School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westfield Village Elementary	57726946056394	November 16, 2020	December 10, 2020

Purpose and Description

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

Additional Targeted Support and Improvement
The purpose of this plan is to describe a school-wide program at Westfield Village for the 2020-21 school year, to address needs identified on the California Data Dashboard, and to meet requirements for Schoolwide Program and Comprehensive Support and Improvement.
The School Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. The plan describes the actions and resources that will be implemented in 2020 - 2021 to increase the academic achievement of all students, meet accountability requirements as measured by the CA School Dashboard, and support a cycle of continuous improvement.
Westfield Village has been identified to received additional targeted support and improvement around attendance for the two sub-groups of white and students with disabilites. This plan will address how we are meeting the additional needs of those students.

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

Westfield Village's School Plan for Student Achievement (SPSA) is aligned to the Washington Unified Local Control and Accountability Plan (LCAP). The WUSD LCAP describes five goals:
Goal 1: College and Career Ready - Students will graduate from WUSD college and career ready with the ability to explore opportunities and solve problems effectively in an ever-changing world. Students will demonstrate essential skills in literacy, numeracy, critical thinking, communication, collaboration, and citizenship.
Goal 2: Educational Opportunities: WUSD will create an individualized high-quality educational experience that addresses the unique needs of the whole child while igniting a passion for learning. Students will experience a broad course of study that includes Career Technical Education

pathways, Visual and Performing Arts, high-leveled mathematics, laboratory and applied sciences, and World Languages and alternative pathways that support educational options and flexibility.

Goal 3: High-Quality Teaching and Learning: Students will be college and career ready through the district's system of professional practice that incorporates strong collaboration, support, mentorship, development, and training for all educators in order for our students to be successful in our changing community and world.

Goal 4: School Climate: Students will find joy through their educational experience and will attend schools in an environment conducive for learning that is safe, healthy, nurturing, and supportive as they become independent and lifelong learners.

Goal 5: Community Engagement: We will unify our community in culturally sensitive ways to engage all members in the education of our students.

Our site goals include actions, services, and expenditures:

Are aligned to meet the challenging Stae academic content standards (Every Students Succeeds Act [ESSA] sections 1112[a][3][B][i] and 112[b]);

Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);

Are reasonable, necessary, and allocable cost tot eh program (2 CFR 200.404 - 200.405);

Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1])

All goals, actions, and resources are directed toward improving academic and social-emotional outcomes for students.

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Comprehensive Needs Assessment Components

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

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

Parents were surveyed through discussions during School Site Council meetings, English Learner Advisory Committee, and parent training, such as Project 2 Inspire. It was shared that we need more parent involvement. In addition, parents questioned the effectiveness of an instructional coach as well as a Reading Interventionist. Parents also wanted data around the after school intervention and the effectiveness of each. Data suggest a revision of our after school intervention as students who have had these interventions are not making progress on Smarter Balanced assessments.

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

Classroom Observations are conducted on a daily basis with each day focusing on a specific grade level. Each teacher was given specific feedback in the form of either a quick email, a 10-minute conversation, or a note in their box. Observations focus on classroom engagement with indicators being students are giving an indication to the teacher that they are engaged in the lesson. Sample indicators are (but not limited to) thumbs-up, thumbs-down, discussion in the chat, whiteboard responses, dialogue journal responses, the verbal response when prompted to do so, and Exit-tickets. A complete analysis of these classroom observations was not possible due to school closure in March in response to COVID-19. We will continue to observe in classes with engagement being a focus this school year.

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

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

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

Standards, Assessment, and Accountability

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

District and site educational leaders analyze state assessment data to determine student, staff, and site needs around professional development, intervention, and resource allocations. Results are used to identify achievement gaps among subgroups and to determine how to close them so that all students graduate ready for college or career.

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

Washington Unified School District teachers created Units of Study for each grade level by identifying essential standards for each unit. Units were written for English language arts and Mathematics. Units are typically anywhere from 6 - 8 weeks long and have pre and post assessments embedded in them. These pre and post assessment were also teacher created and have been implemented for two years. After the first two years, revisions were made and revised versions are being used in the 2020-2021 school year. In addition to pre and post assessments, each unit of study also has a Performance Task that teachers may use to identify where students are at in relationship to achieving grade level standards. In addition to these units of study pre and post assessments and Performance Tasks, teachers also use a wide range of formative assessments within their daily instruction. Some examples (not limited to) include exit tickets, frequent checks for understanding, and student self-reflection of learning goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Site administration collaborates with the district Human Resources department in ensuring that newly hired teachers are highly qualified and will meet the needs of the school site. Site administration ensures that any movement of teachers between teaching assignments meet highly qualified requirements for the new assignment. Site administration ensures that any teacher not meeting the highly qualified requirements will have an Individual Teacher Plan for Achieving Highly Qualified Teacher Status and will monitor progress of the teacher toward becoming highly qualified. The school district ensures that all teachers meet highly qualified requirements, and currently 100% of all teacher meet the highly qualified requirements.

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

Site administration collaborates with Educational Services to ensure that teachers are signed up for any required professional learning on district adopted instructional materials. Monthly site professional learning meetings take place with teachers to ensure that there is a focus on the needs of the students. Professional learning and coaching are offered by the District's Educational Services on a regular basis to ensure that sites have a sufficient number of credentialed teachers in order to meet student needs.

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

Professional learning occurs on a regular basis through Site and District collaboration days, three full contracted non-student days set aside for professional learning, coaching and demonstration lessons, voluntary afterschool trainings and off site conferences. Instructional staff is also released to participate in the Rigorous Curriculum Design process through the DREAM Team, content cadres, and for content specific support. In addition, two cohorts of teachers are being trained on guided reading philosophy and best practices. These teachers are implementing guided reading within in their classes as well as possible after school intervention. All professional learning is aligned to district goals to support college and career readiness.

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

Westfield Village has a full-time instructional coach that focuses on a wide range of things. Teachers self-select to either participate in a cycle of improvement where teachers select a focus area based on student need, create a goal based on this need, discuss possible research based instructional strategies that may be used to address this goal, the teacher and coach then plan a lesson together, the coach then provides either a demo lesson, a co-teaching lesson, or just observes the teacher teaching the lesson. Once the lesson has taken place, the teacher and the coach review data that were collected in the lesson and analysis the results. Based on the results, the coach and teacher discuss next steps for student achievement by creating the next lesson. In addition to the cycle of improvement, the instructional coach is also available for demo lessons, lesson planning, assistance with small group instruction, assistance with assessment, and brainstorming. The cycles of improvement are just an option but currently Westfield has 5 teachers that have opted to work through the cycle with the coach. Westfield's instructional coach worked with 25 teachers in the 2019-20 school year.

