

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westlake Elementary School	44698156049928	May 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)

Additional Targeted Support and Improvement
Chronic Absenteeism and English Learner process for English Learners

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.

EL progress: We will focus our efforts on targeted Professional Development related to instructing English Learners in order to bridge the achievement gap for our ELPAC.

Chronic Absenteeism We will frequently monitor attendance data in relation to our subgroups. Students have already been identified as we exit the 22/23 school year and we will open the school year with attendance contracts and weekly monitoring for these students.

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).

Each year, Santa Cruz City Schools publishes an Annual Family, Student and Staff Survey with results aggregated by school site. Results from Westlake's 2022-23 surveys are as follows:

Family Survey

Please rate your level of agreement with the following statements:

- "I feel that my child is appropriately challenged in school" 75%
- "I feel that my child's school recognizes and values student accomplishments" 86%
- "When academics are challenging, I feel that my child's school supports my child to do better and improve" 80%
- "My child feels safe at school" 85%
- "I feel that teachers have high expectations for all students at my child's school" 78%
- "My child's school and the district seeks my input and ideas in decision making" 59%
- "When I contact my child's school, I receive courteous attention" 89%
- "I receive sufficient information regarding my child's education program, progress and needs" 83%
- "I feel that I receive clear and relevant communication about school and district related events and issues" 87%
- "I know who to go to with a problem or concern" 74%
- "The school website is clear and accessible" 62%

Student Survey

Please rate your level of agreement with the following statements:

- "I feel connected and engaged with school" 81%
- "I feel that the school recognizes and values student accomplishments" 73%
- "When academics are challenging, I feel my school supports me well to do better and improve" 74%
- "When I have problems or challenges, I feel that there are adults at the school to help and support" 72%
- "All students are well-supported to improve academically" 76%
- "(If you are an English Learner) I feel there are enough supports for me to learn and improve my spoken and written English to progress at school" 21%
- "I feel safe at my school" 79%
- "I feel that teachers and administrators care about all students" 85%
- "My school is clean and well-maintained" 74%
- "I feel that teachers have high expectations for all students" 75%

Staff Survey

Please rate your level of agreement with the following statements:

- "Students feel connected and engaged at my school" 97%
- "I feel that my school recognizes and values student accomplishments" 94%
- "When academics are challenging, my school supports students to do better and improve" 78%
- "When students have personal problems or challenges, adults at my school work to help and support them" 88%
- Please rate your level of agreement with the following statement, "Under-performing students are well supported to improve academically at my school" 63%
- "I feel there are enough supports for English Learners progress at my school" 44%
- "Students feel safe at my school" 88%
- "My school is clean and well-maintained" 63%
- "I feel that teachers have high expectations for all students" 94%

Classroom Observations

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

Classroom observations were performed weekly across the site. Data collected proved that students were engaged in standards based academic instruction that included peer collaboration, small group instruction and independent practice. Site wide PD for the 22/23 school year focused on Teachers collaborated with peers to create and communicate learning

intentions and success criteria in the content areas of: math, writing and social emotional curriculum. Evidence from classroom observations proves that teachers were communicating learning intentions on a regular basis.

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)

The iReady data growth over the year has been significant. Diagnostic 1 in the fall showed that only 48% of our students scored proficient on the iReady reading diagnostic and 29% on the math diagnostic. The end of year diagnostic showed tremendous growth with 81% (reading) and 73% (math) achieving proficiency.

Overall students performed well on the CAASPP reading (42.5 points above standard) and math (22.4 points above standard). However, our sub groups such as low SES, Hispanic and SpEd scored lower than the overall and white student demographics. Westlake is currently in ATSI for not meeting growth within the ELPAC for our EL students. Only 27.8% of our ELs made sufficient progress on the ELPAC during the 21/22 school year.

During the 23/24 school year we will be focusing our professional development on specific strategies related to English Learners primarily in reading and writing of non-fiction text. Teachers who have EL students in their classes will also have release and collaboration time in order to analyze student work and review instructional strategies to meet the student need.

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

Local assessment and statewide assessment data is monitored by site based RTI coordinators. RTI coordinators, principal, RSP teachers and grade level teachers meet quarterly in order to review data. During these review meetings the team discusses any Tier 1 strategies that are appropriate given the data. The team also identifies students eligible for Tier 2 and Tier 3 academic interventions based on the data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

During the 23/24 school year all staff meet the requirements for highly qualified staff with the exception of an Intern Teaching Candidate in our 2/3 SDC class as evidenced by "Standard Met" on the California School Dashboard - Local Indicators.

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

All teachers are sufficiently credentialed and have equal access to professional development as evidenced by "Standard Met" on the California School Dashboard - Local Indicators.

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

For the 23/24 school year the professional development focus will be on ELD strategies related to reading and writing of nonfiction text. This professional development plan builds off of our 22/23 PD plan where staff participated in PD related to the writing units and rubric calibration. The PD plan for 23/24 was built off of our ELPAC and CAASPP data as well as teacher buy-in for wanting to continue with the expository writing strand.

