
4.6	Positive messaging from school to parent/child regarding the importance of regular, on-time attendance and acknowledgement of changes in attendance patterns.		<p>Generate messages to be sent home regarding positive attendance changes. ATSI action to decrease chronic absenteeism including SWD subgroup.</p> <p>Host student conferences to understand possible attendance barriers and acknowledge attendance patterns, including all subgroups such as SWD, EL, SED. ATSI action to decrease chronic absenteeism of SWD.</p> <p>Collaborate with classroom teachers of students with attendance challenges to fully comprehend academic and social emotional needs of the child.</p>
4.7	<p>School Sponsored Activities/Programs:</p> <p>Awesome Wildcat student recognition Student Council Spirit Days and Class Spirit Awards GATE program Champs Recognition Grade Level Field Trips Grade Level Performances Family Nights Stand Proud Counseling</p>		<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures Activities sponsored by the site to increase student engagement and enrich the educational program.</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies</p>
4.8	<p>PFA Sponsored Activities/Programs traditionally held are listed below. Evaluation of opportunities will continue to be an ongoing discussion with principal and staff to ensure activities are accessible to all students and consider diverse interests.</p> <p>Fun Run Movie Night Fall Carnival Science Family Night</p>		<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5800: Professional/Consulting Services And Operating Expenditures Activities sponsored by the PFA to increase student engagement, enrich the</p>

	Inclusive Schools Week Lunch with a Loved One Book Fair Assemblies		<p>educational program, and promote inclusion of all learners including EL, SWD, and SED students. ATSI action intended to decrease chronic absenteeism of SWD.</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures</p>
4.9	Art Specialist Tech Specialist P.E. Specialist		<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000-2999: Classified Personnel Salaries Programs & specialists sponsored by PFA & other sources to address all areas of study & increase the engagement of students in all areas of interest & address safety concerns.</p> <p>Support additional learning needs of diverse learners including gifted and talented students GATE, students with disabilities SWD, and English Learners ELL.</p>
4.10	SART and SARB processes will be implemented and monitored to improve attendance and for students who are chronically absent.		<p>0</p> <p>None Specified Attendance reports will be run every two weeks to analyze trends, identify needed contact with families. Making specific awareness of the needs of EL, SWD, and SED families. ATSI action meant to decrease chronic absenteeism of SWD.</p>

			Counselor, principal and staff will identify students to provide additional support to identify reasons for absence & strategies to improve attendance.
4.11	Spirit awards, challenges, and celebrations will be acknowledge classwide and schoolwide to promote diversity, self worth, and community.		0 None Specified Weekly and monthly monitoring by principal and teachers to chart and communicate participation rates. Principal will collaborate with PFA on new events to encourage student participation in Spirit activities.
4.12	IEP Team Meetings will discuss LRE and maximize time in general educational setting including "push in" models of support.		0 None Specified Specific discussions concerning student's time in general educational setting will be considered at every IEP. Staff members will receive training on differentiating instruction to meet the needs of students with special needs in the general education classrooms. Meeting with TLC specialized program staff at the start of the year to discuss inclusivity and opportunities to increase participation in general education environment
4.13	Social Emotional Learning Curriculum (Sanford Harmony) will be implemented in all classrooms.		0 None Specified Each grade level team received a kit with books, cards and resources to teach SEL lessons to students Training with Sanford Harmony will be provided to all teachers to effectively implement lessons.

			<p>Counselors will create video lessons for each week for teachers to use in classrooms.</p> <p>Campus Supervisors will view lessons each week with principal & receive handouts to reinforce common language in all areas of the campus.</p>
4.14	Weekly and Monthly Communications to supplement school activities, goals, and vision		<p>0</p> <p>None Specified The principal, PFA and school counselor will communicate through Blackboard SMORE blasts, Facebook and Instagram opportunities to get involved at WHL. Teachers will communicate with families regarding school events as well, most preferring to communicate weekly.</p>
4.15	Increase awareness, understanding & recognition of contributions of all areas of diversity. Increase all students sense of connection & value in our community.		<p>1000.00 0010 4000-4999: Books And Supplies Plan & participate in multiple celebrations & recognitions which may include Hispanic Heritage Month, Disability History Month, National Bullying Prevention Month, Pride Month, Inclusion Week, Black History Month, Women's History Month.</p> <p>Plan and celebrate Unity Day and Inclusive School Week.</p> <p>SEL classroom and grade level lessons and/or lessons which celebrate individual student strength.</p>
4.16	Diversity Training for staff, students & families will be identified by evaluation needs & establishing a timeline of focus & PD implementation.		<p>None Specified Trainings on equity and inclusion will occur during staff meetings and professional development days.</p>

