School Year: | 2023-24

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westlake Hills Elementary School	56 73759 6093181	August 31, 2022	

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)

X Additional Targeted Support and Improvement

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

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

EC Section 64001 requires the development of the SPSA to include the following:
? A comprehensive needs assessment (pursuant to ESSA)
? Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
? May include local data
? An identification of the process for evaluating and monitoring the implementation of the SPSA and progress
towards accomplishing the goals

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

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

Table of Contents

Comprehensive Needs Assessment Components

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

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

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.
83% of parents/guardians reported that their student(s) seem eager to attend school each day.
85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.
86% of parents/guardians reported that their student's school was physically safe.
92% of parents/guardians reported that they are informed regarding their student(s) academic progress.
84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.
93% of parents/guardians reported that teachers and staff treat them respectfully.
98% of elementary students reported they feel their teachers care about them.
93% of elementary students reported that their school is inclusive.
90% of middle and high school students reported feeling their teachers care about them.
89% of middle and high school students reported that their counselors care about them.
79% of middle and high school students reported feeling their school is an inclusive environment that values all people.
73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.
91% of staff reported that working for CVUSD is a positive experience.
87% of staff reported that they are comfortable discussing workplace issues with their supervisors.
92% of school site staff reported that students feel at school.
83% of school site staff reported that students are engaged and motivated.
95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

Site specific information-
22-23
96% of parents feel Westlake Hills staff work to create an inclusive environment.
96% of parents feel that Westlake Hills is a physically safe environment.
94% of parents believe their child receives adequate academic support.
95% of parents feel informed about their child's academic progress.

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

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

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP. Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Westlake Hills meets the requirement of highly qualified staffing by having 100% of the teachers credentialed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

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

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

<u>Funding</u>

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

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

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Westlake Hills Elementary 2023-2024 SPSA was developed in collaboration with our school committees, stakeholders and school faculty. Site Council representatives were involved in school's SPSA development and provided input throughout the school year. Trimester Benchmark Data & past three years of CAASPP data was evaluated for trends in the percentage of students meeting & exceeding grade level standards. Data was shared and analyzed in development of goals. Conversations led to the development of possible new goals to address need based on data.

October 26, 2022   English Learner Advisor Committe met to review English Learner progress and needs assessment data
November 15, 2022 School site council meeting held with parents from various committes, teachers, and staff to review professional development teacher experiences and their relation to SPSA goals
January 17, 2023   School site council meeting held with parents from various committees, teacher, and staff to review impact of visual performing arts on goal number four and five.
February 21, 2023 School site council meeting held with parents from various committees, teachers and staff to review CA Dashboard Data as well as school data to inform goal making and needs
March 7, 2023   Principal meeting with site leadership teachers to review common assessment data/grade level performance as well as determine goal effectiveness
April 18, 2023   Principal met with school site council meeting with parents from various committees, teacher, and staff to consider possible changes to site for 22-23 (i.e. enrollment) and its impact on goals
April 25, 2023   Principal met with school staff to reviwed multi tiered support systems and their impelementation on campus as it relates to supports all student needs

May 9, 2023   Principal met with school site council members to provide an update on Additional Targeted Support & Improvement as well as budget expenditures for the remainder of 2022-2023 with projection for 23-24
May 31, 2023   Principal met with Upper Lead and Lower Lead teacher leaders to look at plan for upcoming school year, revise goals, and identify priorities

Resource Inequities

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

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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	%	%	0.25%		0	1
African American	2.1%	0.96%	0.75%	9	4	3
Asian	6.8%	6.95%	6.72%	29	29	27
Filipino	1.4%	0.48%	0%	6	2	0
Hispanic/Latino	24.5%	25.42%	26.12%	104	106	105
Pacific Islander	0.5%	%	0.25%	2	0	1
White	58.5%	58.03%	59.45%	248	242	239
Multiple/No Response	6.1%	7.67%	6.47%	26	32	26
			Total Enrollment	424	417	402

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	74	59	80
Grade 1	67	79	48
Grade 2	64	66	85
Grade3	67	65	59
Grade 4	81	69	65
Grade 5	71	79	65
Total Enrollment	424	417	402

Conclusions based on this data:

1. Student enrollment has slowly declined at Westlake Hills over the past few years, consistent with a decline in district enrollment.

2. Hispanic/Latino and White enrollment percentages have been stable over the past three years.

3. There was an increase in kindergarten from 21-22 to 22-23 which allowed our site to have three kindergarten classes instead of two.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	45	52	48	10.6%	12.5%	11.9%
Fluent English Proficient (FEP)	28	22	22	6.6%	5.3%	5.5%
Reclassified Fluent English Proficient (RFEP)	5			11.1%		

Conclusions based on this data:

1. The number of EL students has decreased slightly, consistent with enrollment numbers.

2. The number of students who are reclassifying as FEP has been consistent.

3. The number of students who are reclassifying at RFEP each year continues to be a focus of ELAC and SPSA (Goal #3).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	66	59	0	65	58	0	64	58	0.0	98.5	98.3
Grade 4	77	68	65	0	66	64	0	66	64	0.0	97.1	98.5
Grade 5	74	78	65	0	74	61	0	74	61	0.0	94.9	93.8
All Grades	214	212	189	0	205	183	0	204	183	0.0	96.7	96.8

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2482.	2466.		51.56	48.3		28.13	20.7		12.50	15.5		7.81	15.5
Grade 4		2521.	2523.		43.94	46.9		27.27	28.1		15.15	14.1		13.64	10.9
Grade 5		2552.	2584.		39.19	50.8		35.14	29.5		12.16	13.1		13.51	6.6
All Grades	N/A	N/A	N/A		44.61	48.6		30.39	26.2		13.24	14.2		11.76	10.9

Overall Achievement for All Students

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.94			59.38			4.69	
Grade 4		36.36			57.58			6.06	
Grade 5		41.89			43.24			14.86	
All Grades		38.24			52.94			8.82	

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.81			64.06			3.13	
Grade 4		31.82			60.61			7.58	
Grade 5		32.43			58.11			9.46	
All Grades		32.35			60.78			6.86	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		29.69			64.06			6.25	
Grade 4		19.70			63.64			16.67	
Grade 5		17.57			74.32			8.11	
All Grades		22.06			67.65			10.29	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		25.00			64.06			10.94	
Grade 4		31.82			59.09			9.09	
Grade 5		22.97			71.62			5.41	
All Grades		26.47			65.20			8.33	

Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	66	59	0	65	58	0	65	58	0.0	98.5	98.3
Grade 4	77	68	65	0	66	64	0	66	64	0.0	97.1	98.5
Grade 5	74	78	65	0	74	61	0	74	61	0.0	94.9	93.8
All Grades	214	212	189	0	205	183	0	205	183	0.0	96.7	96.8

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2470.	2463.		36.92	29.3		33.85	37.9		16.92	20.7		12.31	12.1
Grade 4		2510.	2513.		33.33	37.5		27.27	31.3		27.27	18.8		12.12	12.5
Grade 5		2542.	2562.		36.49	49.2		24.32	19.7		22.97	19.7		16.22	11.5
All Grades	N/A	N/A	N/A		35.61	38.8		28.29	29.5		22.44	19.7		13.66	12.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.69			41.54			10.77	
Grade 4		39.39			39.39			21.21	
Grade 5		39.19			43.24			17.57	
All Grades		41.95			41.46			16.59	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.00			50.77			9.23	
Grade 4		28.79			56.06			15.15	
Grade 5		31.08			52.70			16.22	
All Grades		33.17			53.17			13.66	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		32.31			61.54			6.15	
Grade 4		37.88			42.42			19.70	
Grade 5		29.73			54.05			16.22	
All Grades		33.17			52.68			14.15	

Conclusions based on this data:

1. The percentages of students exceeding standard across grades 3-5 was consistent.

2. The mean score of third grade was lower than fifth even though they had a higher percentage of students meeting/exceeding standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	8	6	8
1	*	*	*	*	*	*	*	*	*	5	7	5
2	*	*	*	*	*	*	*	*	*	9	7	7
3	1495.3	*	*	1494.4	*	*	1495.6	*	*	12	8	6
4	*	1512.9	*	*	1501.1	*	*	1524.2	*	10	12	8
5	*	*	1568.0	*	*	1574.0	*	*	1561.0	4	7	11
All Grades										48	47	45

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	7
3	25.00	*	*	41.67	*	*	25.00	*	*	8.33	*	*	12	*	6
4	*	8.33	*	*	66.67	*	*	25.00	*	*	0.00	*	*	12	8
5	*	*	*	*	*	*	*	*	0.00	*	*	*	*	*	11
All Grades	20.83	12.77	17.8	35.42	48.94	53.3	33.33	27.66	24.4	10.42	10.64	4.4	48	47	45

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	7
3	33.33	*	*	58.33	*	*	0.00	*	*	8.33	*	*	12	*	6
4	*	8.33	*	*	83.33	*	*	8.33	*	*	0.00	*	*	12	8
5	*	*	41.2	*	*	21.1	*	*	0.0	*	*	0.0	*	*	11
All Grades	35.42	21.28	35.6	35.42	57.45	42.2	20.83	12.77	15.6	8.33	8.51	6.7	48	47	45

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	8
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	7
3	0.00	*	*	33.33	*	*	41.67	*	*	25.00	*	*	12	*	6
4	*	0.00	*	*	58.33	*	*	33.33	*	*	8.33	*	*	12	8
5	*	*	100.0	*	*	42.2	*	*	17.4	*	*	0.0	*	*	11
All Grades	6.25	4.26	4.4	31.25	36.17	26.3	39.58	38.30	51.1	22.92	21.28	2.2	48	47	45

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	8
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	7
3	50.00	*	*	41.67	*	*	8.33	*	*	12	*	6
4	*	33.33	*	*	58.33	*	*	8.33	*	*	12	8
5	*	*	27.8	*	*	21.7	*	*	0.0	*	*	11
All Grades	41.67	34.04	40.0	54.17	53.19	51.1	4.17	12.77	8.9	48	47	45

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	8
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	7
3	25.00	*	*	66.67	*	*	8.33	*	*	12	*	6
4	*	25.00	*	*	75.00	*	*	0.00	*	*	12	8
5	*	*		*	*		*	*	0.0	*	*	11
All Grades	31.25	29.79		58.33	63.83		10.42	6.38	6.7	48	47	45

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	8.33	*		66.67	*		25.00	*		12	*	
4	*	0.00		*	83.33		*	16.67		*	12	
5	*	*		*	*		*	*		*	*	
All Grades	8.33	6.38		75.00	68.09		16.67	25.53		48	47	

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	8.33	*		75.00	*		16.67	*		12	*	
4	*	41.67		*	58.33		*	0.00		*	12	
5	*	*		*	*		*	*		*	*	
All Grades	10.42	21.28		70.83	63.83		18.75	14.89		48	47	

Conclusions based on this data:

1. There is a need to continue on-going language support in the classroom to develop vocabulary and listening skills monitoring progress to inform instruction.