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

District Teachers on Special Assignment (TOSAs) that support teachers are as follows:

History/Social Studies TOSA

English Learner TOSA

Computer Science TOSA

Additionally, there are 2 full-time RTI Coordinators that support intervention strategies and data to inform interventions and instruction in both ELA and Math. Our RTI coordinators also provide designated ELD pull-out for all general education and RSP students who are classified as EL

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

Teachers are continually collaborating both within a PLC and professional development.

Teaching and Learning

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

All adopted curriculum is based on Common Core standards. Additionally, high impact strategies are being implemented in classrooms and include Integrated ELD, Hattie's High Impact Strategies such as Teacher Clarity is utilized in all classrooms.

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

Schools publish yearly schedules in reading language/arts and mathematics based on recommended instructional minutes in grades K - 8. Additionally, schools are required to turn in their planned instructional minutes in the Spring so District oversight ensures compliance.

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

Local assessment and statewide assessment data is monitored by site based RTI coordinators. RTI coordinators, principal, RSP teachers and grade level teachers meet quarterly in order to review data. The team identifies students eligible for Tier 2 and Tier 3 academic interventions based on the data. Our school schedule has intervention time built into the schedule for each grade level. These times are scaffolded so that all grade levels can have maximum support available. Students are grouped based on need and aligned with a curriculum that meets their specific academic deficit.

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

100% of students have access to standards-based instructional materials appropriate to their course and grade level as noted in the School Accountability Report Card (SARC).

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 courses offered are aligned to the Common Core standards and frameworks. Intervention materials are also aligned to the skills needed to become grade-level proficient based on the Common Core standards.

Opportunity and Equal Educational Access

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

Our school schedule has intervention time built into the schedule for each grade level. These times are scaffolded so that all grade levels can have maximum support available. Students are grouped based on need and aligned with a curriculum that meets their specific academic deficit. We also offer an after school tutoring program specifically related to math.

Evidence-based educational practices to raise student achievement

This year's PD focused on multiple High Impact Strategies, specifically: Teacher Clarity, Learning Outcomes and Success Criteria. PD related to this included creating Learning Outcomes and Success Criteria specifically aligned to PLCs

Parental Engagement

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

Our school schedule has intervention time built into the schedule for each grade level. These times are scaffolded so that all grade levels can have maximum support available. Students are grouped based on need and aligned with a curriculum that meets their specific academic deficit. We also offer an after school tutoring program specifically related to math.

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)

SCCS regularly elicits input on programs from families, teachers, classified staff and secondary school students throughout the year. This is achieved through surveys, input meetings, the District Advisory Committee (parents & staff) and visits to secondary classrooms.

Funding

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

ESSER funded programs include RTI coordinator (1) and paraeducators (2) and a math tutoring after school program. LCFF supplemental funds were utilized to fund an RTI Coordinator (1) and paraeducators (5). ELOP funds are available for after school enrichment and tutoring programs.

Fiscal support (EPC)

SCCS has allocated \$10,000 from LCFF Supplemental to each school in ATSI.

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

The School Site Council meets as needed to provide input to the SPSA, monitor progress towards goals, and approve expenditures. The Site Council also reviews the prior year SPSA and achievement of annual goals. The Westlake PTA and PTA Executive Board are consulted on the school goals annually. An annual review of the prior year goals and current year goals is also provided at the first PTA meeting of the year.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	1.1%	1.24%	1.27%	5	6	6
Asian	6.8%	6.19%	4.87%	32	30	23
Filipino	%	0.41%	0.21%		2	1
Hispanic/Latino	22.2%	20.41%	18.43%	104	99	87
Pacific Islander	%	%	0.42%			2
White	61.1%	58.97%	61.02%	286	286	288
Multiple/No Response	8.8%	10.72%	11.44%	41	52	54
	Total Enrollment			468	485	472

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	81	82	77
Grade 1	72	86	73
Grade 2	72	69	82
Grade 3	86	74	71
Grade 4	81	90	82
Grade 5	76	84	87
Total Enrollment	468	485	472

Conclusions based on this data:

1. Enrollment has declined over the last three years.
2. The demographic distribution of students has remained relatively constant with 20% Hispanic and 60% white.

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	31	39	25	6.60%	8.0%	5.3%
Fluent English Proficient (FEP)	24	25	28	5.10%	5.2%	5.9%
Reclassified Fluent English Proficient (RFEP)	2			6.5%		

Conclusions based on this data:

1. Approximately 5% of all students are English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	89	79		0	77		0	77		0.0	97.5	
Grade 4	80	88		0	88		0	88		0.0	100.0	
Grade 5	78	84		0	83		0	83		0.0	98.8	
All Grades	247	251		0	248		0	248		0.0	98.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2460.			40.26			19.48			23.38			16.88	
Grade 4		2519.			50.00			26.14			9.09			14.77	
Grade 5		2546.			38.55			32.53			14.46			14.46	
All Grades	N/A	N/A	N/A		43.15			26.21			15.32			15.32	

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		35.06			49.35			15.58		
Grade 4		38.64			47.73			13.64		
Grade 5		33.73			59.04			7.23		
All Grades		35.89			52.02			12.10		