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

Teachers have weekly professional learning communities with their grade level team or department team. These meetings happen on our early release day across the entire district. Teachers are required to submit an agenda 24 hours in advance and the agenda must align with grade level goals and the four standing questions of Professional Learning Communities; What do we want students to learn, how will we know when they have learned it, how will we respond when they haven't learned it, and what do we do for those students that already know it. In addition to these collaboration times, our site also has specific dates for site collaboration which allows for matriculation across our entire campus which is especially important being a TK-7th grade school site and moving towards becoming a TK - 8th grade school site.

Teaching and Learning

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

Westfield Village uses all adopted core material for English Language Arts, Mathematics, History, Science, English Language Development, and Physical Education. These materials are aligned will all current Common Core Standards for English Language Arts, English Language Development, Mathematics, Science, and Physical Education. New material will be adopted for History in the 2020-21 school year. In addition, all Units of Study are written with essential standards as the focus for English Language Ars and Mathematics.

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

Westfield Village ensures that the master schedule and/or teacher daily schedules adhere to the required instructional minutes for English language arts, Mathematics, English Language Development, and intervention programs. Kindergarten students receive the following daily instructional minutes: English language arts - 125 minutes, Mathematics - 50 minutes, English Language Development - 35 minutes. 1st - 3rd grade students receive the following daily instructional minutes: English language arts - 150 minutes, Mathematics - 90 minutes, English Language Development - 30 minutes. 4th - 5th grade students receive the following daily instructional minutes: English language arts - 120 minutes, Mathematics - 90 minutes, English Language Development - 30 minutes.

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

Westfield Village ensures multiple measures of data analysis in order to place students appropriately into offered intervention courses. Grade level teams review student data on a regular basis in order to provide differentiated instructional time to meet students need.

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

Educational Services assists Westfield Village in ensuring that all CCSS instructional material needs are met, and that the site is in compliance with Williams legislation. The site communicates any needs to Educational Services in relations to instructional material needs.

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

On-going local assessments, including curriculum embedded benchmarks, are given at the grade level and subject area level to monitor student progress toward meeting Common Core State Standards (CCSS). Site administration and teachers review assessment data on a regular basis to make informed decisions on adjusting instructional practice and student learning. Weekly collaboration meetings take place to review local assessment data and prepare plans to modify and adjust instruction practice based on student need.

Opportunity and Equal Educational Access

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

Teachers inform instruction on a regular basis utilizing informal and formal assessment, and adjust instructional practice based on student need. Teachers utilize the universal access components of the core program, and differentiate instruction to meet student needs. Intervention is provided for English Language Arts and Mathematics both during the school day as well as after school. These interventions are researched based and align with all CCSS claims.

Evidence-based educational practices to raise student achievement

On-going data analysis is performed through site and district level data assessment meetings in order to inform instructional practice. Westfield Village employs critical thinking skills, collaboration, higher order thinking skills (Blooms), explicit direct instruction, and active student engagement strategies in order to raise student achievement. Calibrated observations with administration and site staff occur routinely to ensure collaboration regarding educational practice and student learning. Effective English Language Development strategies (ie., explicit vocabulary instruction, structured academic discussions, academic response frames) are utilized to support the learning and achievement of English learners.

Parental Engagement

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

After school Education and Safety (ASES), and supplemental support materials are made available to enable underperforming students to meet standards. Additionally, Westfield offers before and after school intervention classes in order to support student needs in three six-week sessions throughout the school year. All teachers utilize assessment data and the district's adopted intervention materials to provide targeted, specific instruction to meet individual student needs.

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

Westfield is implementing different Parent Engagement activities in the 2019-20 school year. Examples of our parental engagement activities are Project 2 Inspire, Site English Learner Advisory Committee, District English Learner Advisory Committee, LCAP Parent Advisory Committee, and School Site Council. In addition, Westfield is working closely with community partners to expand our community garden to increase our parent engagement. Parents are sent weekly messages via phone calls and email explaining the importance of regular school attendance, parental engagement, and school activities.

Funding

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

Before school and after school interventions, ASES/KidZone, and supplemental support materials are made available to enable underperforming students to meet standards.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During the 2019-2020 school year, the Westfield Village staff engaged parents, staff, and community members in updates and opportunities to provide input for the SPSA. Monthly principal coffee chats, community forums, School Site Council, and various school community meetings provided an opportunity to provide updates and solicit input from stakeholder groups.

Parent and teacher leaders attended District LCAP Parent Advisory Committee Meetings on a monthly basis where they provided feedback and input on data, plans, and accountability. These meetings included School Site Council, English Learner Advisory Committee, LCAP Parent Advisory Committee, monthly coffee with the principal, and community forums.

Resource Inequities

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

Westfield Village has been identified as requiring ATSI support for the following subgroup; students with disabilities and white students. Looking at our data dashboard, students with disabilities are identified as red in chronic absenteeism and orange in suspension rate. According to the data dashboard, white students scored red in chronic absenteeism and yellow in suspension rate. The other lapping area for these two groups is chronic absenteeism. With school closure addressing chronic absenteeism will be additionally challenging. Phone calls, nudge postcards, and home visits are being conducted on a daily and weekly basis. When students are struggling with attending virtual classes on their own due to being home alone, a socially distanced location is provided for students to work in. Students who have missed more than 10% of school instruction are identified as needing a home visit conducted. Home visits are documented and tracked.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.94%	1.1%	0.43%	4	5	2
African American	10.09%	7.7%	9.38%	43	34	44
Asian	9.62%	10.7%	8.96%	41	47	42
Filipino	0.47%	0.7%	0.21%	2	3	1
Hispanic/Latino	59.86%	58.5%	62.26%	255	257	292
Pacific Islander	0.47%	0.5%	0.64%	2	2	3
White	16.67%	17.5%	15.99%	71	77	75
Multiple/No Response	%	3.2%	1.92%		14	1
			Total Enrollment	426	439	469

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	92	82	91
Grade 1	68	58	73
Grade 2	66	61	59
Grade3	61	55	52
Grade 4	73	54	57
Grade 5	47	60	57
Grade 6	19	28	53
Grade 7			27
Total Enrollment	426	398	469

Conclusions based on this data:

1. As Westfield grows into a true K-8 program, our enrollment is increasing as well.

2. For the 2018-19 school year, our enrollment numbers were lower and this is due to our location being an area with high rates of transiency. Many students move in and out of the area regularly and our enrollments changes monthly as a result.

3. For the 2019-20 school year, we had an influx of students in kindergarten and first grade. However, these numbers are not reflected in our enrollment numbers as those students were over flowed to another school site.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	174	177	162	40.8%	40%	34.5%
Fluent English Proficient (FEP)	50	14	79	11.7%	3.2%	16.8%
Reclassified Fluent English Proficient (RFEP)	22	21	22	10.7%	4.8%	12.8%

Conclusions based on this data:

1. Our reclassification rate continues to increase every school year.

2. A protected block of Designated English Language Development was scheduled for Mondays, Tuesdays, Thursday, and Fridays, Teachers are expected to implement Designated English Language Development during the shortened day on Wednesdays.