2. In addition to UDL intentional practices and planning for English Learners, reading writing listening speaking domains, may be addressed through small group instruction.

3. There is a need to continue supporting students with online platforms to inform use or support.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
417	**15.3**	**12.5**	**0.7**
Total Number of Students enrolled in Westlake Hills Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	52	12.5
Foster Youth	3	0.7
Homeless		
Socioeconomically Disadvantaged	64	15.3
Students with Disabilities	28	6.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.0
American Indian		
Asian	29	7.0
Filipino	2	0.5
Hispanic	106	25.4
Two or More Races	32	7.7
Pacific Islander		
White	242	58.0

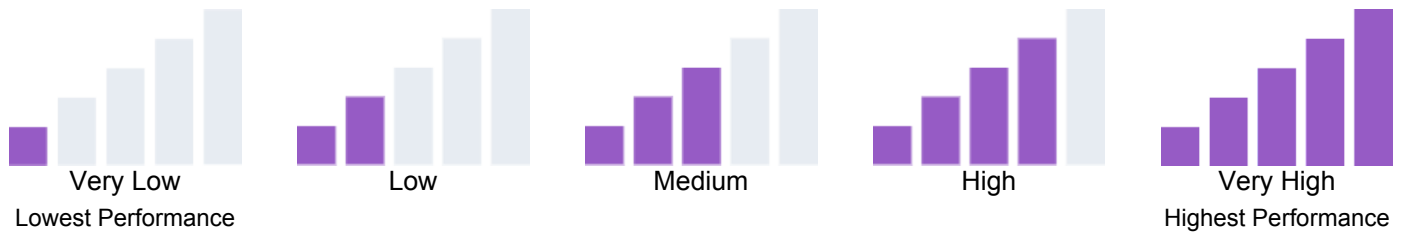**Conclusions based on this data:**

1. Data indicating that 21.2% of our students are socioeconomically disadvantages informs us on the need to provide communications regarding resources available in the community and to be sensitive to needs during classroom discussions.
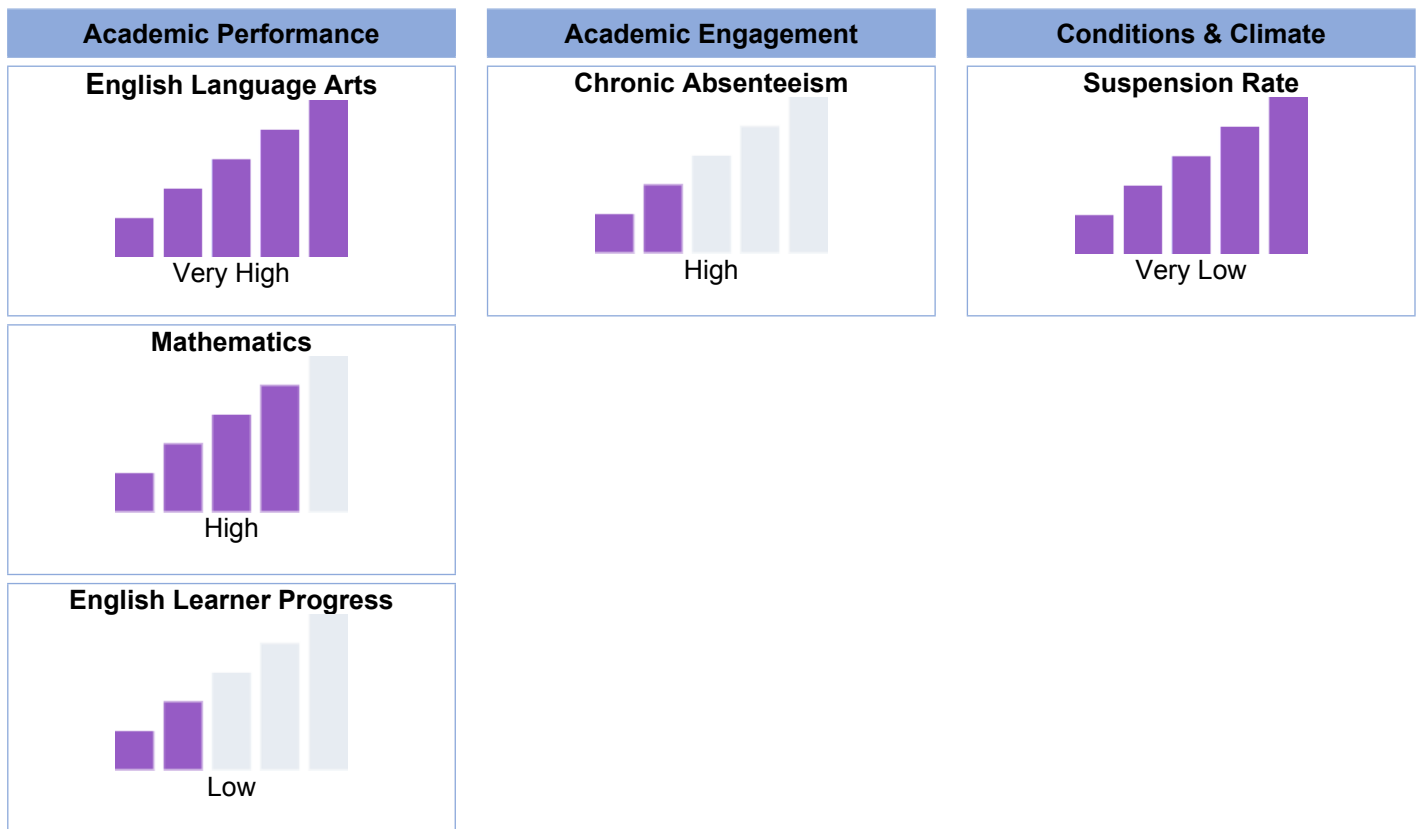
School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Very High

Mathematics

High

English Learner Progress

Low

Academic Engagement

Chronic Absenteeism

High

Conditions & Climate

Suspension Rate

Very Low

Conclusions based on this data:

1. Conditions and Climate is an area of greatest strength for Westlake Hills. Restorative practices and SEL are contributing to students learning positive behaviors at school.

2. English and Math scores reflect students are making good gains in their learning overall.

3. Attendance and tardies are in the green area. Tardies and Independent study contracts affect our score negatively.
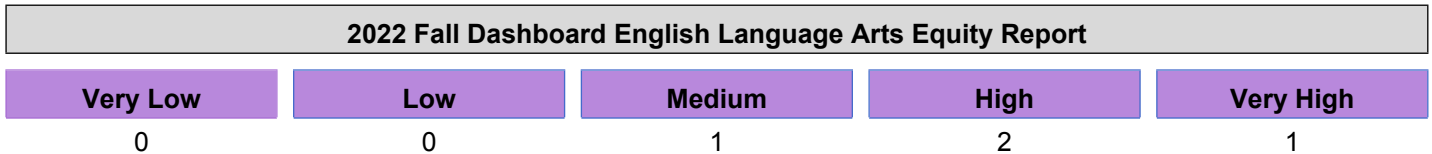
School and Student Performance Data

Academic Performance
English Language Arts

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

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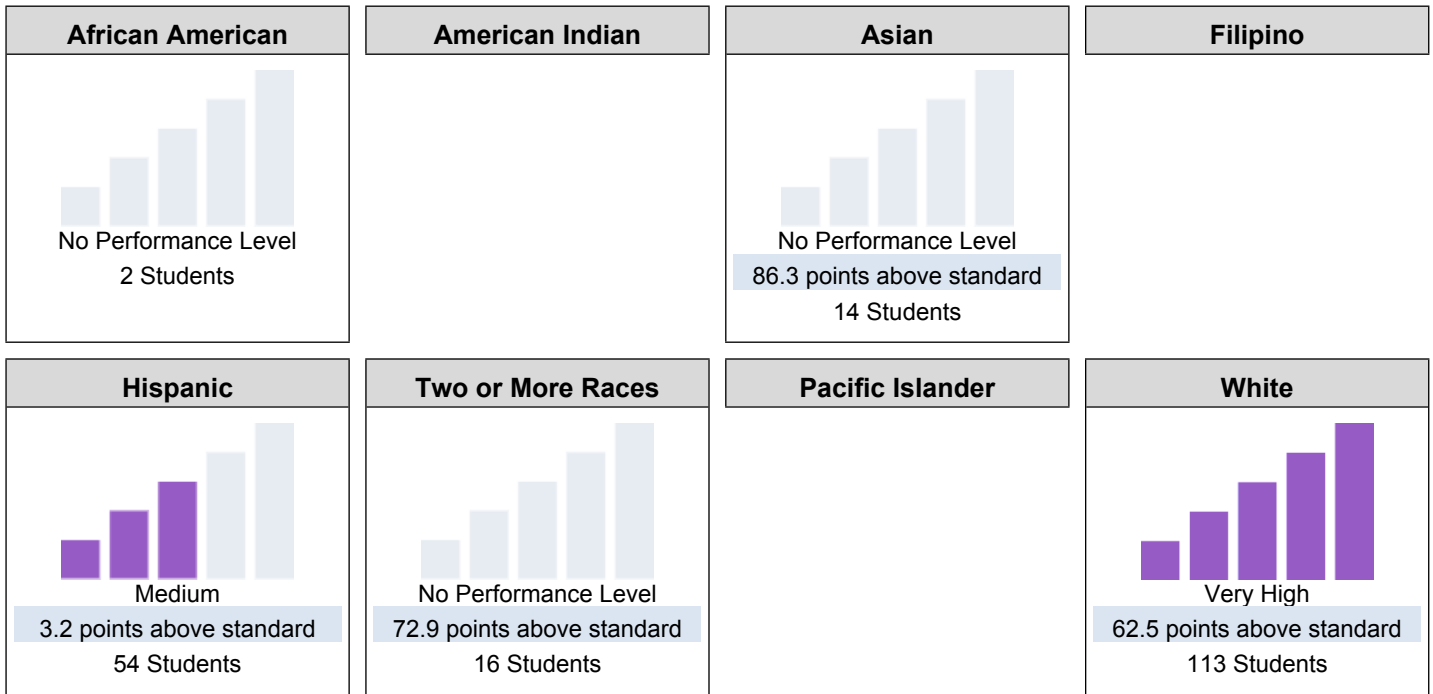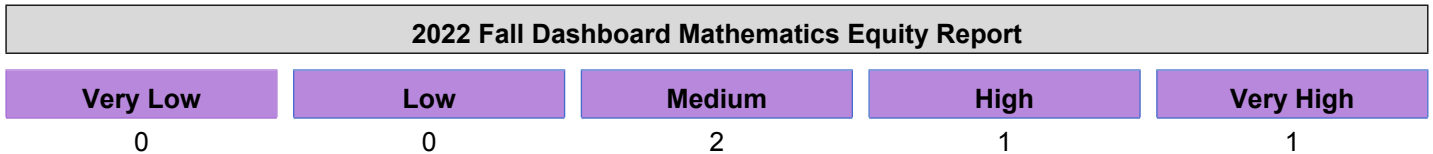
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	1	2	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	High	
48.4 points above standard	14.8 points above standard	
199 Students	37 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	High	No Performance Level
	17.9 points above standard	56.4 points below standard
	36 Students	18 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level
2 Students

American Indian

Asian

No Performance Level
86.3 points above standard
14 Students

Filipino

Hispanic

Medium
3.2 points above standard
54 Students

Two or More Races

No Performance Level
72.9 points above standard
16 Students

Pacific Islander

White

Very High
62.5 points above standard
113 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

38.1 points below standard

25 Students

Reclassified English Learners

125.0 points above standard

12 Students

English Only

55.9 points above standard

158 Students

Conclusions based on this data:

1. Socioeconomically disadvantaged students declined significantly last year on this test.

2. English Language learners scored 11.4 points above standard in ELA. HIspanic students scored 1.5 points above standard.