			None Specified Staff will attend Zooming In/Zooming Out inclusive practices and/or identify other UDL or instructional practices training provided by professionals.
4.17	Maintain school safety & basic building improvement expenses. Ensure students have access to printed materials including copying & maintenance for copier machines.		5000 0010 4000-4999: Books And Supplies Purchase of Safety Supplies and basic equipment and essentials (paper, facility maintenance, etc)
4.18	Community Circles will be implemented in classrooms as part of our Social Emotional Learning curriculum to promote a safe and accepting school school/classroom environment and positive problem solving skills.		None Specified Teachers and Principals will receive training and practice with Community Circles at staff meetings. Teachers will implement community circles in classrooms and use to promote a safe and accepting school/classroom environment and positive problem solving skills.
4.19	Fifth grade students will participate in the Stand Proud program to build empathy skills, acceptance of others as well as teamwork & leadership skills.		None Specified Fifth grade students will participate in a team-building field day in the spring and a ropes course field-trip in the fall. Students will be participating in programing with Fulcrum this year for the field day and field trip. Teachers will reinforce the STAND PROUD character qualities with students regularly in class.
4.20	Implement SEL curriculum and CHAMPS program to increase students social emotional skills, ability to successfully solve conflict, develop anti-bullying skills, and to understand rules for appropriate behavior in the classroom, playground and common areas and to maintain low suspension rates.		None Specified Behavior Expectations will be posted on campus, taught and reinforced in all classrooms.

			<p>Newsletter will reinforce school rules & SEL weekly lessons to provide opportunities for parents to reinforce learning at home.</p> <p>Campus Supervisors will view & discuss weekly SEL lessons to reinforce SEL skills on playground & use common language for conflict resolution.</p>
4.21	Increase lunch time activities and frequency (board games, music, chalk) to increase student relationships, connectedness, and attendance.		<p>1000 0010 None Specified Continue to identify activities that increase student engagement and relationships during recess time.</p> <p>Explore a vareity of activities that draw upon different student strengths and interest to increase engagement and student attendance. ATSI action intended to decrease chronic absenteeism of SWD.</p>
4.22	Identify guest speaker(s) to positively influence culture and build sense of community and belonging		<p>None Specified Explore resources in the community to identify possible guest speakers to have on campus</p>
4.23	Student Council will organize activities/events/celebrations which are inclusive in nature to help create connectedness and boost attendance.		<p>0 None Specified Host lunch time, before/after school, or events with intentional efforts to include all students</p> <p>None Specified Student council design activites for morning assemblies to build school culture and increase school spirit.</p>
4.24	Ensure classrooms are safe learning environments, including physical updates to maximize storage and increase flow of sudent traffic throughout the classroom		<p>0 None Specified</p>

			<p>Consider options for storage within the classroom and/or furniture to allow for more effective student and teacher movement</p> <p>Explore ideas for flexible seating and other resources which promote a nurturing classroom climate</p>
4.25	Support student transition back to school		<p>None Specified</p> <p>Identify EL, SED, SWD, or targeted subgroups such as chronic absentee students who require support with returning to the school</p> <p>Provide social emotional support with the transition back to school including time spent inside and outside the classroom depending upon the child's needs</p> <p>Collaborate with teacher on individual needs of students to increase academic readiness and social emotional regulation for the start of the school year</p>
4.26	Professional Development opportunities for Campus Safety Assistants		<p>Professional development each trimester with campus safety related to active supervision, behavior management, social/emotional guidance.</p> <p>Regularly review expectations and rules through scheduled meetings.</p> <p>Create playground expectations/rules brochure for students.</p>
4.27	Professional Development for support providers		