3. Daily observations of Designated and Integrated English Language Development lessons occurred with specific feedback and coaching responses. Based on the data, it appears the specific feedback and coaching sessions is benefiting our English learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	59	59	64	57	58	64	57	58	95.5	96.6	98.3
Grade 4	62	68	60	59	67	56	59	67	56	95.2	98.5	93.3
Grade 5	56	45	60	55	45	59	55	45	59	98.2	100	98.3
Grade 6		24	31		22	31		22	31		91.7	100
All Grades	185	196	210	178	191	204	178	191	204	96.2	97.4	97.1

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2356.	2366.	2388.	4.69	10.53	8.62	6.25	14.04	24.14	26.56	22.81	25.86	62.50	52.63	41.38
Grade 4	2370.	2414.	2385.	1.69	4.48	7.14	11.86	22.39	7.14	11.86	25.37	16.07	74.58	47.76	69.64
Grade 5	2409.	2427.	2415.	7.27	2.22	1.69	10.91	15.56	18.64	18.18	22.22	15.25	63.64	60.00	64.41
Grade 6		2450.	2371.		4.55	0.00		13.64	3.23		27.27	6.45		54.55	90.32
All Grades	N/A	N/A	N/A	4.49	5.76	4.90	9.55	17.28	14.71	19.10	24.08	17.16	66.85	52.88	63.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.81	7.02	13.79	23.44	42.11	48.28	68.75	50.88	37.93
Grade 4	3.39	10.45	7.14	30.51	47.76	30.36	66.10	41.79	62.50
Grade 5	3.64	8.89	6.78	36.36	37.78	37.29	60.00	53.33	55.93
Grade 6		4.55	0.00		40.91	12.90		54.55	87.10
All Grades	5.06	8.38	7.84	29.78	42.93	34.80	65.17	48.69	57.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.25	7.14	8.62	35.94	39.29	55.17	57.81	53.57	36.21
Grade 4	5.08	5.97	3.57	30.51	50.75	41.07	64.41	43.28	55.36
Grade 5	7.27	8.89	3.39	34.55	33.33	32.20	58.18	57.78	64.41
Grade 6		9.09	0.00		36.36	12.90		54.55	87.10
All Grades	6.18	7.37	4.41	33.71	41.58	38.24	60.11	51.05	57.35

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	4.69	3.51	13.79	53.13	66.67	68.97	42.19	29.82	17.24
Grade 4	1.69	7.46	7.14	44.07	64.18	53.57	54.24	28.36	39.29
Grade 5	7.27	2.22	3.39	56.36	46.67	49.15	36.36	51.11	47.46
Grade 6		9.09	3.23		54.55	19.35		36.36	77.42
All Grades	4.49	5.24	7.35	51.12	59.69	51.47	44.38	35.08	41.18

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	7.81	10.53	10.34	35.94	45.61	46.55	56.25	43.86	43.10
Grade 4	1.69	16.42	5.36	44.07	43.28	30.36	54.24	40.30	64.29
Grade 5	10.91	4.44	8.47	29.09	46.67	40.68	60.00	48.89	50.85
Grade 6		4.55	0.00		50.00	22.58		45.45	77.42
All Grades	6.74	10.47	6.86	36.52	45.55	36.76	56.74	43.98	56.37

Conclusions based on this data:

1. Overall student performance in ELA, based on state assessments over the past three available years, has increased from a -89 Distance from 3 in 2017 to -84 Distance from 3 in 2019. Our English learners have increased from a -155 Distance from 3 in 2017 to -133 Distance from 3 in 2019. Our Black or African American students decreased from -93 Distance from 3 in 2017 to -95 Distance from 3 in 2019.

2. Although we have made progress towards decreasing our distance from 3 in English language arts, our growth has not been consistent across all grade levels. Third grade has made growth every year since 2016-17 which should be noted, yet grade 4th - 6th have been inconsistent, or have decreased every year. One thought is to have other teachers observe the third grade team to see how they engage students in thinking and learning. Specifically, their scores within demonstrating understanding of literary and non-fiction texts has greatly improved. Strategies that these teachers use should be used across all grade levels to determine whether or not the strategies have a correlation to test scores.

3. Two main areas of focus, based on test scores, should be writing, as well as research/inquiry, investigating, analyzing, and presenting information. Intervention lessons will be created with teacher input that focus on these two claims using the Smarter Balanced Tools for Teachers. Teachers and administrators who have received AVID training can present and inform other teachers of effective WICOR strategies to assist students in writing, inquiry, collaboration, organization, and rigor.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	59	59	66	56	58	66	56	58	98.5	94.9	98.3
Grade 4	62	68	60	59	67	59	59	67	59	95.2	98.5	98.3
Grade 5	56	45	60	56	45	59	56	45	59	100	100	98.3
Grade 6		24	31		22	31		22	31		91.7	100
All Grades	185	196	210	181	190	207	181	190	207	97.8	96.9	98.6

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2385.	2384.	2432.	6.06	8.93	8.62	22.73	16.07	48.28	27.27	32.14	18.97	43.94	42.86	24.14
Grade 4	2378.	2401.	2397.	0.00	2.99	0.00	10.17	5.97	8.47	18.64	41.79	35.59	71.19	49.25	55.93
Grade 5	2412.	2395.	2419.	5.36	0.00	1.69	5.36	0.00	6.78	14.29	20.00	18.64	75.00	80.00	72.88
Grade 6		2456.	2374.		9.09	0.00		0.00	0.00		31.82	9.68		59.09	90.32
All Grades	N/A	N/A	N/A	3.87	4.74	2.90	13.26	6.84	17.87	20.44	32.63	22.22	62.43	55.79	57.00

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.64	14.29	37.93	37.88	37.50	37.93	48.48	48.21	24.14
Grade 4	1.69	2.99	1.69	13.56	20.90	20.34	84.75	76.12	77.97
Grade 5	5.36	0.00	5.08	14.29	11.11	13.56	80.36	88.89	81.36
Grade 6		9.09	0.00		27.27	0.00		63.64	100.0
All Grades	7.18	6.32	12.56	22.65	24.21	20.29	70.17	69.47	67.15

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.58	10.71	12.07	48.48	41.07	62.07	43.94	48.21	25.86
Grade 4	0.00	2.99	1.69	30.51	43.28	37.29	69.49	53.73	61.02
Grade 5	5.36	0.00	1.69	23.21	22.22	37.29	71.43	77.78	61.02
Grade 6		4.55	0.00		40.91	16.13		54.55	83.87
All Grades	4.42	4.74	4.35	34.81	37.37	41.06	60.77	57.89	54.59

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.61	10.71	17.24	46.97	48.21	56.90	42.42	41.07	25.86
Grade 4	0.00	4.48	1.69	33.90	40.30	32.20	66.10	55.22	66.10
Grade 5	7.14	0.00	3.39	23.21	33.33	32.20	69.64	66.67	64.41
Grade 6		9.09	0.00		27.27	19.35		63.64	80.65
All Grades	6.08	5.79	6.28	35.36	39.47	37.20	58.56	54.74	56.52

Conclusions based on this data:

1. Math scores, based on state assessments over the past three available school years, have increased from -88 Distance from 3 in 2017 to -81 Distance from 3 in 2019. English learners increased from -134 in 2017 to -111 in 2019. Black or African American students have also increased from -96 in 2017 to - 81 in 2019.