3. Even though WHL students performed scored 31.4 points above standard last year, they declined significantly with a drop in score of 15.8 points

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	2	1	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Medium	
25.2 points above standard	2.0 points below standard	
199 Students	37 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	High	No Performance Level
	3.3 points above standard	59.3 points below standard
	36 Students	18 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 2 Students		49.6 points above standard 14 Students	

Hispanic	Two or More Races	Pacific Islander	White
Medium 14.6 points below standard 54 Students	No Performance Level 5.4 points above standard 16 Students		Very High 44.2 points above standard 113 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
44.4 points below standard 25 Students	86.4 points above standard 12 Students	30.6 points above standard 158 Students

Conclusions based on this data:

1. Overall student scores declined in math with a drop of 6.7 points even though students still scored 19.8 points above standard.

2. The only subgroup showing gains was White with an increase of 4.5 points scoring 34.2 points above the standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator
English Learner Progress
Low
36.6 making progress towards English language proficiency
Number of EL Students: 41 Students
Performance Level: 2
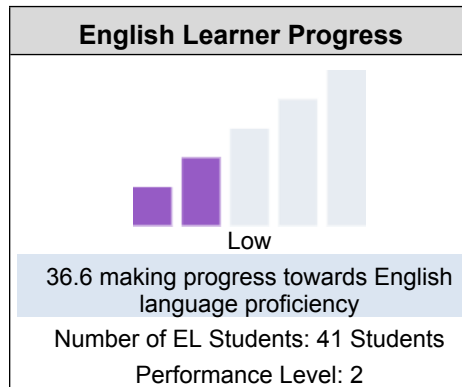
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
29.3%	34.1%	2.4%	34.1%

Conclusions based on this data:

1. Data supports that 33 of our 40 EL students maintained progress or progressed at least one ELPI Level.

2. 7 of our 40 EL students decreased one ELPI level.

3. Data supports the need to increase command of academic language in order for more students to bridge to new levels.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
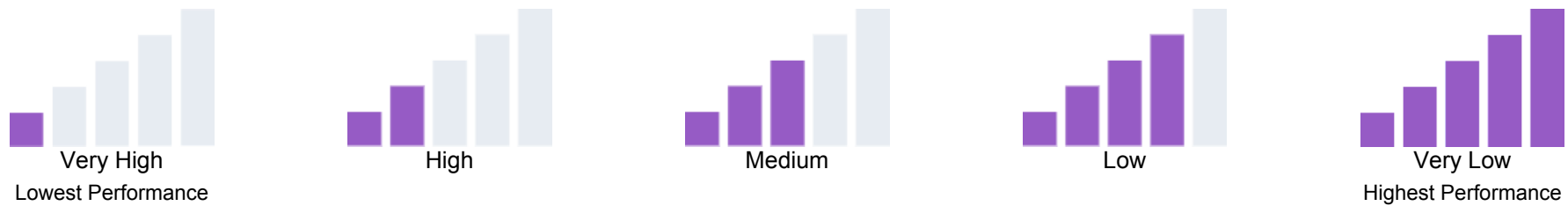
Conclusions based on this data:
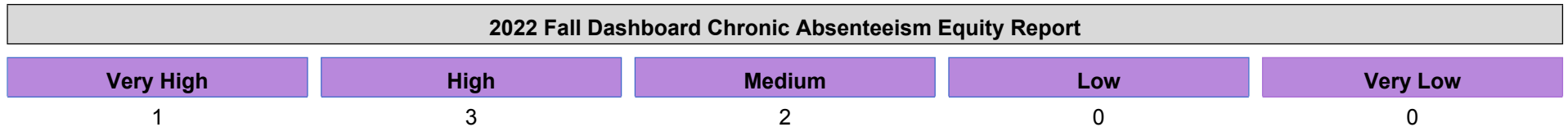
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

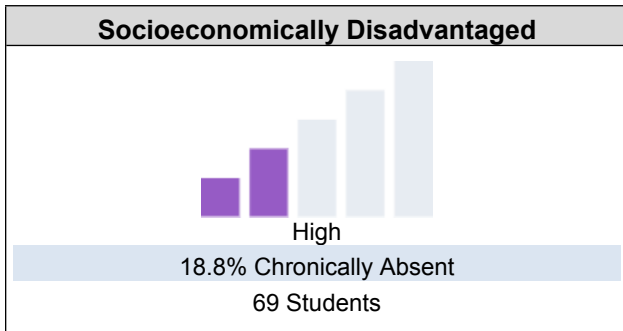| 2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	3	2	0	0

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.
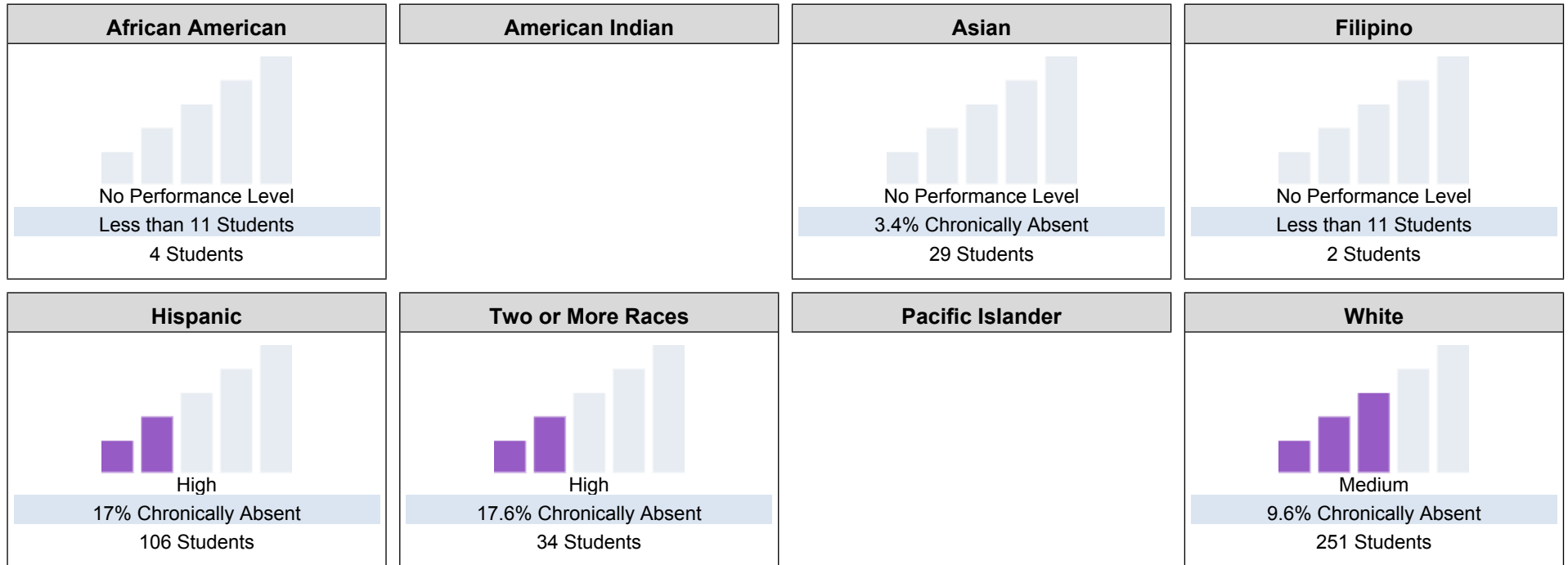
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

High

11.7% Chronically Absent

426 Students

English Learners

Medium

9.6% Chronically Absent

52 Students

Foster Youth

No Performance Level

Less than 11 Students

3 Students

Homeless

Socioeconomically Disadvantaged

High

18.8% Chronically Absent

69 Students

Students with Disabilities

Very High

25.5% Chronically Absent
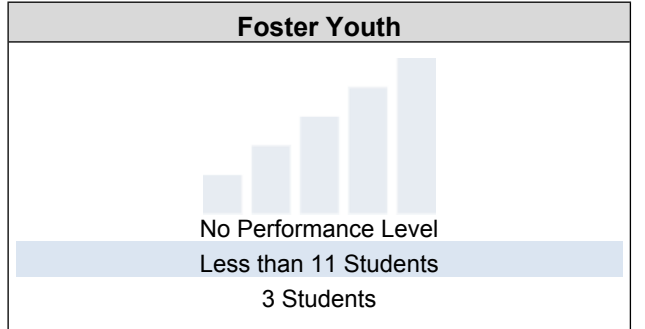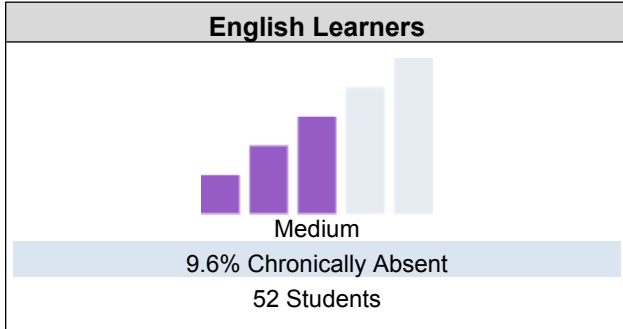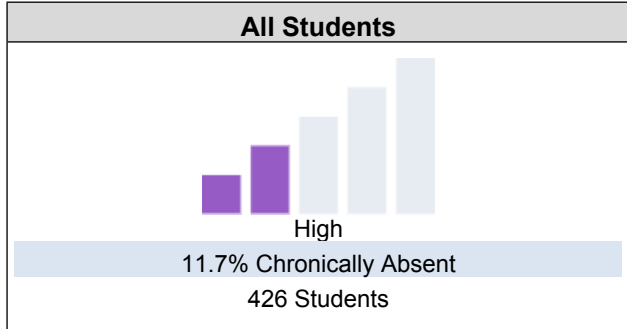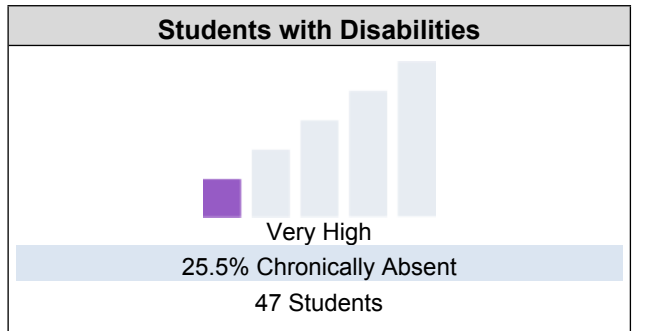
47 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		3.4% Chronically Absent	Less than 11 Students
4 Students		29 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
High	High		Medium
17% Chronically Absent	17.6% Chronically Absent		9.6% Chronically Absent
106 Students	34 Students		251 Students