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		28.57			48.05			23.38	
Grade 4		36.36			46.59			17.05	
Grade 5		30.49			52.44			17.07	
All Grades		31.98			48.99			19.03	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.08			68.83			9.09	
Grade 4		17.05			72.73			10.23	
Grade 5		15.85			76.83			7.32	
All Grades		18.22			72.87			8.91	

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		29.87			53.25			16.88	
Grade 4		32.95			56.82			10.23	
Grade 5		26.51			65.06			8.43	
All Grades		29.84			58.47			11.69	

Conclusions based on this data:

1. 69% of students in grades 3-5 met or exceeded standard on the English Language Arts test in the spring of 2022
2. Clusters show strong performance in all areas. Listening cluster appears to be an area for growth.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	89	79		0	77		0	77		0.0	97.5	
Grade 4	80	88		0	88		0	88		0.0	100.0	
Grade 5	78	84		0	83		0	83		0.0	98.8	
All Grades	247	251		0	248		0	248		0.0	98.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2463.			32.47			33.77			14.29			19.48	
Grade 4		2510.			31.82			31.82			22.73			13.64	
Grade 5		2541.			38.55			15.66			26.51			19.28	
All Grades	N/A	N/A	N/A		34.27			27.02			21.37			17.34	

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		35.06			49.35			15.58	
Grade 4		37.50			44.32			18.18	
Grade 5		36.14			45.78			18.07	
All Grades		36.29			46.37			17.34	

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		41.56			35.06			23.38	
Grade 4		35.23			51.14			13.64	
Grade 5		36.14			48.19			15.66	
All Grades		37.50			45.16			17.34	

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		27.27			62.34			10.39	
Grade 4		36.36			48.86			14.77	
Grade 5		31.33			54.22			14.46	
All Grades		31.85			54.84			13.31	

Conclusions based on this data:

1. 61% of all students met or exceeded standard in the spring of 2022.
2. 3rd grade had the highest number of students who met or exceeded standard at 72%.

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	1397.8	1418.3		1417.1	1426.6		1352.6	1398.3		11	11	
1	*	*		*	*		*	*		5	*	
2	*	*		*	*		*	*		4	*	
3	*	*		*	*		*	*		9	5	
4	*	*		*	*		*	*		4	6	
5	*	*		*	*		*	*		5	*	
All Grades										38	31	

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	0.00	27.27		36.36	36.36		27.27	0.00		36.36	36.36		11	11	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	7.89	25.81		39.47	25.81		26.32	3.23		26.32	45.16		38	31	

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	18.18	36.36		27.27	18.18		27.27	18.18		27.27	27.27		11	11	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	28.95	29.03		26.32	19.35		26.32	29.03		18.42	22.58		38	31	

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	0.00	9.09		9.09	45.45		63.64	9.09		27.27	36.36		11	11	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	9.68		18.42	35.48		47.37	9.68		34.21	45.16		38	31	

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	18.18	45.45		63.64	27.27		18.18	27.27		11	11	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	26.32	32.26		50.00	45.16		23.68	22.58		38	31	

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	9.09	18.18		54.55	45.45		36.36	36.36		11	11	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	23.68	25.81		55.26	38.71		21.05	35.48		38	31	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	18.18		72.73	54.55		27.27	27.27		11	11	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	5.41	19.35		59.46	35.48		35.14	45.16		37	31	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	36.36		27.27	27.27		63.64	36.36		11	11	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	7.89	29.03		50.00	32.26		42.11	38.71		38	31	

Conclusions based on this data:

1. Number of students is not high enough for data to be statistically significant, thus it is not reported.

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
485	21.6	8.0	0.6
Total Number of Students enrolled in Westlake Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	8.0
Foster Youth	3	0.6
Homeless	7	1.4
Socioeconomically Disadvantaged	105	21.6
Students with Disabilities	76	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.2
American Indian		
Asian	30	6.2
Filipino	2	0.4
Hispanic	99	20.4
Two or More Races	52	10.7
Pacific Islander		
White	286	59.0

Conclusions based on this data:

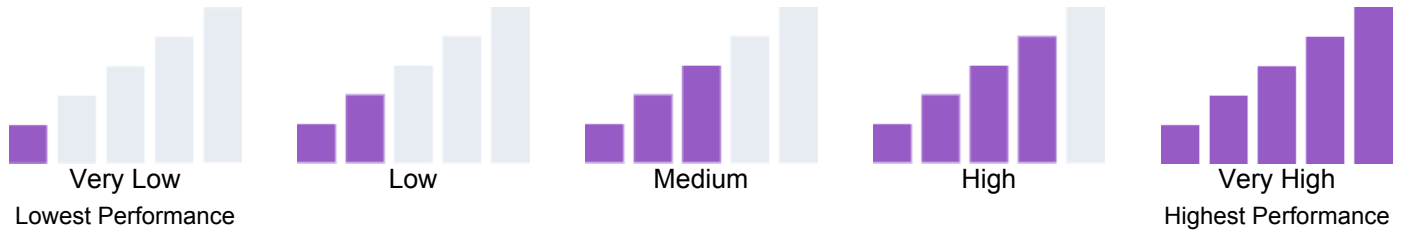
1. One in every four students qualifies for free or reduced lunch.
2. Less than 10% of all students are English learners.
3. Approximately 16% of our students are students with disability.