2. Third grade has improved their data points drastically over the past three years in mathematics. The largest gains for third grade occurred within the area of Concepts & Procedures. Strategies and techniques implemented by the third grade team specifically during the 2018-19 school year should be reviewed and taught across all grade levels to help determine efficacy and correlation with Smarter Balanced assessment scores.

3. Math has become increasingly more language embedded with the focus on Claim 3, Communicating Reasoning. Upon analysis of curriculum, instructional strategies and lesson design, the team noted that at the elementary, TK-3 level, the activities are more hands on, problem based, and interactive. Students interact with each other, practicing language, during math lessons. On the other hand, curriculum at the upper elementary, 4th - 5th grade, as well as middle school level, become less interactive with a focus on independent activities and equation-based practice. This could factor into the decline of scores at the 4th - 6th grade level, and the struggle of English learners in math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1405.3	1400.4	1417.2	1413.5	1377.5	1369.6	38	39
Grade 1	1449.6	1439.8	1452.2	1452.8	1446.4	1426.4	27	25
Grade 2	1485.7	1469.6	1499.9	1472.6	1470.9	1466.2	21	22
Grade 3	1483.5	1486.4	1486.9	1476.9	1479.7	1495.4	33	14
Grade 4	1504.0	1504.2	1502.4	1508.5	1505.1	1499.4	23	25
Grade 5	1501.1	1492.6	1509.5	1491.9	1492.4	1492.6	14	16
Grade 6	*	*	*	*	*	*	*	7
All Grades							163	148

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	28.95	38.46	34.21	41.03	*	20.51	38	39
1	*	0.00	*	28.00	*	60.00	*	12.00	27	25
2	*	9.09	52.38	36.36	*	40.91		13.64	21	22
3	*	0.00	39.39	35.71	*	57.14	*	7.14	33	14
4	*	16.00	47.83	56.00	*	8.00	*	20.00	23	25
5	*	6.25	*	25.00	*	43.75	*	25.00	14	16
6	*	*	*	*	*	*		*	*	*
All Grades	22.09	5.41	38.04	35.81	24.54	42.57	15.34	16.22	163	148

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.95	7.69	31.58	41.03	*	33.33	*	17.95	38	39
1	*	12.00	*	40.00	*	36.00	*	12.00	27	25
2	90.48	13.64	*	63.64		13.64		9.09	21	22
3	36.36	7.14	42.42	71.43	*	14.29	*	7.14	33	14
4	*	56.00	52.17	24.00		12.00	*	8.00	23	25
5	*	18.75	*	50.00	*	18.75	*	12.50	14	16
6	*	*	*	*	*	*		*	*	*
All Grades	41.10	19.59	35.58	46.62	11.66	22.30	11.66	11.49	163	148

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	15.38	44.74	64.10	34.21	20.51	38	39
1	*	0.00	*	20.00	*	36.00	*	44.00	27	25
2	*	4.55	*	31.82	*	36.36	*	27.27	21	22
3	*	0.00	*	35.71	*	50.00	42.42	14.29	33	14
4	*	0.00	*	32.00	*	40.00	*	28.00	23	25
5		0.00	*	6.25	*	50.00	*	43.75	14	16
6		*	*	*	*	*	*	*	*	*
All Grades	12.27	0.68	26.38	22.30	30.67	47.30	30.67	29.73	163	148

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.47	7.69	47.37	76.92	*	15.38	38	39
1	44.44	32.00	*	60.00	*	8.00	27	25
2	90.48	18.18	*	72.73		9.09	21	22
3	*	7.14	72.73	78.57	*	14.29	33	14
4	*	36.00	56.52	52.00	*	12.00	23	25
5	*	6.25	*	81.25	*	12.50	14	16
All Grades	41.72	17.57	47.24	69.59	11.04	12.84	163	148

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	55.26	66.67	*	25.64	38	39
1	*	4.00	48.15	84.00	*	12.00	27	25
2	85.71	4.55	*	86.36		9.09	21	22
3	48.48	21.43	36.36	71.43	*	7.14	33	14
4	78.26	56.00	*	36.00	*	8.00	23	25
5	*	43.75	*	37.50		18.75	14	16
All Grades	49.69	23.65	39.26	62.16	11.04	14.19	163	148

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	63.16	92.31	*	7.69	38	39
1	*	4.00	40.74	52.00	*	44.00	27	25
2	*	0.00	57.14	68.18	*	31.82	21	22
3		0.00	42.42	64.29	57.58	35.71	33	14
4	*	0.00	65.22	52.00	*	48.00	23	25
5		0.00	*	68.75	*	31.25	14	16
All Grades	13.50	0.68	52.15	66.22	34.36	33.11	163	148

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.82	44.74	56.41	36.84	30.77	38	39
1	*	4.00	62.96	60.00	*	36.00	27	25
2	*	18.18	80.95	68.18	*	13.64	21	22
3	*	21.43	51.52	71.43	33.33	7.14	33	14
4	*	8.00	*	80.00	*	12.00	23	25
5	*	0.00	*	56.25	*	43.75	14	16
All Grades	19.63	10.14	55.21	66.22	25.15	23.65	163	148

Conclusions based on this data:

1. The majority of our English learners fall between levels 2 and 3 on the ELPAC.

2. Our students dropped in the Listening and Speaking Domains from 2017-18 to 2018-19, indicating there needs to be a greater focus on Listening and Speaking during our designated ELD lessons.

3. Generally, the majority of our students fall into the Somewhat/Moderately range of language proficiency.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
439	**90.7**	**39.2**	**1.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	172	39.2
Foster Youth	6	1.4
Homeless	31	7.1
Socioeconomically Disadvantaged	398	90.7
Students with Disabilities	60	13.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	34	7.7
American Indian	5	1.1
Asian	47	10.7
Filipino	3	0.7
Hispanic	257	58.5
Two or More Races	11	2.5
Pacific Islander	2	0.5
White	77	17.5

Conclusions based on this data:

1. We continue to have a high percentage of socio-economically disadvantaged students.

2. Our English learner percentage has decreased over the years, yet is still a substantial percentage of our students.

3. Our percentage of students with an Individualized Academic Plan is higher than the average 10%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1. Our English language arts scores declined significantly by 17.9 points.