Conclusions based on this data:

1. Students with disabilities and English Learners had better attendance than the student body as a whole.

2. The Asian subgroup had the lowest rates of attendance although attendance improved by 7.3 points.

3. The White subgroup declined significantly even though they were still in the Blue category.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:
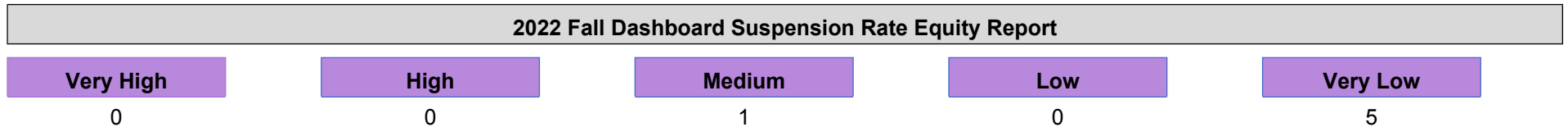
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	1	0	5

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low

0.2% suspended at least one day

431 Students

English Learners

Very Low

0% suspended at least one day

52 Students

Foster Youth

No Performance Level

Less than 11 Students

3 Students

Homeless

Socioeconomically Disadvantaged

Medium

1.4% suspended at least one day
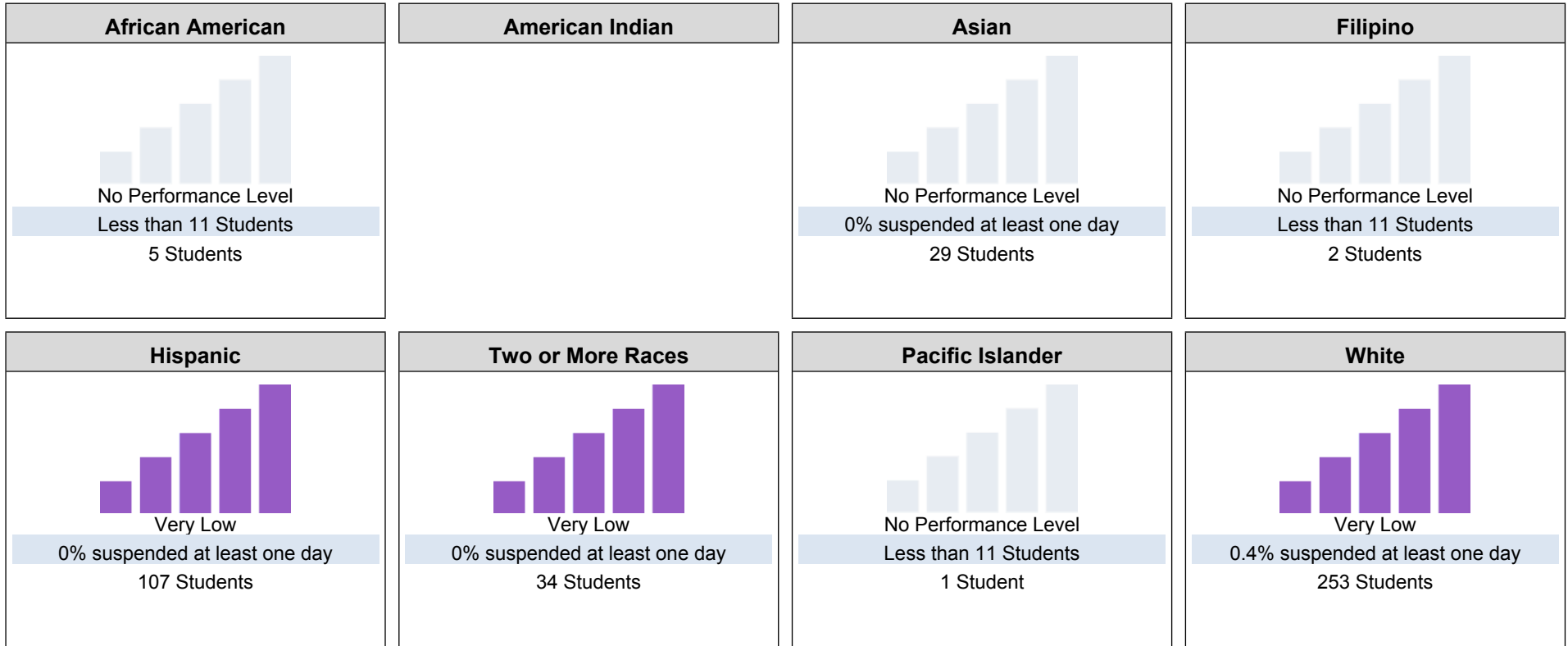
70 Students

Students with Disabilities

Very Low

0% suspended at least one day

47 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

5 Students

American Indian

Asian

No Performance Level

0% suspended at least one day

29 Students

Filipino

No Performance Level

Less than 11 Students

2 Students

Hispanic

Very Low

0% suspended at least one day

107 Students

Two or More Races

Very Low

0% suspended at least one day

34 Students

Pacific Islander

No Performance Level

Less than 11 Students

1 Student

White

Very Low

0.4% suspended at least one day

253 Students

Conclusions based on this data:

1. One student was suspended from Westlake Hills in the 2021-2022 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

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

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

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

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

Goal 1

By June 2024:

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

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

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

Identified Need

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

22-23

Tri 1 Data

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

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

Tri 3 data
Kinder- 63%, 9%, 28%
Grade 1- 89%, 6%, 5%
Grade 2- 80%, 10%, 10%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Proficiency Metric: CAASPP Spring 2022	67.35% Spring 2019. Grade 3 64% in 2018, 61% in 2019, 79% in 2022 Grade 4 74% in 2018, 66% in 2019, 71% in 2022 Grade 5 73% in 2018, 78% in 2019, 74% in 2022	70.35% Spring 2022
Indicator: California Dashboard 2022	ELA- Very High Math- High	ELA- Very High Math- Very High
Indicator: District Benchmarks	Tri 1 Data Kinder- High Frequency Words 74%, 11%, 15%	Trimester 3 Assessment Data will indicate an increase of 3% of students meeting or exceeding grade level standards at each grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 1- High Frequency Words 74%, 15%, 11% Grade 2- Reading Fluency 80%, 2%, 18% Tri 2 data Kinder- High frequency words 59%, 5%, 36% Grade 1- High freqneucy words 94%, 0%, 6% Grade 2- Reading Fluency 82%, 4%, 14%	
CAASPP ELA in 2021-2022	3rd grade: 79% met or exceeded 4th grade: 71% met or exceeded 5th grade: 74% met or exceeded	Despite school closure and distance learning, ELA scores for all three grade levels exceeded 2019.
CAASPP ELA in 2022-2023	3rd grade: 69% met or exceeded 4th grade: 75% met or exceeded 5th grade: 80% met or exceeded	3rd grade proficiency decreased notably with 5th grade proficiency increasing significantly

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide systemic Language Arts intervention support to increase phonemic awareness, phonics & fluency beginning reading skills using Lexia and/or small group instruction by an Academic Specialist for students identified as at-risk of meeting grade level standards including SWD, SED and EL students.	August 2023-June 2024	Teachers Intervention Teacher Principal	Intervention Specialists Credentialed Teacher Principal	1000-1999: Certificated Personnel Salaries	0TRM	8505