School and Student Performance Data

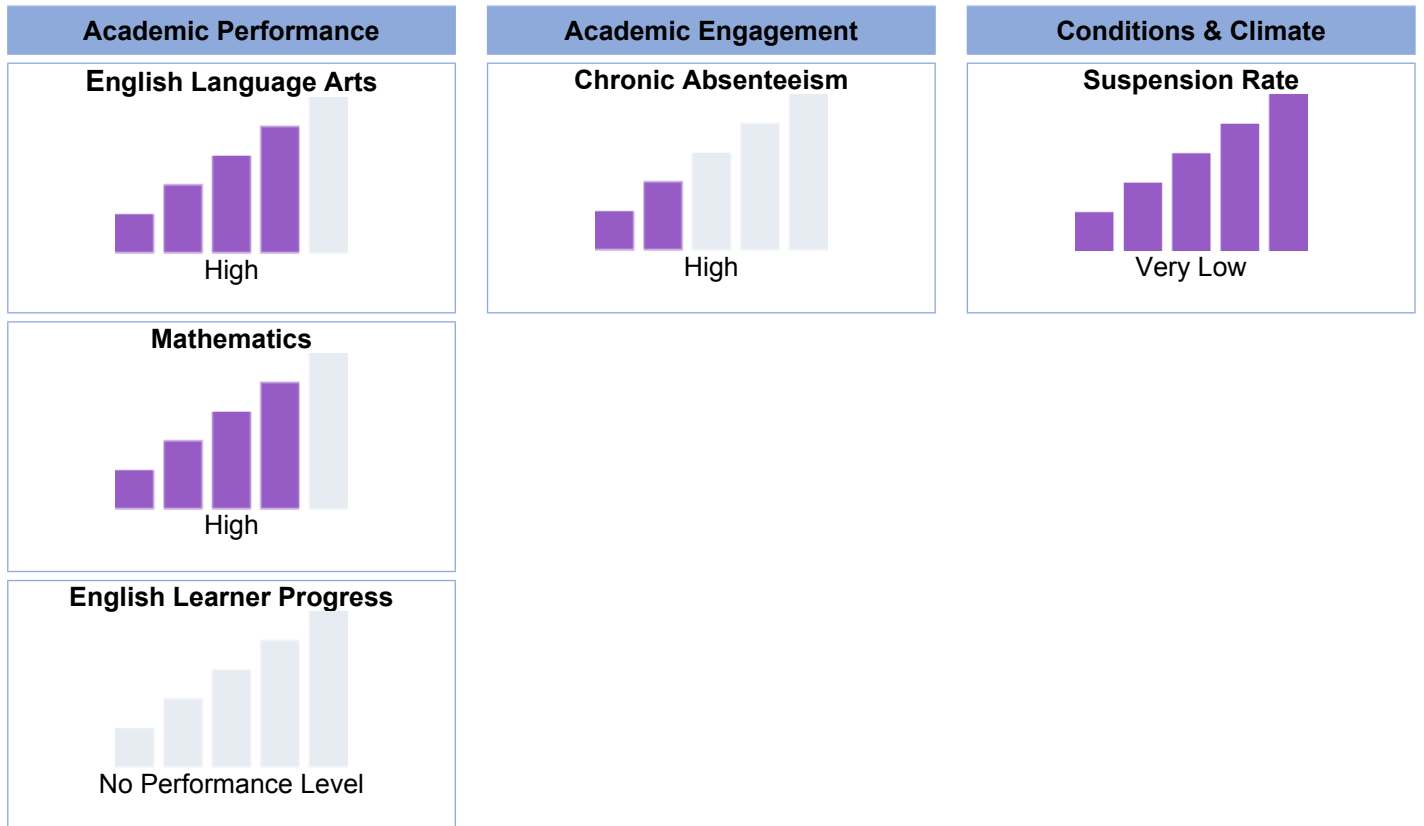
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

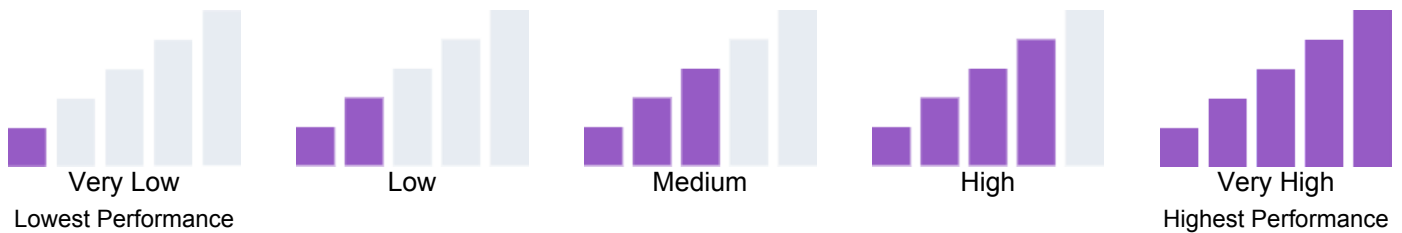
1. Chronic Absenteeism is an area for growth.