			<p>Professional development each trimester with support providers relating to social/emotional intervention and support.</p> <p>Collaborate on social stories to support students with social/emotional needs.</p>
4.28	CHAMPS and schoolwide expectations		<p>Create CHAMPS signage for various areas on campus. Provide teachers with class set to review. Provide support providers and campus safety with pocket sized versions to reference with students.</p> <p>CHAMPS assemblies each trimester to support expectation learning for students.</p> <p>Film and edit schoolwide CHAMPS and expectations video with students and staff. To be reviewed with students.</p>
4.29	SEL classroom activities, such as "Morning Meeting"		<p>Teachers will implement Social Emotional lessons within the classroom setting.</p> <p>Help students begin their instructional day with mindfulness, awareness of surroundings, and develop a positive self worth.</p> <p>Teachers will Increase opportunities for students to appreciate differences and an inclusive culture</p>
4.30	Purchase adaptive furniture or educational technologies for students, including but not limited to flexible seating or sensory motor equipment to help students, including SWD, SED, and EL. Plan		1000 0010

	<p>events and celebrations tailored to diverse student needs.</p>		<p>Consider classroom or campus furniture which allow for more student accesibility and flexibility to support all students.</p> <p>Explore aditional technology hardware/software licenses in order to support diver learning needs of all students</p> <p>Explore events, celebrations, and guest speakers to provide diverse perspective on student social emotional wellness, chracter development and student achievement</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Student connection to school is emphasized through activites and employee actions. Effectiveness of activites as they relate to student engagement and excitement for school continued to be historically efficient. Student attendance continues to required individualized attention through mass communications, individual parent communication and meetings. These practices continue to be considered with regards to effectiveness

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

While some instructional funds can be used to identify guest speakers or celebrations that emphasize diversity, the school site also works with PFA to fund activities that are accessible and meaningful to all students. Other activities require virtually no budgeting, such as celebrations for citizenship or standard school practices such as communication with parent regarding IEP, attendance, etc.

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.

While LRE & suspension data continue to meet goal threshold historically, improvement for attendance outcomes continues to be considered. This leads the school to consider if the effectiveness of current strategies when working with parents and students on attendance requirements.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Describe any 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.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$77,567.50
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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 (\$)
	\$0.00
0010	\$60,349.50
OTRM	\$16,038.00
4EEF	\$500.00
None Specified	\$0.00
Science Supplemental	\$680.00

Subtotal of state or local funds included for this school: \$77,567.50

Total of federal, state, and/or local funds for this school: \$77,567.50

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
Science Supplemental	680	0.00
	0	0.00
	0	0.00
OTRM	16038	0.00
Instruction	0	0.00
	0	0.00
	0	0.00
4EEF	500	0.00
0010	60349.50	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	60,349.50
OTRM	16,038.00
4EEF	500.00
None Specified	0.00
Science Supplemental	680.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
0000: Unrestricted	1,142.00
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	32,380.00
2000-2999: Classified Personnel Salaries	1,000.00

4000-4999: Books And Supplies	16,980.50
None Specified	22,065.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries		0.00
None Specified		0.00
	0010	1,500.00
0000: Unrestricted	0010	1,142.00
0001-0999: Unrestricted: Locally Defined	0010	2,000.00
1000-1999: Certificated Personnel Salaries	0010	24,361.00
2000-2999: Classified Personnel Salaries	0010	1,000.00
4000-4999: Books And Supplies	0010	16,300.50
None Specified	0010	14,046.00
1000-1999: Certificated Personnel Salaries	OTRM	8,019.00
None Specified	OTRM	8,019.00
	4EEF	500.00
	None Specified	0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Science Supplemental	680.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,986.00
Goal 2	23,590.50
Goal 3	7,311.00
Goal 4	14,680.00

School Site Council Membership

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





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

Name of Members	Role
Michael Niemczyk	Principal
Katherine Camp	Classroom Teacher
Melanie Rudas	Classroom Teacher
Craig Sherrod	Classroom Teacher
Irene Nelson	Other School Staff
Melissa Weedon	Parent or Community Member
Julie Frumin	Parent or Community Member
Brian Everett	Parent or Community Member
Brooke Beyer	Parent or Community Member
Victoria Grether	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
	English Learner 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
	Other:

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 8/27/24.

Attested:

	Principal, Michael Niemczyk on 9/8/23
	SSC Chairperson, Melissa Weedin on 9/8/23

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 (LCAP) process.

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

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

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

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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