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			All students in grades 1st- 5th identified as performing significantly below grade level will be assessed with Lexia; closely monitoring SWD, and SED students (allocated funds in Goal #5).	None Specified	None Specified	0
			Intervention Specialist will monitor progress of students in Lexia & provide small group reinforcement for students red flagged for unit support.	1000-1999: Certificated Personnel Salaries	0010	2000
			All students in grades 1st, 2nd & 3rd will participate in Lexia. EL students identified for "Smarty Ants" program will use in lieu of Lexia and/or in conjuction with Lexia.	None Specified	None Specified	
Provide systemic Language Arts intervention support to increase phonemic awareness, phonics & fluency beginning reading skills using Smarty Ants & small group instruction by our ELL Facilitator & Intervention Specialists for ELL students in grades K, 1st and 2nd	August 2023-May 2024	ELL Facilitator Intervention Teacher Principal	ELL Facilitator	1000-1999: Certificated Personnel Salaries	None Specified	
			Intervention Specialist	1000-1999: Certificated Personnel Salaries	None Specified	
			Smarty Ants instruction & monitoring of student progress by our ELL Facilitator will occur during reinforcement time and through collaboration with classroom teacher.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Intervention Teacher funded in Goal 3 for ELL intervention to meet the learning needs of English Learners.			
Professional Development - Differentiated/intervention strategies to build teacher repertoire for all struggling students (including Students with Disabilities, English Learners, Socio-economically Disadvantaged SWD, EL, SED).	Aug 2023 - June 2024	Principal Assistant Principal Teacher	UDL trainings to provide best first instruction for EL, SWD, SED and GATE students	None Specified		0
			UDL professional development during Faculty Meetings			0
			Imagine Learning PD for Intervention Specialist & classroom teachers.			0
			Lexia PD for Primary Teachers & Special Ed staff			
			Lexia PD for Intervention Specialists			
			Smarty Ants PD for ELL Facilitator & classroom teachers			
Academic Specialist to implement intervention, Tier II, to support students identified as at risk of not meeting grade level standards in ELA. Data will be used to develop intervention strategies including but not limited support with reading comprehension, decoding, fluency.	Aug 2023-June 2024	Teachers Intervention Teacher Principal	Intervention Specialists staffing to support needs of SWD Students with Disabilities and and EL students English Learners	1000-1999: Certificated Personnel Salaries	0TRM	8505
			Small group intervention support will be provided on campus.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Intervention support will be provided in small groups or individually for students performing below grade level. Intervention specialists will provide data to classroom teachers via trimester reports.			
Implement SRI, BrainPop, IXL, NewsELA, to reinforce Language Arts skills and concepts, with a targeted approach, for all level of learners including Students with Disabilities and English Learners.	August 2023-June 2024	Teachers	Software Support costs for classroom instruction PD for staff implementing new programs	None Specified	0010	3500.00
Books, supplies, technology to support the ELA instructional program for all students with diverse learning needs	Aug. 2023- June 2024	Principal Teachers	Materials to support the instructional program for all learners including enrichment opportunities	4000-4999: Books And Supplies	0010	1000
			Purchase licenses for technology website and apps	0000: Unrestricted	0010	642
Data analysis by teachers and administrator to identify students in need of intervention & to address learning loss. Student groups will be clustered according to targeted intervention. Ongoing evaluation with adjustments made accordingly for all level of learners including Students with Disabilities and English Learners.	August 2023-June 2024	Teachers MTSS Team Intervention Specialists Principal	Data analysis will occur during staff meetings, team leader meetings, grade level team meetings, Site Council. Data analysis will support instructional strategies for gifted learners GATE, students with disabilities SWD, and English Learners EL.	None Specified	None Specified	0
Purchase apps, programs, and headphones/mice and other items	August 2023-June 2024	Teachers Principal	Apps and other instructional items.	4000-4999: Books And Supplies	0010	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
for student devices						
Provide systemic Language Arts intervention support for ELL learners to increase academic vocabulary, fluency and comprehension skills using Imagine Learning & small group instruction by our certificated Intervention Specialist for ELL students in grades 3rd, 4th & 5th.	August 2023 - June 2024	Teachers MTSS Team Principal	Certificated Intervention Specialist will provide instruction & monitoring support for ELL intermediate students through small group instruction & monitoring progress data in Imagine Learning. Intervention Specialists funded above. Bilingual facilitator funded through district funds.	1000-1999: Certificated Personnel Salaries		
Books for Library to Support Curriculum at various Lexile levels	Aug 2023-June 2024	Principal PFA IMT	PFA will collaborate with principal and IMT to provide books to support curriculum and intervention	4000-4999: Books And Supplies	0010	800.00
Every classroom is outfitted with technology, as specified in our School Technology Plan to support ELA instruction, research projects, writing skills & group collaboration	August 2023- June 2024	Teachers Principal	Continue to implement 1:1 model in the classroom and in the Innovation Lab to support both student learning of the tech standards and ELA & communication skills. Technology will be implemented to support diverse learning needs in multiple settings including students with disabilities, SWD, gifted students GATE, and ELL English Language Learners.	4000-4999: Books And Supplies	0010	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Allotted funds for repairs or replacements of essential technology for students and teachers			
Faculty and Principal will engage in UDL Learning Walks	August 2023-May 2024	Principal Teachers	Teachers and principal will have opportunities to see UDL in practice and to collaborate on developing new strategies for working proactively to build bridges to learning for students struggling with reading	None Specified	None Specified	0
			Cost associated for release days or professional development noted in goal 2			
Staff will use Professional Learning Community practices & strategies to study our CAASPP & benchmark data to identify patterns of achievement for student groups & grade levels, to examine instructional practices, and to develop a plan to address the decline in student achievement scores & to increase opportunities for students to be engaged in challenging learning opportunities using UDL practices.	August 2023-June 2024	Principal Teachers Instructional Specialists	Staff meetings to involve all staff members; leadership committees to research & study in identified areas of need.	None Specified		0
			Survey students on levels of engagement, connection to student interests & real life problem solving opportunities	None Specified		
			Site Council study sessions to evaluate data	None Specified		

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We implemented the actions that we set out to, such as offering reading intervention, purchasing technology. These things supported our goal of increasing reading achievement, teaching for the overall progress of all students including target populations such as SWD, SED and EL students. We continue to monitor the effectiveness of our school interventions, reading intervention specialists share data with classroom teachers each trimester.

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

Our expenditures budgeted expenditures do not always match spent monies due to fluctuation in needs throughout the year.   ESR3 funds assist the site intervention funds (OTRM) in providing more intervention support. This year the school will conduct regularly scheduled budget updates to ensure our funds are being spent in accordance with 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.

We will be focusing our efforts this year on addressing learning loss & providing meaningful learning opportunities. Upper grades will focus heavily on incorporating more research/inquiry into instructional practices. We will monitor benchmark data, report card data and SRI data as well as formative assessments so that adjustments can be made to improve reading achievement of students overall and individually. Teachers will use multiple means to support student in pre-reading skills, spelling, parts of speech, phonics, and decoding. Teachers will engage in SST meetings with parents to ensure interventions are supporting students enough so that they can effectively access and engage with the curriculum. WHL's SSC, ELAC and PFA will all continue to be updated and provided with opportunities to provide input monthly as they have throughout the development of this fluid document.

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

Mathematics

LEA/LCAP Goal

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

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

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

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

Goal 2

By June 2023:

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

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

Identified Need

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

2022-2023

Tri 1
Fact fluency Fluency

1st grade- 95%, 0%, 5%
2nd grade- 58%, 25%, 17%

Tri 2
1st grade- 91%, 6%, 3%
2nd grade- 80%, 11%, 9%

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

1st grade-
2nd grade- 88%, 6%, 6%

Tri 2
1st grade Understand Place Value 77%, 15%, 8%
2nd grade Understand Whole Number 87%, 7%, 6%

Tri 3
1st grade Fact Fluency- 93%, 6%, 1%
2nd grade Understand Whole Number- 89%, 7%, 4%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Indicator: California Dashboard 2021-22 School Year	Overall math rating was "High", 25.2 points above the standard	Continue to see an increase in points above standard
Indicator: District Benchmarks	22/23 District Benchmark Tri 2 3rd grade 93% Met or Exceeded	Maintain proficiency rate of met/exceeded

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th grade 87% Met Or Exceeded 5th grade 90% Met or Exceeded	
CAASPP Math 2021 - 2022	3rd grade: 71% met or exceeded 4th grade: 61% met or exceeded 5th grade: 61% met or exceeded	CAASPP math scores in 2021-2022 stayed the same or increased since 2019 scores.
CAASPP Math 2022-2023	3rd grade: 67% met or exceeded 4th grade: 69% met or exceeded 5th grade: 69% met or exceeded	Slight decrased in 3rd grade scores from previous years but notable increases in 4th and 5th grade from previous year scores

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data analysis by teachers and administrator to identify students needing intervention. Student groups will be clustered according to targeted intervention. Evaluate every 6 - 8 weeks with adjustments made accordingly for all level of learners including Students with Disabilities and English Learners. Academic specalists will provide mathematical instructional support via in class or pull out model.	Sept 2023- June 2024	Teachers MTSS Team Principal	Weekly Bank Time Grade Level Meetings Principal to disseminate trimester data for grade level teams Academic specialists will work with indidviduals or small groups, inside/outside the classroom, specifically with identified EL, SWD, or other marginalized subgroups	None Specified	ESSER III - Learning Loss	17,232

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide research based mathematics intervention support to increase computation, conceptual understanding, academic mathematical vocabulary and math problem solving skills using Imagine Learning & small group instruction by our certificated Intervention Specialist for all students including EL, SED, SWD.	August 2023-June 2024	Intervention Specialists ELL Facilitator	Intervention Specialist will provide small group support to monitor progress in Imagine Learning & instruction. ELL Facilitator will assist with parent contact & support for student engagement with English Learners.	1000-1999: Certificated Personnel Salaries	0010	12,747.50
Professional Development - train teachers on differentiated instruction to build math achievement, teach conceptual understanding & increase meaningful problem solving skills.	Sept 2023 - June 2024	District TOSA Teachers Principal	UDL professional development and collaboration at monthly staff meetings to support all levels of student learning including Gifted and Talented Students GATE, students with disabilities SWD, English Learners ELL. UDL resources shared through principal emails UDL strategies shared and celebrated at staff meetings	None Specified		0
Purchase apps and utilize software, Near Pod, IXL, Xtra Math, Khan Academy, and other items for student devices to increase opportunities for students to engage in problem solving activities & to build mathematical conceptual knowledge.	Aug 2023- June 2024	Teachers Principal	Apps and other instructional items. Research programs that provide mathematical problem solving opportunities for students at a variety of levels Funding from sources listed above	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic specialist to implement intervention, Tier II, to support struggling students with math. Data will be used to develop intervention strategies to target academic needs for all level of learners including Students with Disabilities and English Learners.	August 2023 - May 2024	Principal Teachers Intervention Specialists	Trimester student data & classroom assessments will be used to identify students in need of additional support Intervention groups will be scheduled during time which will minimized instructional impact	1000-1999: Certificated Personnel Salaries		
Books, supplies, and technology to support the math program for all level of learners including gifted GATE students, Students with Disabilities and English Learners.	Aug 2023- May 2024	Principal	Materials to support the math instructional program for all learners.	4000-4999: Books And Supplies	0010	2,046.50
			Math materials for student use at home for intervention sessions & reinforcement activities	4000-4999: Books And Supplies	0010	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Faculty and Principal will engage in UDL Learning Walks	August. 2023-June 2024	Principal Teachers	Teachers and principal will have opportunities to see UDL in practice and to collaborate on developing new strategies for working proactively to build bridges to learning for students struggling with reading. Provide release days as needed to help the site build instructional strategies that benefit all students including gifted GATE, SWD students with disabilities, SED Socioeconomically disadvantaged and EL English Learners. Release days or teacher prep tiem will be provided to make the UDL walkthrough process meaningful.	1000-1999: Certificated Personnel Salaries	0010	1000.00
Staff will use Professional Learning Community practices & strategies to study our CAASPP & benchmark data for the past 4+ years to identify patterns of achievement for student groups & grade levels, to examine instructional practices, and to develop a plan to address the decline in student achievement scores & to increase opportunities for students to be engaged in challenging learning opportunities using UDL practices.	August 2023-June 2024	Principal Teachers	Staff meetings to involve all staff members; leadership committees to research & study in identified areas of need. Explore opportunities for Project Based Learning & Design (extension and intervention).	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize software and online platforms, such as IXL, to target student learning skills and provide reinforcement or enrichment, including SWD, EL, GATE, and other subgroups	August 2023-June 2024	Teachers Principal	Utilize 1:1 devices, Innovation Lab, and classroom centers to effectively provide online tools targeted at helping kids Assign skills that are targeted at student individualized needs Teachers collaborate with parents to offer resources and reinforcement or enrichment	None Specified		0

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our school remains focused on implementing strong Tier 1 math instruction for Go Math, our new curriculum using a variety of groups and strategies during classroom instruction. For Tier 2 interventions, we provided an intervention teacher who pulled under-performing students, including students in target populations such as SWD, SED, and EL, out for targeted intervention lessons. Our students have scored higher and scores are more consistent between grade levels in mathematics than in ELA on our District Trimester Benchmark Assessments however we are still below our goal of 85% of students meeting grade level benchmark standards. With no CAASPP data from 20-21, comparison or grade level growth is not available at this time for grades 3-5 and the site will utilize district data.