School and Student Performance Data

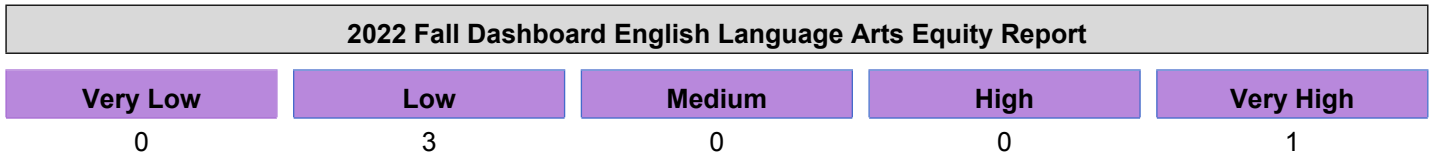
Academic Performance English Language Arts

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

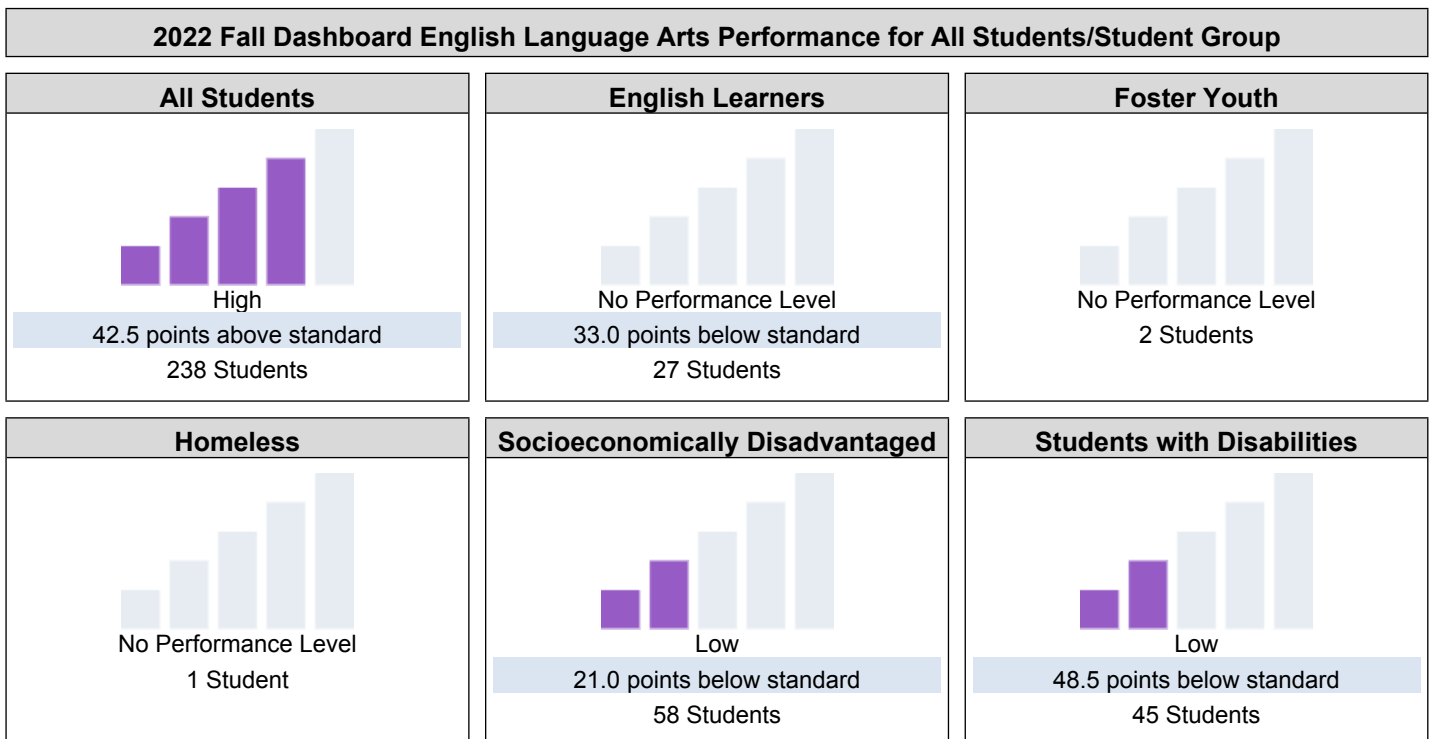
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