2. Although our mathematics scores maintained at 1.8 points, we still are 81.1 point below the standard and therefore need to make increase versus maintaining in order to move toward yellow, green, and blue.

3. Although our suspension rate decreased significantly by 4%, we still show a color of yellow since 4% of our total students were suspended at least once.
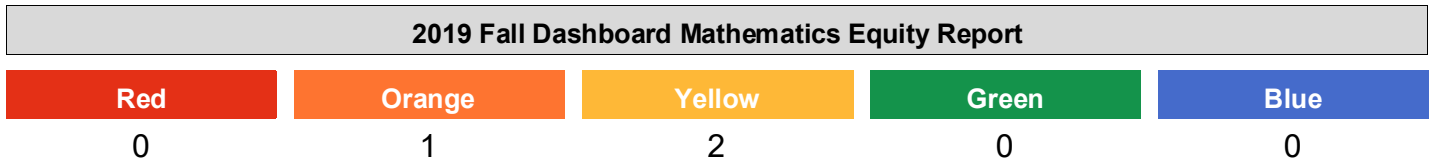
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
82 points below standard	84.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -17.9 points	Declined Significantly -20.9 points	
186	105	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
122.8 points below standard	82 points below standard	119.2 points below standard
Declined Significantly -16.6 points	Declined Significantly -18.2 points	Increased Significantly +28.4 points
17	179	38

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
77.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	70.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -12 points	3	Declined -4.9 points	2
12		14	

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	No Performance Color
90.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	51.9 points below standard
Declined Significantly -17.6 points	6	1	Declined Significantly -26.3 points
119			29

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
126.8 points below standard	35.9 points below standard	79 points below standard
Declined Significantly -21.6 points	Declined Significantly -42.3 points	Declined -10.6 points
56	49	81

Conclusions based on this data:

1. Our reclassified English learners outperform our current English learners, as well as our English only students.

2. Our current English learners are struggling the most at 126.8 points below the standard.

3. All subgroups, except for one, declined in their progress. The one group that made a significant increase in their scores were our students with disabilities.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
81.1 points below standard	76.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained +1.8 points	Increased +6.9 points	
186	105	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
112.3 points below standard	81.8 points below standard	126.7 points below standard
Declined -3.8 points	Maintained +2.9 points	Increased Significantly +41.8 points
17	179	38

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
65.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	47.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +33.2 points	3	Declined Significantly -22.2 points	2
12		14	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
86.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	76.4 points below standard
Increased +5.5 points	6	1	Declined Significantly -19.2 points
119			29

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
106.3 points below standard	41.9 points below standard	87.4 points below standard
Maintained -0.2 points	Maintained +2.7 points	Declined -3.1 points
56	49	81

**Conclusions based on this data:**

1. Our socioeconomically disadvantaged students did not perform as well as other sub groups.

2. Although our students did make progress within mathematics, we still are below standard by 81.1 points, and therefore did not make enough progress to score higher than orange.

3. Our students with disabilities increased significantly by 41.8 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
41.5 making progress towards English language proficiency
Number of EL Students: 106
Performance Level: Low
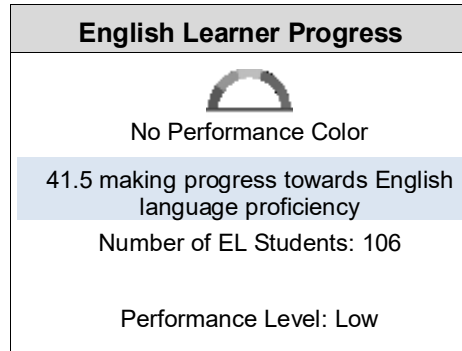
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
20.7	37.7	1.8	39.6

Conclusions based on this data:

1. Roughly the same number of students that maintained ELPI level as those that progressed at least one ELPI level.

2. 20.7% of our English learners decreased at least one ELPI level. 37.7% of our English learners maintained ELPI levels 1, 2L, 2H, 3L, 3H. 1.8% of our English learners who maintained ELPI level 4.

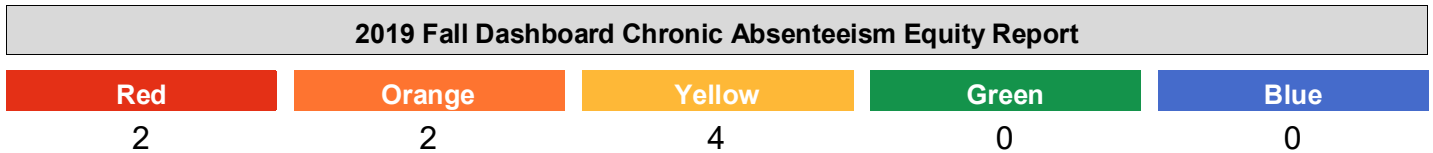3. 39.6% of our English learners progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance   Red   Orange   Yellow   Green   Blue   Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	4	0	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
20.3	11.2	35.3
Declined -1	Declined -2.1	17
483	178	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Red
17.6	20.6	28
Declined -14.4	Declined -0.7	Increased +14
34	446	82

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Yellow	No Performance Color
34	Less than 11 Students - Data Not Displayed for Privacy	6.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -13	7	Maintained -0.4	3
47		49	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Red
17.1	8.3	Less than 11 Students - Data Not Displayed for Privacy	34.1
Declined -1.5	12	2	Increased +8.5
281			82

Conclusions based on this data:

1. Students with disabilities and white students are not coming to school as often as other groups of students.

2. Homeless, Hispanic, Asian, and English learner (there may be some overlap) are coming to school more regularly than other groups of students.

3. Our chronic absenteeism declined by 1%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	3	1	1
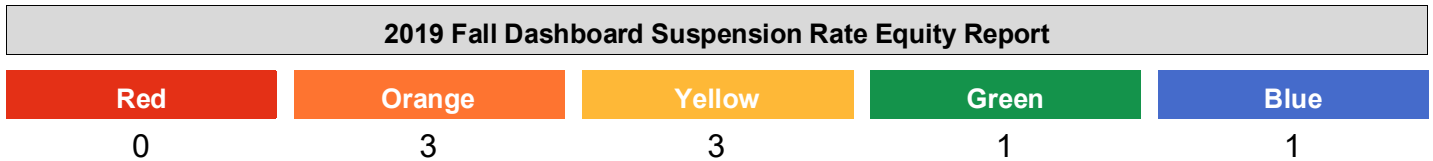
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
4	2.2	5.3
Declined Significantly -3.9	Declined Significantly -4.5	19
520	181	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Orange
11.1	4.4	8.4
Declined -9.3	Declined Significantly -3.5	Declined -0.8
36	477	83

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Blue	No Performance Color
10.5	Less than 11 Students - Data 7	0	Less than 11 Students - Data 3
Declined -8.8		Declined -2	
57		53	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
3.7	8.3	Less than 11 Students - Data 2	3.4
Declined Significantly -4.1	Increased +8.3		Declined -2.9
298	12		88

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
9%	8%	4

Conclusions based on this data:

1. English learners, as well as Asian students, are being suspended at a lower rate than other groups of students.

2. Overall our suspension rate declined significantly, yet we still show as yellow on the data dashboard due to the ratio of suspensions to student enrollment.