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

Inconsistencies with state testing occurrences have made difficulty data to interpret. School will now be committed to emphasizing certain district benchmarks as meaningful measures. In 2022-23, we will monitor these common assessments more closely to better target the needs of all students, including students in each target population such as SWD, SED and EL. In 2021-2022, the school identified specific skills that the school will monitor and develop within mathematics to ensure progress is being accurately measured.

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

The MTSS team will review progress on goals monthly as reported in the SPSA and adjustments will be made to better target needs. WHL's SSC, ELAC and PFA will all continue to be updated and provided with opportunities to provide input monthly as they have throughout the development of this fluid document.

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

English Language Learners

LEA/LCAP Goal

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

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

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

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

Goal 3

June 2022:

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

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

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

Identified Need

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

Annual Measurable Outcomes

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide instruction and assessment support for EL students utilizing Wonders curriculum and support material (Companion Workbook), Smarty Ants, Imagine Learning and ELD strategies.	August 2023-June 2024	Principal Academic Specialists ELL Facilitator	ELL Facilitator	1000-1999: Certificated Personnel Salaries		
			Academic Specialists	1000-1999: Certificated Personnel Salaries	0010	4,500.00
				None Specified	None Specified	
ELL Facilitator & Intervention Specialist will monitor progress in Smarty Ants & Imagine Learning for all ELL students to determine progress towards goals for these programs, including amount of time in program (60 minutes per week) & develop plans for students not on track to meet goals.	August 2023-June 2024	Principal Academic Specialists ELL Facilitator	Principal will work with teachers to ensure these District progress monitoring tools are being used as required. Phone calls to families for technical support and encouragement of program usage.	2000-2999: Classified Personnel Salaries		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent information meetings will be scheduled to share the expectations for ELL student participation in intervention programs, goals for participation, progress monitoring tools, & strategies for student engagement. Strategies forparent participation will be developed, evaluated, and revised to involve all ELL parents.	August 2023-June 2024	Principal Academic Specialists ELL Facilitator Teachers	Headphones to support EL students on software programs. Materials to support involvement & parent training for parents of EL students.	4000-4999: Books And Supplies None Specified	0010 None Specified	500.00
ELL Facilitator will develop strong connections with our ELL families, provide translation for Spanish speaking families & students, support teachers' communication with parents & students, monitor student progress in Smarty Ants, & provide student support in use of technology which may include after hours communicaton/support and planning of EL program.	August 2023-June 2024	Principal ELL Facilitator	ELL Facilitator will contact all ELL parents to inform parents of program & support available. ELL Facilitator will attend all ELAC meetings & support ELAC parent leadership roles. ELL Facilitator will assist parents in planning family events on campus to build connections with school & among ELL families.	2000-2999: Classified Personnel Salaries	0010	1000.00
Purchase technology and supportive student devices that can be maintained at the site level.	August 2023-May 2024	Teachers Principal	Apps and other instructional items, including software or devices, such as headphones, for ELL students to fully participate and access instruction & intervention support.	4000-4999: Books And Supplies	0010	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention/Small group instructional preparation/data analysis/collaboration time to support EL students. Banked time minimum will be utilized to support English Learner development.	August 2023 - June 2024	Principal Teachers	Intervention Specialist will collaborate with classroom teachers to monitor ELL student progress.	1000-1999: Certificated Personnel Salaries	0010	0.00
Teacher Release for data and assessment analysis to determine effective strategies for ELL progress in language acquisition & to identify and monitor progress of students at risk of not making adequate progress.	August 2023- June 2024	Teachers	Teacher Release	1000-1999: Certificated Personnel Salaries	0010	836.00
Books, supplies, and technology to support the ELD program.	Aug 2023 - June 2024	Principal	Books & supplies to support ELL students and instruction. Consideration of supplies for after school programs or intervention programs.	4000-4999: Books And Supplies	0010	2000
Implement intervention, Tier II, to support struggling students. Data/ELPAC information will be used to develop intervention strategies to target academic needs of EL students.	Aug 2023 - June 2024	Principal Teachers MTSS Team	Classroom Teachers will identify strategies and classroom interventions for identified ELL students in need of additional support. Utilize professional learning with UDL and PLC in order to intentionally design lessons for ELL students,	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instruction will appropriately include the implementation of technology as a tool to assist all students in mastering state and local content standards.	Aug 2023 - June 2024	Teachers	Classroom teachers to implement on daily basis and identify any possible resources ELL may require to access curriculum.	None Specified		0
Attendance Monitoring to identify ELL who are not actively engaged in attendance, not completing assignments, or families requiring additional outside support. Develop plan for each identified student.	August 2023-May 2024	Teachers ELL Facilitator Principal Intervention Specialist Office staff Counselor	Attendance & Engagement Data will be collected & monitored. Intervention Support meetings to improve attendance & engagement & develop plan will be scheduled for all identified students. Funding for materials identified above will be used to support strategies identified to assist ELL students in attendance & engagement. Action step to support ATIS process and ensure the school is connecting families to resources or supports as needed	None Specified		0
Principal will work with attendance clerk to monitor attendance of English Learners. They will send home District attendance letters as required, conduct SART meetings with counselor when student improvement doesn't improve.	August 2023-June 2024	Principal Assistant Principal Counselor Teacher	Letters, Attendance Action Plan meetings for individual students.	0000: Unrestricted	0010	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Notifications sent to families as needed. Teachers will continue to build positive relationships with families to identify any possible barriers to attendance.			
Targeted English Learners will be supported by academic specialists via pull out or push in support to address subgroup inequities. This may include targeted afterschool support.	August 2023-June 2024	Principal Assistant Principal Bilingual Facilitator	Collaborate with teachers and bilingual facilitator to identify students requiring support Provided small group instruction or scaffolded adult support within the classsroom to help English Learners		ESSER III - Other Allowable Uses	5000
5 ELAC meetings will be conducted and will be aligned with District expectations in an effort to engage and inform EL learner families as measured by sign in sheets & ELL parent surveys.	August 2023-June 2024	Teacher Parents Principal Classified staff Certificated staff ELL Facilitator	Materials & supplies for meetings will be funded by account listed above for books & supplies.		0010	500
LAT meetings will be held and information collected will be used to inform supports for those students as measured by ELLevation, ELPAC, teacher assessment, and reading comprehension measures	August 2023-May 2024	Principal Teachers Facilitator	Materials & supplies for meetings will be funded by account listed above for books & supplies. Teachers collaborate with bilingual facilitator and prinicial regarding individual student needs.		None Specified	0
SRI testing will be conducted and results will be used to inform supports for students by the classroom teacher, intervention teacher, & ELL Facilitator.	August 2023-May 2024	Principal Teachers Facilitator	SRI testing by classroom teachers.		None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Results reviewed by leadership team and analyzed by classroom teachers.			
Feedback from SRI tests and LAT surveys will be used to inform instruction for ELL students.	August 2023-May 2024	Principal Teachers Facilitator	Grade level team meetings will monitor implementation of strategies to support ELL students. Teachers will utilize UDL instructional strategies to support all learners including ELL.		None Specified	0
ELD Advisor will participate in district training and be provided support. ELD Advisor will share strategies learned & information to effectively work with our ELD students to staff at staff meetings.	August 2023-May 2024	Principal ELD Advisor	ELD Advisor will be a classroom teacher at our school. Advisor will attend district trainings and share information with staff at staff meetings. ELD advisor will be designated as consultant for teachers regarding ELL student progress.			

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our EL learners increased by 23.5 points in ELA according to the Dashboard but they are still 56.1 points below standard. Our EL learners maintained progress in math with a drop of -2.5 points, but they are still 9.9 point below standard on the Dashboard. English Learner progress through ELPAC and district benchmarks will continue to be reviewed at site meetings. While state dashboard data from 21-22 indicates "low progress" for English Learners, the site has valuable data which suggest favorable student growth from ELPAC levels and reclassification.

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

Whereas there haven't been major budgetary differences between this year's plan and last year's plan, this year progress monitoring will be more regular and interventions will be more targeted to EL students' need as monitored by the principal and the EL Facilitator.

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

We expect to see gains among our EL population according to Dashboard reporting in ELA, and Math. WHL's SSC, ELAC and PFA will all continue to be updated and provided with opportunities to provide input monthly as they have throughout the development of this fluid document.

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

Activities to Increase Student Connection and Support Social-Emotional Needs

LEA/LCAP Goal

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

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

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

----

Goal 4

By June 2024:

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

Identified Need

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

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

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

85% of Learning Center students were in a general education environment for 80% of the school day or more for 2022-2023.
In 2022-2023, SWD averaged 7.1% absentee rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension data	1% of students were suspended from school 21-22. 1% of students were suspended from school 22-23.	Maintain 1% or lower suspension rate with use of restorative practices.
SIRAS Data	80% of Students With Disabilities are in their LRE for 2021-2022 (80% gen ed). 85% of Learning Center students were in a general education environment for 80% of the school day 22-23.	80% of SWD students will receive services in their LRE
Ongoing review and measurements of attendance records	Attendance rates are affected by independent study contracts, covid/quarantine and student social-emotional factors. 11% of students missed 10% of school days in 2021-2022. 3% of students missed 15% or more of school days in 2021-2022. 14% of students missed 10% of school days in 22-23. 3% of students missed 15% or more of school days in 22-23.	Parent education regarding the importance of school attendance will yield an increase in attendance and a decrease in tardies. Students missing school due to social-emotional factors will receiving support from our school counselor and acknowledgment for improved attendance.
The school and PFA will work together with staff to ensure activities will support inclusion and student engagement	Principal will meet with PFA to monitor attendance at after school activities and	Student and family engagement will increase measured by observation and new diverse offerings