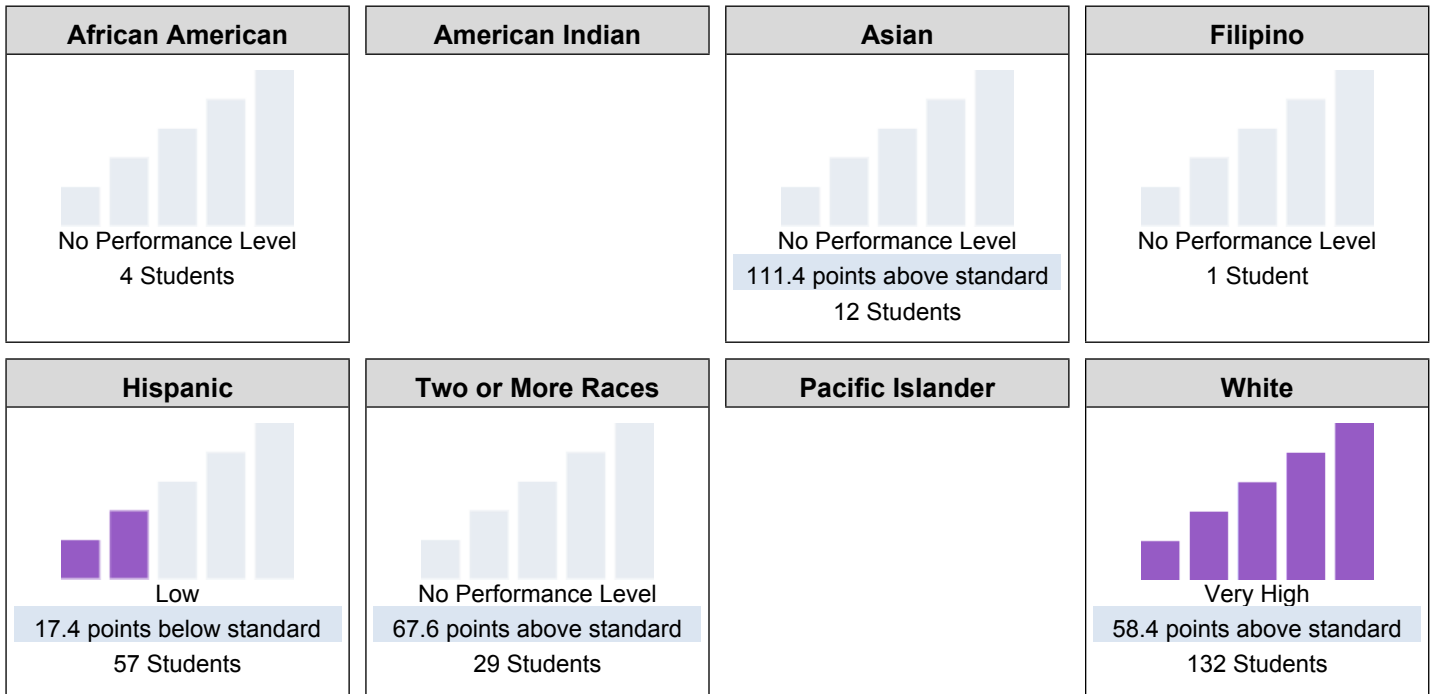
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>131.6 points below standard</p> <p>13 Students</p>	<p>58.6 points above standard</p> <p>14 Students</p>	<p>51.2 points above standard</p> <p>204 Students</p>

Conclusions based on this data:

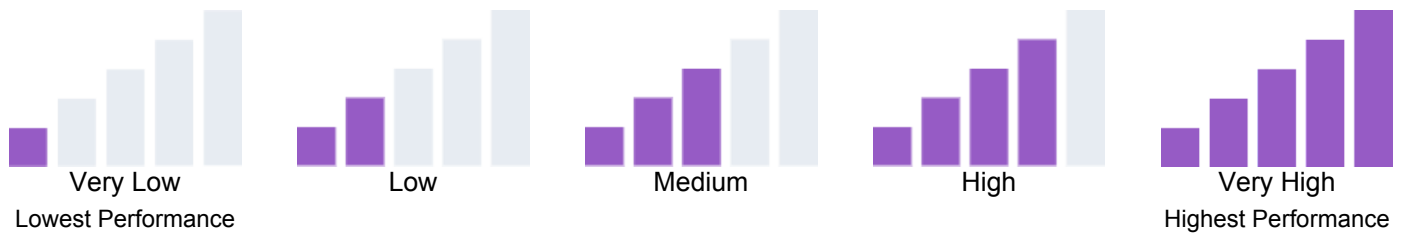
- Overall high performance for all students.
- Sub group performance needing improvement for Socioeconomically Disadvantaged students, and Students with Disabilities.
- Hispanic student performance is disproportionately lower than all students and needs improvement.