3. Homeless, students with disabilities, and African American students still continue to be suspended more often than other groups even though the numbers declined.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career and Readiness

LEA/LCAP Goal

Students will graduate from WUSD college and career ready with the ability to explore opportunities and solve problems effectively in an ever changing world. Students will demonstrate essential skills in literacy, numeracy, critical thinking, communication, collaboration and citizenship.

Goal 1

Westfield Village shall prepare students to graduate from WUSD college and career ready with the ability to explore opportunities and solve problems effectively in an ever changing world. Students will demonstrate essential skills in literacy, numeracy, critical thinking, communication, collaboration and citizenship.

Identified Need

SBAC results for English Language Arts declined significantly by 17.9 points from 2018-2019.
SBAC results for Mathematics maintained at 1.8 points from 2018-2019.
41.5% of Westfield's English learners are making progress towards language proficiency, which is considered low.
Due to school closure, K-2 text level data was not available at the end of the school year. Currently, based on guided reading assessments, 75% of third grade are meeting expected reading performance for the fall trimester. 61% of second grade students are meeting expected reading performance for fall semester. Only 12% of our first grade students are at expected performance in reading for this time of the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	19.61%	24.61%
CAASPP Math	20.77%	25.77%
K-2 Text level	Baseline	30% at expected grade level text
ELD Progress Monitoring	Baseline	50% at Expanding or Bridging
Reclassification Rate	12%	12%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will demonstrate essential skills in literacy.

Strategy/Activity

Teachers will have collaboration time to meet and discuss individual students and their progress on multiple measures such as unit assessments, exit tickets, IABs, and running records.
Supplemental materials will be purchased to support students in early foundational literacy skills through distance learning.
Professional learning material such as workshops and teacher books will be purchased to support teachers in high-quality Tier I teaching literacy.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies
5,000	Site LCFF 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students will demonstrate skills in mathematical concepts, procedures, problem solving, and communicating their reasoning.

Strategy/Activity

Supplemental math supplies will be purchased to support quality Tier I instruction.
Support teachers in providing quality Tier I instruction through an instructional coach.
Monitor and refine instruction based on data analysis of formative, benchmark, and summative assessments.
Extensive professional learning on effective mathematical discourse strategies.
Differentiated instruction through math centers.
Teacher collaboration.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students will demonstrate essential skills in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR).

Strategy/Activity

Increase academic success through increased student organization and responsibility.
Develop note-taking and study skills through AVID strategies.
Increase class and homework completion through goal setting and reflective skill-building.
Increased preparedness for transitioning into high school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Site LCFF 4000-4999: Books And Supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Westfield Village will provide an intensive two week intervention program at the end of the 2020-21 school year to help students recoup from learning loss.

Strategy/Activity

Students who have suffered from learning loss due to school closure will be identified and offered an intensive two week intervention program at the end of the 2020-21 school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,040	Site LCFF 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Westfield Village will provide after school intervention programs to help targeted students who are below grade in math.

Strategy/Activity

Teachers will administer IAB assessments to determine which students would most likely benefit from an intensive 6 week after school intervention.
Intervention material will be created by teachers using the Smarter Balanced Teacher Toolkit (formally the Digital Library).
For students in grades K - 2nd grade, Number Talks will be provided as the intervention program.
The intervention cycle will last 6 weeks long and reviewed prior to the next steps.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7500	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Westfield Village will provide after school intervention programs to help targeted students who are below grade in reading.

Strategy/Activity

Teachers will administer IAB assessments to determine which students would most likely benefit from an intensive 6 week after school intervention.
Intervention material will be created by teachers using the Smarter Balanced Teacher Toolkit (formally the Digital Library).
For students in grades K - 3rd grade, the identified intervention program will be Fountas & Pinnell's Leveled Literacy Intervention.
The intervention cycle will last 6 weeks long and reviewed prior to the next steps.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7500	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Westfield Village will continue to reclassify English learners at 12%.
A protected designated block of English Language Development will be provided to all English learners TK - 5th grade until reclassified.
The middle school schedule will allow for a period of Designated English Language Development for all middle school students.
Supplemental materials will be purchased to enhance the core Tier I English Language Development curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Students who have been reclassified as Fluent English Proficient will be honored with an award to recognize their step towards becoming biliterate.
We will track our reclassified students to calculate how many graduate from high school with the Seal of Biliteracy.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Site LCFF 0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Teachers will be provided with an instructional coach to focus on individual learning goals for their students. Teachers have the option of working through the teaching and learning cycle which includes the steps, plan, implement, reflect, and act.
Teacher collaboration time will be provided where individual students will be discussed and plan created for those students that are not making academic progress.
Supplemental material will be purchased to enhance Tier I instruction in both mathematics and literacy.
AVID organizational tools such as journals and folders will be purchased to increase communication between families and students.
A protected block of Designated ELD was scheduled for Mondays, Tuesdays, Thursdays, and Fridays.
Teachers are expected to implement Designated ELD during their day on Wednesdays since we have minimum days.
Daily observations of Designated and Integrated ELD lessons occurred with provided feedback and coaching responses.
Progress Monitoring Tool will be implemented, scored, and data were analyzed.
We will target our reclassified English learners to monitor their progress towards earning the State Seal of Biliteracy.
Students who have been reclassified to Fluent English Proficient will be awarded a medal for their progress towards becoming bi-literate.

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

More time needs to be spent on analyzing the data results of the Progress Monitoring Tool as well as ELPAC scores.
Lesson rigor is also an identified area of need. Time will be allocated during Professional Learning days focused on lesson objectives, differentiation, and increasing the rigor of oral language production.
Due to school being conducted in a 100% virtual environment after school interventions and implementation of English Language Development is not to the fidelity. Once the school is in a hybrid model, it will be more likely to implement these to fidelity.

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.

No changes will be made to this goal, annual outcome, nor metrics to achieve this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Educational Opportunities

LEA/LCAP Goal

WUSD will create an individualized high-quality educational experience that addresses the unique needs of the whole child while igniting a passion for learning. Students will experience a broad course of study that includes Career Technical Education pathways, Visual and Performing Arts, high-leveled mathematics, laboratory and applied sciences, world languages, and alternative pathways that support educational options and flexibility.