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	discuss and plan new ways to involve students	
Attendance report for Students with Disabilities	Per ATSI identified in 2021-2022, SWD subgroup fell within 20% or higher chronic absenteeism rate.	Average chronic absenteeism rate for SWD should fall within 15% range.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adopt classroom materials that encourage, celebrate, and highlight diversity/equity.	August 2023-June 2024	Principal Assistant Principal Staff	Teachers will adopt or purchase supplemental literature which help improve cultural awareness and celebrations of heritage. Principal will coordinate with district personnel to ensure current school practices are aligned with values and goals of Equity Task Force. Attend advisory council meetings and/or collaborate with SEDAC, LGBTQ+, DELAC, AADAC, etc. Principal will lead ongoing professional development with intentional focus on Diversity, Equity, Inclusion.	4000-4999: Books And Supplies	0010	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Research and purchase items to assist with social emotional functioning on campus including fidgets, incentives, or flexible funiture to support SEL and academic needs.	August 2023-June 2024	Principal Teachers	Continue to supply "treasure chest" for Awesome Wildcat celebrations of student expected behavior Consider purchasing furtniture to support diverse learning needs such as wobble stools and standing desks Explore alternative equipment for physical education or recess activities that are more inclusive in nature and consider diverse student interests (board games, chalk, updated equipment). Actions listed above are intended to increase social emotional functioning and student connectedness on campus, including the intentional decrease of chronic absenteeism of SWD	0001-0999: Unrestricted: Locally Defined	0010	10,000
Professional Development on access for all level of learners utilizing equity and UDL (including Students with Disabilities and English Learners).	August 2023-June 2024	Teachers	Consultation with grade levels to provide support to Target Time and differentiation strategies, Provide release days 1 per trimester (3 days total).	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Intentional focus of the aforementioned time will be on designing instruction to meet the needs of all students, including SWD, SED, GATE, and EL students.			
Support Materials for GATE	August 2023-June 2024	Principal	Purchase take-away curricular materials to support learning for GATE activities. Collaborate with PFA and community organizations, staff on creating new GATE events to connect kids with campus.	4000-4999: Books And Supplies	0010	1000.00
Support materials for all subject areas & differentiation for all level of learners including Students with Disabilities and English Learners.	August 2023-June 2024	Principal	Support materials for classroom instruction for targeted time.	4000-4999: Books And Supplies	Science Supplemental	666.00
			Team Leader Meetings will identify materials, supplies & materials identified to address differentiation needs for students paying specific attention to EL, SWD, and SED students.	4000-4999: Books And Supplies	0010	1,000.00
Positive messaging from school to parent/child regarding the importance of regular, on-time attendance and acknowledgement of changes in attendance patterns.	August 2023-June 2024	Principal Assistant Principal Front Office Staff Teachers	Genereate messages to be sent home regarding positive attendance changes. ATSI action to decrease chronic absenteeism including SWD subgroup.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Host student conferences to understand possible attendance barriers and acknowlege attendance patterns, including all subgroups such as SWD, EL, SED. ATSI action to decrease chronic absenteeism of SWD. Collaborate with classroom teachers of students with attendance challenges to fully comprehend academic and social emtional needs of the child.			
School Sponsored Activities/Programs: Awesome Wildcat student recognition Student Council Spirit Days and Class Spirit Awards GATE program Champs Recognition Grade Level Field Trips Grade Level Performances Family Nights Stand Proud Counseling	August 2023-June 2024	Principal Teachers Office Manager Support Staff	Activities sponsored by the site to increase student engagement and enrich the educational program.	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PFA Sponsored Activities/Programs traditionally held are listed below. Evaluation of opportunities will continue to be an ongoing discussion with principal and staff to ensure activities are accessible to all students and consider diverse interests. Fun Run Movie Night Fall Carnival Science Family Night Inclusive Schools Week Lunch with a Loved One Book Fair Assemblies	August 2023-June 2024	PFA Parents Principal Teachers Office Manager Support Staff	Activities sponsored by the PFA to increase student engagement, enrich the educational program, and promote inclusion of all learners including EL, SWD, and SED students. ATSI action intended to decrease chronic absenteeism of SWD.	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
				4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
				5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	
Art Specialist Tech Specialist P.E. Specialist	August 2023-June 2024	Principal	Programs & specialists sponsored by PFA & other sources to address all areas of study & increase the engagement of students in all areas of interest & address safety concerns. Support additional learning needs of diverse learners including gifted and talented students GATE, students with disabilities SWD, and English Learners ELL.	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SART and SARB processes will be implemented and monitored to improve attendance and for students who are chronically absent.	August 2023-June 2024	Principal Attendance Clerk Counselor	Attendance reports will be run every two weeks to analyze trends, identify needed contact with families. Making specific awareness of the needs of EL, SWD, and SED families. ATSI action meant to decrease chronic absenteeism of SWD. Counselor, principal and staff will identify students to provide additional support to identify reasons for absence & strategies to improve attendance.	None Specified		0
Spirit awards, challenges, and celebrations will be acknowledge classwide and schoolwide to promote diversity, self worth, and community.	August 2023-June 2024	Principal Assistant Principal Counselor Teachers	Weekly and monthly monitoring by principal and teachers to chart and communicate participation rates. Principal will collaborate with PFA on new events to encourage student participation in Spirit activities.	None Specified		0
IEP Team Meetings will discuss LRE and maximize time in general educational setting including "push in" models of support.	August 2023-June 2024	Principal IEP Teams: General education teacher, Learning Center teacher, school psychologist, school counselor, speech therapist,	Specific discussions concerning student's time in general educational setting will be considered at every IEP.	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		OT, as appropriate	Staff members will receive training on differentiating instruction to meet the needs of students with special needs in the general education classrooms. Meeting with TLC specialized program staff at the start of the year to discuss inclusivity and opportunities to increase participation in general education environment			
Social Emotional Learning Curriculum (Sanford Harmony) will be implemented in all classrooms.	August 2023-June 2024	Principal Counselor Classroom Teachers Each grade level received a kit with books, cards and resources to teach SEL lessons to students. Arrange training with organization that provided kits. Implement activities from the kits.	Each grade level team received a kit with books, cards and resources to teach SEL lessons to students Training with Sanford Harmony will be provided to all teachers to effectively implement lessons. Counselors will create video lessons for each week for teachers to use in classrooms. Campus Supervisors will view lessons each week with principal & receive handouts to reinforce common language in all areas of the campus.	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly and Monthly Communications to supplement school activities, goals, and vision	August 2023-June 2024	Principal PFA Counselor Teachers	The principal, PFA and school counselor will communicate through Blackboard SMORE blasts, Facebook and Instagram opportunities to get involved at WHL. Teachers will communicate with families regarding school events as well, most preferring to communicate weekly.	None Specified		0
Increase awareness, understanding & recognition of contributions of all areas of diversity. Increase all students sense of connection & value in our community.	August 2023-June 2024	Principal All staff	Plan & participate in multiple celebrations & recognitions which may include Hispanic Heritage Month, Disability History Month, National Bullying Prevention Month, Pride Month, Inclusion Week, Black History Month, Women's History Month. Plan and celebrate Unity Day and Inclusive School Week. SEL classroom and grade level lessons and/or lessons which celebrate individual student strength.	4000-4999: Books And Supplies	0010	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Diversity Training for staff, students & families will be identified by evaluation needs & establishing a timeline of focus & PD implementation.	August 2023- June 2024	Principal Assistant Principal Staff	Trainings on equity and inclusion will occur during staff meetings and professional development days.	None Specified		
			Staff will attend Zooming In/Zooming Out inclusive practices and/or identify UDL training provided by professionals.	None Specified		
Maintain school safety & basic building improvement expenses. Ensure students have access to printed materials including copying & maintenance for copier machines.	July 2023- June 2024		Purchase of Safety Supplies and basic equipment and essentials (paper, maintenance, etc)	4000-4999: Books And Supplies	0010	5000
Community Circles will be implemented in classrooms as part of our Social Emotional Learning curriculum to promote a safe and accepting school school/classroom environment and positive problem solving skills.	July 2023- June 2024	Principal Counselor Classroom Teachers Specialists	Teachers and Principals will receive training and practice with Community Circles at staff meetings.	None Specified		
			Teachers will implement community circles in classrooms and use to promote a safe and accepting school/classroom environment and positive problem solving skills.			
Fifth grade students will participate in the Stand Proud program to build empathy skills, acceptance of others as well as teamwork & leadership skills.	September 2023- May 2024	Principal Classroom Teachers Counselor	Fifth grade students will participate in a team-building field day in the spring and a ropes course field-trip in the fall.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Students will be participating in programing with Fulcrum this year for the field day and field trip. Teachers will reinforce the STAND PROUD character qualities with students regularly in class.			
Implement SEL curriculum and CHAMPS program to increase students social emotional skills, ability to successfully solve conflict, develop anti-bullying skills, and to understand rules for appropriate behavior in the classroom, playground and common areas and to maintain low suspension rates.	August 2023-June 2024	Principal Classroom teachers Campus Supervisors Office staff Counselor	Behavior Expectations will be posted on campus, taught and reinforced in all classrooms. Newsletter will reinforce school rules & SEL weekly lessons to provide opportunities for parents to reinforce learning at home. Campus Supervisors will view & discuss weekly SEL lessons to reinforce SEL skills on playground & use common language for conflict resolution.	None Specified		
Increase lunch time activities and frequency (board games, music, chalk) to increase student relationships, connectedness, and attendance.	August 2023-June 2024	Principal Assistant Principal	Continue to identify activities that increase student engagement and relationships during recess time.	0000: Unrestricted		2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Explore a vareity of activities that draw upon different student strengths and interest to increase engagement and student attendance. ATSI action intended to decrease chronic absenteeism of SWD.			
Identify guest speaker(s) to positively influence culture and build sense of community and belonging	August 2023- June 2024	Principal	Explore resources in the community to identify possible guest speakers to have on campus	None Specified		
Student Council will organize activities/events/celebrations which are inclusive in nature to help create connectedness and boost attendance.	August 2023- June 2024	Principal Assistant Principal Student council advisor	Host lunch time, before/after school, or events with intentional efforts to include all students	None Specified		0
			Student council design activites for morning assemblies to build school culture and increase school spirit.	None Specified		
Ensure classrooms are safe learning environments, including physical updates to maximize storage and increase flow of sudent traffic throughout the classroom	August 2023 - June 2024	Principal	Consider options for storage within the classroom and/or futniture to allow for more effective student and teacher movment	None Specified		0
			Explore ideas for flexible seating and other resources which promote a nurturing classroom climate			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Support student transition back to school			Identify EL, SED, SWD, or targeted subgroups such as chronic absentee students who require support with returning to the school		ESSER III - Other Allowable Uses	5000
			Provide social emotional support with the transition back to school including time spent inside and outside the classroom depending upon the child's needs			
			Collaborate with teacher on individual needs of students to increase academic readiness and social emotional regulation for the start of the school year			

Annual Review

SPSA Year Reviewed: 2022-23

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

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

The Westlake Hills Elementary school culture is a relative school strength despite frequent turnover in school leadership in the past few years. Upon return from a "COVID" school year, the school and PFA continue to explore and discuss the most essential school

actiities and ensuring a wide range of opportunities are considered.   The school looks forward to measuring the effectiveness of school events and improve subgroup attendance post pandemic. The school administration will work directly with teachers and PFA to provide activities which promote student engagement and connectedness, especially with SWD and ATSI identification.