School and Student Performance Data

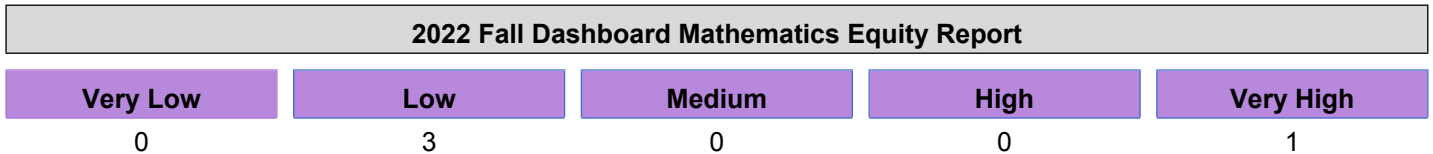
Academic Performance Mathematics

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

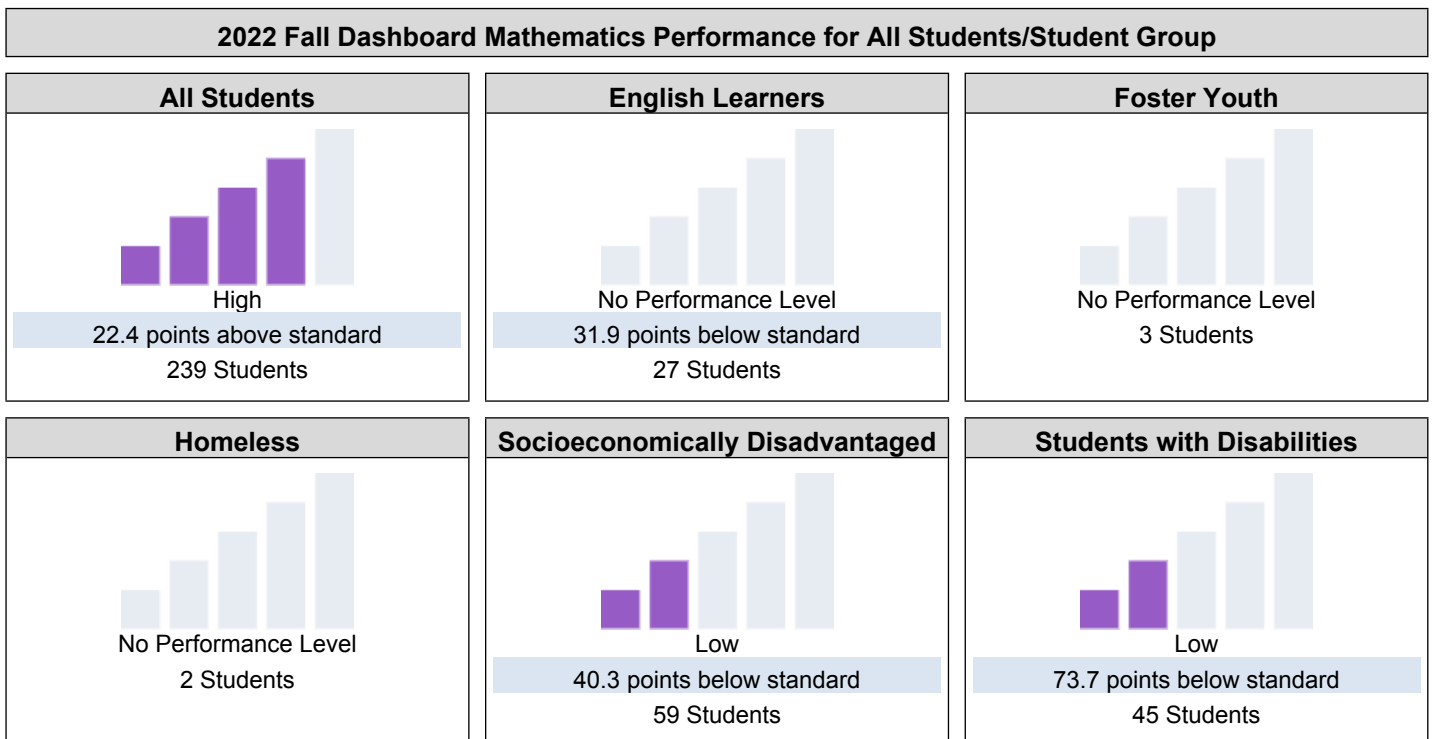
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