Goal 2

Westfield shall create an individualized high-quality educational experience that addresses the unique needs of the whole child while igniting a passion for learning. Students will experience a broad course of study that includes Career Technical Education pathways, Visual and Performing Arts, high-leveled mathematics, laboratory and applied sciences, world languages and alternative pathways that support educational options and flexibility.

Identified Need

Westfield is in the process of implementing a Learning Center model where students with an Individual Education Plan (IEP) are placed in a general education classroom and receive their Specialized Academic Instruction (SAI) either in push-in support or some pull-out support. We are looking to increase the number of minutes students have access to the general education classroom and peers through this model. 2019-2020 was the first year of implementation and due to school closure, we do not have accurate data on this educational opportunity therefore we will use data from the 2018-19 school year. Students with an IEP increased their performance in English Language Arts by 28.4 points yet are overall 119.2 points below standard. In mathematics, students with an IEP increased their scores by 41.8 yet are still 126.7 points below the standard. The most important area of need for our students on an IEP is absenteeism. 28% of our students with IEPs are chronically absent which was an increase of 14%. Another area of concern for our students with an IEP is the rate of suspension. 8.4% of our students with an IEP were suspended at least once. This was a decline but it remains orange on the CA School Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of time students are spending in the general education setting versus Special Education setting.	Baseline	Increase overall in general education setting by 10%
Number of students enrolled in and promote from Westfield Village's music program and then enroll in a high school music program	Baseline	80%
Number of underrepresented student populations enrolled in STEM and AVID.	Baseline	10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students promoting through the Social Emotional Program onto high school.	Baseline	5

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Westfield Village will continue to provide enriching experiences through Visual and Performing Arts (VAPA) for students to connect and apply to classroom learning.
Supplemental material will continue to be provided for our band classes.
Supplemental material will continue to be purchased for art lessons.
Out of classroom experiences will be provided for students in both band and art.
Supplemental professional learning opportunities will be provided to teachers for both music and art.
Research and investigate the use and implementation of an art docent.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2543.30	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies
2543.30	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Special Education

Strategy/Activity

Westfield Village will continue to use the Learning Center Model to increase inclusion through the Least Restrictive Environment.

Professional learning will continue to be provided to teachers around co-teaching and inclusion. Supplemental materials have and will be purchased to support the social-emotional needs of students in the general education setting.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Site LCFF 4000-4999: Books And Supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Westifeld Village will achieve equitable representation and provide effective support structures for historically underserved populations in AVID and STEM electives.
Guest speakers and assemblies will be provided for students highlighting underrepresented groups.
Supplemental online curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Site LCFF 4000-4999: Books And Supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Westfield Village will continue to give middle school students the opportunity to enroll in a trauma-informed program as an elective.
The primary goal of this project is to successfully implement a high-quality, hands-on outdoor education program that creates a safe place for struggling students to learn and practice social and communication skills that support healthy behaviors and improve life outcomes.

We will continue to focus on personal responsibility, empathy for others, and the realities of becoming an adult.
By helping students who are facing significant challenges become aware of the damaging actions and cycles in their lives, we create opportunities for them to develop healthier relationships, learn new skills, and be empowered to make decisions that support their growth and success.
Professional learning will be provided around Social Emotional Learning and Trauma-Informed care practices for teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Site LCFF 0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

2019-2020 was the first year of implementing the Learning Center model. Due to school closure, we were not able to collect the data points we were anticipating. The 2020-2021 school year will be our first complete year of implementation of the Learning Center Model and therefore will collect baseline data.
In addition, the 2019-2020 school year was the first year Westfield implemented a trauma-informed class for middle school students. Due to school closure, we were not able to collect the planned data points. The 2020-2021 school year will be the first year we will have 8th graders promoting to high school and students in this trauma-informed class will be promoting. We will collect data on these scholars to see how their progression. Westfield's long term goal is to have these scholars return to visit when they are juniors and seniors in high school, in order to provide mentoring to scholars in the trauma-informed class at that time.

The 2019-2020 school year was the first year Westfield offered a true Visual and Performing Arts pathway with an organized Middle School Band. Due to school closure, we were not able to collect the data points we were anticipating, and unfortunately due to virtual learning, our number of students in the middle school band has declined due to the challenging aspect of being in band virtually at home. We will collect data and use 2020-2021 as our baseline, and be aware that the number is not a true sample due to virtual learning. Currently, there are 32 students in the Band Program.

Due to school closure, we were not able to collect all the necessary data points for our after school STEM program. A middle school section of STEM was added to the master schedule and is being offered at this time. Currently, there are 18 students in this section, and of those 18 students, two are students with an Individual Education Plan, eight are females, three are white, eleven are Hispanic/Latino, two are Black/African American, one is Ukrainian, one is Hmong, seven are Reclassified Fluent English Proficient, and one is an English learner.

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

Due to virtual learning, implementation of our pathways has been hindered and possibly will prevent us from meeting our goals.

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.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High Quality Teaching and Learning

LEA/LCAP Goal

Students will be college and career ready through the district's system of professional practice that incorporates strong collaboration, support, mentorship, development and training for all educators in order for our students to be successful in our changing community and world.

Goal 3

Westfield Village shall produce students that will be college and career ready through the district's system of professional practice that incorporates strong collaboration, support, mentorship, development and training for all educators in order for our students to be successful in our changing community and world.

Identified Need

Westfield Village is committed to improving student performance in both mathematics and literacy, by providing educators with professional learning, professional learning committees, and reflection after observation. Currently our scores in both mathematics and English Language Arts show we are well below standard which indicates a need in strong collaboration, support, mentor ship, and training for all educators.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of teachers voluntarily working with our instructional coach.	20	25
Number of teachers implementing strategies and techniques provided in professional learning sessions.	70%	75%
Increase of teacher efficacy as measured by teacher survey.	Baseline	Increase of 10%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Westfield Village will provide instructional coaching and supplemental support for new and veteran teachers.
The instructional coach will make themselves available to teachers in a variety of capacities such as but not limited to, demo lessons, goal setting, reflection partner, co-teaching, and through professional learning collaboration.
After school collaboration time will be provided for teachers and the instructional coach to focus on cycles of inquiry and growth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Westfield Village will provide quality professional learning through after school training, release days, conferences, and materials which will assist teachers in establishing professional learning communities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,650	Site LCFF 4000-4999: Books And Supplies
7500	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Provide additional professional learning specifically for increasing teacher efficacy around meeting the needs of students with an Individual Educational Plan

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Site LCFF 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

During the 2019-20 school year, twenty teachers met with our instructional coach in a variety of different capacities. For example, teachers set personal goals for improving student performance, conducted demo lessons, co-taught lessons, and provided professional learning. Due to school closure, not all teachers were able to complete their teaching and learning cycles with our coach, nor were summative assessments conducted, therefore the anticipated data points were not collected.