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

There are times in which the activity does not require direct expenditures and other activities which do require expenditure. These costs can fluctuate depending on factors, such as cost of materials for a SEL activity, so overbudgeting may be encouraged.

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

We have included new names for our activities to promote inclusion of all students including EL, SWD, and SED students. We have added activities based on feedback from all stakeholders. WHL's SSC, ELAC and PFA will all continue to be updated monthly and provided with opportunities to provide input as they have throughout the development of this fluid document. Chronic absenteeism for SWD metric will be used as a reflection of the school's actions to address ATSI for SWD.

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

Learning Loss Mitigation

LEA/LCAP Goal

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

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

----

Goal 5

Identify and support students who may have experienced academic learning loss or detrimental social-emotional effects caused by school closure, remote learning, or interrupted instruction.

Identified Need

Due to school closure and instruction interruption which occurred during the 2020-2021 school year, academic learning loss was incurred. Additionally, peer and school relationships which impacted by connectivity limitations, remote learning, and decreased social interactions on the school campus. While Westlake Hills and CVUSD were responsive during the pandemic by providing academic interventions, free access to Child Nutrition breakfast and lunch, and technological support, the school understands that there are lingering effects to children who were unable to attend school for a full day.

99% of Westlake Hills Elementary students feel that their teacher cares for them.
99% of Westlake Hills Elementary students think that their teacher believes they can do well at school.
88% of parents feel informed about their child's academic progress.
93% of parents feel that their child is physically safe at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage metrics from LCAP survey	99% of Westlake Hills Elementary students feel that their teacher cares for them. 99% of Westlake Hills Elementary students think that their teacher believes they can do well at school. 88% of parents feel informed about their child's academic progress. 93% of parents feel that their child is physically safe at school.	The school expects to continue metrics falling within eighty fifth or above percentile.
Measure growth percentage of targeted subgroups using intervention software (Progress monitoring from Wonders, IXL, etc) such as SWD, EL, low SES	Staff will utilize pre assessments or initial assessment data from each software program.	Students will be expected to increase at least one grade level from beginning of the year data point
ELOP (Extended Learning Opportunity Program) attendance	Of the 36 students registered for ELOP, 70% of students attended regularly.	85% of students will maintain consistent attendance throughout the program.
Number of "Tier 1" Social Emotional Learning lessons	30 SEL whole class/whole grade level lessons were provided by school counselors in 2021-2022	35 whole class/whole grade level lessons provided by school counselors

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Connections Week	August 2023-September 2023	Principal Teachers Counselor	Set a strong foundations for community and relationship building on campus to start the year.	None Specified		
			Create a safe, supportive, nurturing environment for students for all students including GATE students, SWD, and EL.	None Specified		
			Reestablish school structures and procedures using CHAMPS framework.			
CVUSD SLC Summer Learning Camp	July 2023-Aug 2024	Principal on Special Assignment

Teacher

Principal | Teacher led mini lessons to address reading skills, standards based math practice, individualized software support with Math and English Language Art phonics and fluency, designated time for physical activities and art based projects emphasizing social emotional wellness. | 1000-1999: Certificated Personnel Salaries | Other | |
| Implement Wonders Start Smart Routine | August 2023-September 2024 | | Provide structure routine for students returning to school with a normal bell schedule. | None Specified | | |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Increase student engagement and students relationships with teachers and peers through Start Smart opening activities.		None Specified	
			Identify and draw attention to critical literacy skills and increase student meta cognition.		None Specified	
Utilize minimum day banked time to explore essential standards and identify skills that need to be re-taught, refreshed, or enriched including gifted GATE students, students with disabilities SWD, and EL English Learners.	August 2023-June 2024	Principal Teachers	Teachers will be responsive to student learning by using minimum day collaborations to drive next instructional practices.		4EEF	500
			Create lessons designed with UDL in mind to prevent barriers intentionally and accelerate students.			
			Grade levels will use the Evidence, Analysis, Action protocol to examine student learning as it relates to learning loss.			
Continue to revisit essential Science standards and skills which may not have been covered due to school closure and interrupted instruction.	August 2023-June 2024	Principal Teachers	Grade levels will examine skills and standards missed due to school closure.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Explore Kahn Academy, Mystery Science, FOSS and online resources to support science instruction. Grade level teams will consider ripple effect of abbreviated learning and possible reinforcement of essential skills.			
Monthly SEL newsletter and activities	August 2023-June 2024	Counselor Principal	Monthly themes and activities will be communicated to families to incorporate skills and lessons used at school. Counselor assemblies to work on Kelso's choices and positive problem solving strategies.	None Specified	None Specified	
Morning Meetings within classroom	August 2023-June 2024	Teacher Principal	Teachers will implement social emotional lessons within the classroom morning routine. Help students begin their instructional day with mindfulness, awareness of surroundings, and develop a positive self worth. Increase opportunities for students to appreciate differences and an inclusive culture	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize Fulcrum program to build positive relationships on campus	Aug 2023-June 2024	Principal	Help student develop social competencies, build inclusive mindset and positive values . Attend Fulcrum activities and build upon skills learned within the classroom to support social needs of all students including gifted GATE, students with disabilities SWD, and EL English Learners. Fulcrum activities on campus to reinforce skills and mindsets	None Specified	None Specified	
After school intervention designated for students who may have experienced Learning Loss including students with disabilities SWD and English Learners ELL and foster youth.	Aug 2023-June 2024	Principal Assistant Principal Teacher	Build student academic skills with support after school. Targeted focus on standards will be systematically implemented for students requiring additional academic support. Identify targeted subgroups such as English Learners, Foster Youth and Socioeconomically Disadvantaged students to participate in TEAM enrichment after school. Collaboration between classroom teachers and after school program teachers	1000-1999: Certificated Personnel Salaries	Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small group intervention and enrichment provided by academic specialists to support various learning needs caused by learning loss	Aug 2023-June 2024	Principal Teacher Academic Specialist	Grade level teams will identify various student needs Schedule will be implemented allowing an academic specialist to support student learning in a variety of ways Learning support may include academic and social emotional help provide inside and outside of the classroom		ESSER III - Learning Loss	19,376
Academic specialist support for students requiring social emotional support including social skills, peer conflict, self awareness, and transitioning to school	Aug 2023-June 2024	Principal Teacher Academic Specialist	Specialist support for students who need academic or social emotional support transitioning to campus. This support is intended for students who may not have the regulation, ability, or access to resources that may help other students prepare for the school day. Adult support will be provided inside and outside of the classroom to help students develop self awareness and understanding of school expectations which may include routintes, procedures, character development.		ESSER III - Other Allowable Uses	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Targeted students may include younger students and/or targeted subgroups including but not limited to SWD, SED, EL, and other marginalized subgroups			
Purchase adaptive furniture or educational technologies for students, including but not limited to flexible seating or sensory motor equipment to help students, including SWD, SED, and EL. Plan events and celebrations tailored to diverse student needs.	Aug 23 - June 24	Principal	Consider classroom or campus furniture which allow for more student accesibility and flexibility to support all students Consider additional technology hardware/software in order to support diverse learning needs of all students, including EL, SWD, SED Explore events, celebrations, and guest speakers to provide diverse perspective on student social emotional wellness and learning		ESSER III - Other Allowable Uses	2500

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Stakeholder feedback was gathered as to the best means of spending "learning loss" funds. The actions proposed above will address all students but also will target subgroups including SWD, EL, homeless/foster, and low socio-economic. Overall actions address both the academic and social emotional needs of the students.

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

The funds budgeted for this proposed goal should be sufficient to address action plans, even given a slight decrease in ESR3 funds from 22-23 to 23-24. There are no anticipated expenditures beyond allotted funds.

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.

This is the second yearof implementation for this goal. Outcomes will be measured by student academic marks and progress. Analysis of goal and proposed changes will be conducted once data is available to interpret. Data will be disaggregated to monitor growth in student sub-groups including EL, SWD, and SED students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$130,856.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$2,000.00
0010	$59,072.00
0TRM	$17,010.00
4EEF	$500.00
ESSER III - Learning Loss	$36,608.00
ESSER III - Other Allowable Uses	$15,000.00
None Specified	$0.00
Science Supplemental	$666.00

Subtotal of state or local funds included for this school: $130,856.00

Total of federal, state, and/or local funds for this school: $130,856.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Science Supplemental	666	0.00
0860	0	0.00
ESSER III - Learning Loss	36,608	0.00
0TRM	17,010	0.00
Instruction	0	0.00
ESSER III - Other Allowable Uses	15,000	0.00
General Fund	0	0.00
4EEF	500	0.00
0010	59,072	0.00

Expenditures by Funding Source

Funding Source	Amount
	2,000.00
0010	59,072.00
0TRM	17,010.00
4EEF	500.00
ESSER III - Learning Loss	36,608.00
ESSER III - Other Allowable Uses	15,000.00
None Specified	0.00
Science Supplemental	666.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	3,142.00
0001-0999: Unrestricted: Locally Defined	10,000.00
1000-1999: Certificated Personnel Salaries	38,093.50

2000-2999: Classified Personnel Salaries		1,000.00
4000-4999: Books And Supplies		22,512.50
None Specified		20,732.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted		2,000.00
2000-2999: Classified Personnel Salaries		0.00
None Specified		0.00
	0010	500.00
0000: Unrestricted	0010	1,142.00
0001-0999: Unrestricted: Locally Defined	0010	10,000.00
1000-1999: Certificated Personnel Salaries	0010	21,083.50
2000-2999: Classified Personnel Salaries	0010	1,000.00
4000-4999: Books And Supplies	0010	21,846.50
None Specified	0010	3,500.00
1000-1999: Certificated Personnel Salaries	0TRM	17,010.00
	4EEF	500.00
	ESSER III - Learning Loss	19,376.00
None Specified	ESSER III - Learning Loss	17,232.00
	ESSER III - Other Allowable Uses	15,000.00
	None Specified	0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Science Supplemental	666.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	27,952.00
Goal 2	35,026.00
Goal 3	15,336.00
Goal 4	27,666.00
Goal 5	24,876.00

School Site Council Membership and Assurances

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

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

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

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

The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Michael Niemczyk	Principal
Katherine Camp	Classroom Teacher
Sherry Meinhart	Classroom Teacher
Pam Dumler	Classroom Teacher
Irene Nelson	Other School Staff
Amy Kuther	Parent or Community Member
Heather Skelly	Parent or Community Member
Belinda Macauley	Parent or Community Member
	Parent or Community Member

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

Advisory Council Recommendations

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 8/29/23.

Attested:

	Principal, Michael Niemczyk on 9/8/23
	SSC Chairperson, Amy Kuther on 9/8/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

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

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

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

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

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

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

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

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

The TSI plan shall:

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

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