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

Currently our educational model is 100% virtual learning. Teachers are still working with our instructional coach, and weekly collaboration is built into teachers' schedules, yet this may hinder the implementation.
In addition, meeting the needs of our students with an IEP has also proven to be extremely challenging in a virtual setting. Educational Specialists are meeting with para-professionals and general education teachers weekly to best meet the needs of our students with an IEP.

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.

No changes will be made at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

Students will find joy through their educational experience. They will attend schools in an environment conducive for learning that are safe, healthy, nurturing, and supportive, as they become independent and lifelong learners.

Goal 4

Westfield Village shall produce students that will find joy through their educational experience. Westfield Village will continue to provide an environment conducive for student learning that is safe, healthy, nurturing, and supportive, as they become independent and lifelong learners.

Identified Need

The effects of trauma on children are far more pervasive than adults imagine. The National Survey of Children's Exposure to Violence found that over 60% of children surveyed have experienced some form of trauma, crime, or abuse and lack the skills to manage the impact of stressful or traumatic events. As such, as many as one in three students who experience a traumatic event might exhibit symptoms of post-traumatic stress disorder (PTSD). Symptoms resulting from trauma can disrupt the youth's ability to relate to others, and to successfully manage emotions. In the classroom setting, this can lead to mismanaged behavior, which may result in reduced instructional time, suspensions, and expulsions. Long-term results of exposure to violence include lower grade point averages, reduced graduation rates, as well as increased incidences of teen pregnancy, joblessness, and poverty.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease in the percentage of school suspensions.	4%	3%
Decrease in the number of students with duplicated suspensions.	4 students	3 students
Decrease in the number of in school suspensions.	8 students	6 students
Decrease our chronic absenteeism rate	20.3%	18%
Decrease number of office referrals	246	200

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Westfield Village will continue implementation of district wide culturally responsive interventions, social emotional interventions, and positive behavioral support (PBIS) interventions to decrease suspension rate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Site LCFF 4000-4999: Books And Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster and Homeless Youth

Strategy/Activity

Westfield Village will continue to support the academic and social emotional success of foster and homeless youth with the help of our youth outreach specialists to improve attendance.
*Flyers, postcards, and incentives will be purchased

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Site LCFF 4000-4999: Books And Supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Westfield Village will continue to the monitor the school climate through parent, teacher, and student survey forms which provide important, measurable data to then use to implement school wide programs.
Parent training will be provided in supporting their child's learning at home, on the school system, how it works and how to be an effective advocate for their child, and planning for their child's future.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Site LCFF 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental motivational speakers will be utilized to encourage all students to make good healthy choices despite their current situation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Westfield Village began implementing restorative practices as well as trauma-informed care practices school-wide in the 2018-2019 school year. There is a direct correlation between the implementation of these strategies and a 4% decrease in our suspensions. Due to school closure, we do not have complete data for 2019-2020 yet prior to school closure we had a total of 12 suspensions which represented 2% of our total population. Prior to school closure, we had seven students that had been suspended more than one time. It should be noted this was an increase from the prior year. One possible reason for why this was an increase as it was our first year of having a small cohort of middle school students on campus and also our first year of implementing the Learning Center model. Some of our previous Self Contained Special Day class students did not adjust to the adjustment of being with grade-level peers for most of the school day.
Parent, student, and teacher surveys were given this year for the first time. Data points collected will be a baseline to show growth in future years.

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

Due to COVID, our school is currently operating at 100% virtual therefore depending on how long we stay in 100% virtual, our suspension numbers may be skewed.
Attendance rates will also be greatly impacted due to classrooms being 100% virtual.
Office referral rates will also be skewed due to the amount of time spend in 100% virtual.

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.

No changes will be made.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Community Engagement

LEA/LCAP Goal

We will unify our community in culturally sensitive ways to engage all members in the education of our students.

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of parents attending school site events.	10%	12%
Percentage of invited parents attending teacher led conferences in TK - 5th grade.	79%	82%
Percentage of invited parents attending student lead conferences in middle school.	baseline	85%
Results from parent survey will indicate an increase in school training and communication.	baseline	+10%
Percent of parents completing the Parent Survey	11%	15%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Engage parents in the school's volunteer program so they can participate in supporting school-wide, classroom, and parent involvement activities.
All parents are invited to join and participate in the school volunteer program.
Training is provided for volunteers based on their assignments and needs.
Volunteers support teachers in the classroom as well in school-wide activities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Site LCFF 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.
Parent education classes will be offered to strengthen parent capacity to support learning at home.
Partnerships with community organizations provide resources for parent engagement and wrap-around resources for families.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Westfield Village will continue to offer engaging community events such as the Community Unity Dance, Harvest Festival, community yard sale, STEM nights, band performances, and middle school sports games.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
424.00	Site LCFF 0000: Unrestricted

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Westfield Village will provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.
The staff ensures every interaction and engagement with parents is positive and valuable.
Communication with parents is timely, is provided through a variety of print and other media, and is in a language parents understand.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Westfield Village will respond to parent concerns and/or complaints to ensure their child's educational needs are met.
The rights of parents and children are respected and communicated to promote trust.
Staff is respectful and informative in interactions with parents.
Resolution of parent concerns is timely and supportive of student learning.

The school has a defined process for parents to express their concerns or complaints.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$84,200.60

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	$54,586.60

Subtotal of additional federal funds included for this school: $54,586.60

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 ($)
Site LCFF	$29,614.00

Subtotal of state or local funds included for this school: $29,614.00

Total of federal, state, and/or local funds for this school: $84,200.60

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	54,586.60
Site LCFF	29,614.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	4,424.00
1000-1999: Certificated Personnel Salaries	35,040.00
4000-4999: Books And Supplies	31,193.30
5000-5999: Services And Other Operating Expenditures	13,543.30

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	25,000.00
4000-4999: Books And Supplies	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	19,043.30
5000-5999: Services And Other Operating Expenditures	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	10,543.30
0000: Unrestricted	Site LCFF	4,424.00
1000-1999: Certificated Personnel Salaries	Site LCFF	10,040.00
4000-4999: Books And Supplies	Site LCFF	12,150.00
5000-5999: Services And Other Operating Expenditures	Site LCFF	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,040.00
Goal 2	10,086.60
Goal 3	12,650.00
Goal 4	6,500.00
Goal 5	8,924.00

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

2 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Crista Koch	Principal
Jose Gutierrez	Other School Staff
Nancy Martin	Classroom Teacher
Sarah Barnes	Classroom Teacher
Aisha Johnk	Classroom Teacher
Leslie Jacobo-Trejo	Other School Staff
Liliana Guerrera	Parent or Community Member
Symantha Freeman	Parent or Community Member
Arooj Ahmad	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 16th, 2020.

Attested:

	Principal, Crista Koch, Principal on November 16th, 2020
	SSC Chairperson, Arooj Ahmad on November 16th, 2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019