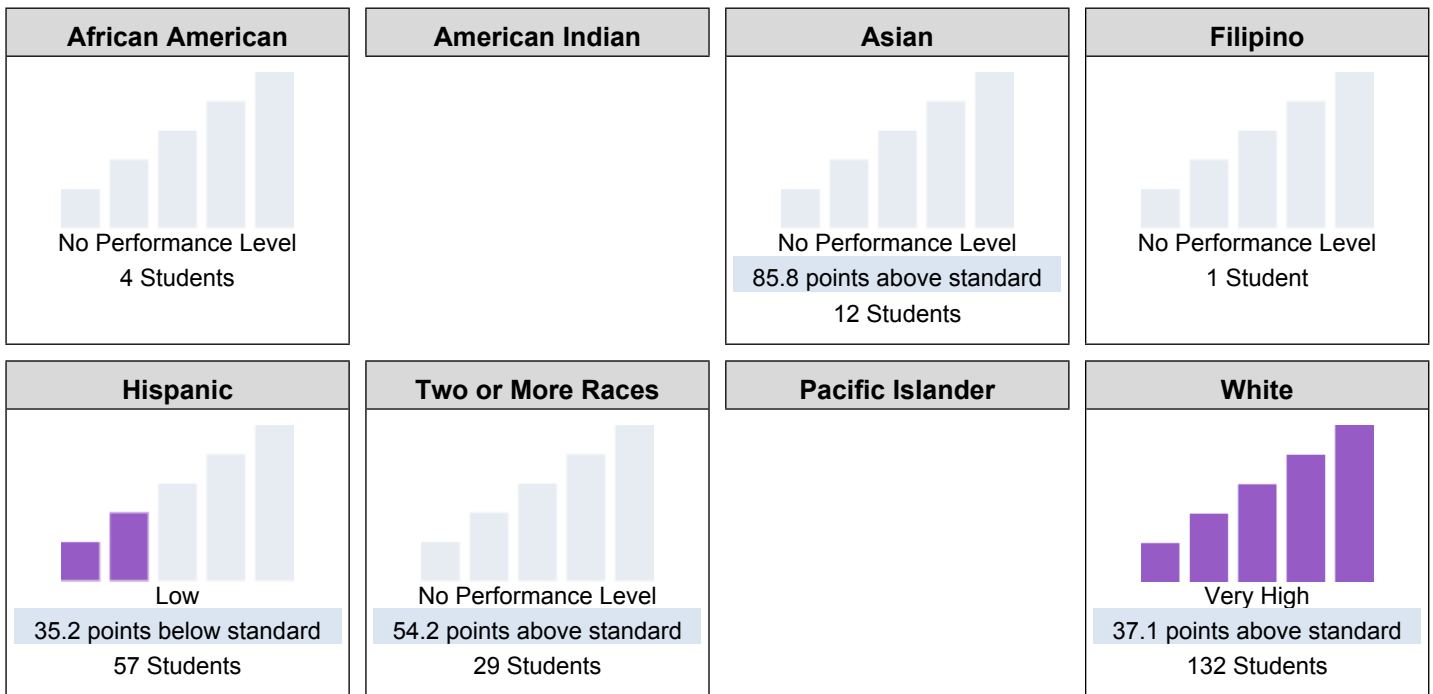
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.9 points below standard 13 Students	28.5 points above standard 14 Students	28.1 points above standard 205 Students

Conclusions based on this data:

- Overall high performance for all students.
- Sub group performance needing improvement for Socioeconomically Disadvantaged students, and Students with Disabilities.
- Hispanic student performance is disproportionately lower than all students and needs improvement.

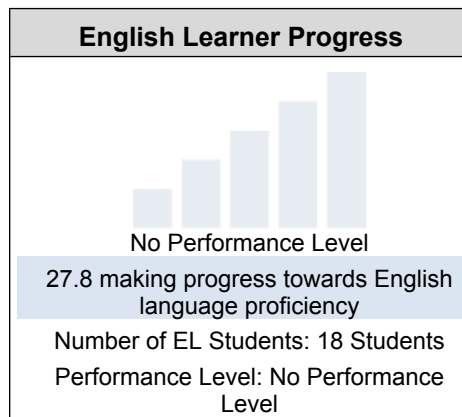
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.1%	61.1%	0.0%	27.8%

Conclusions based on this data:

1. Only 28% of current ELs are making progress on the ELPAC

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:

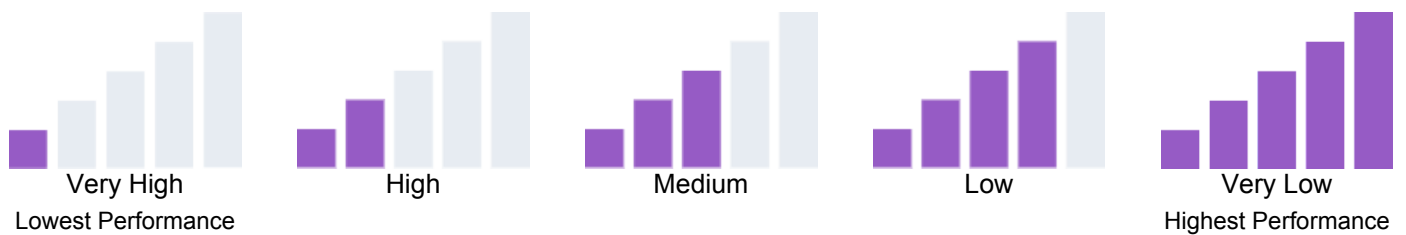
1. No reportable data.

School and Student Performance Data

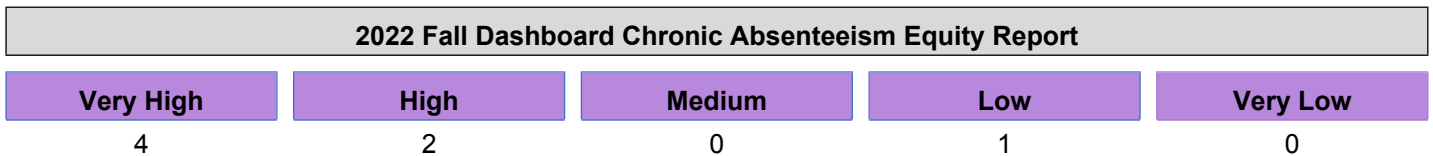
Academic Engagement Chronic Absenteeism

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

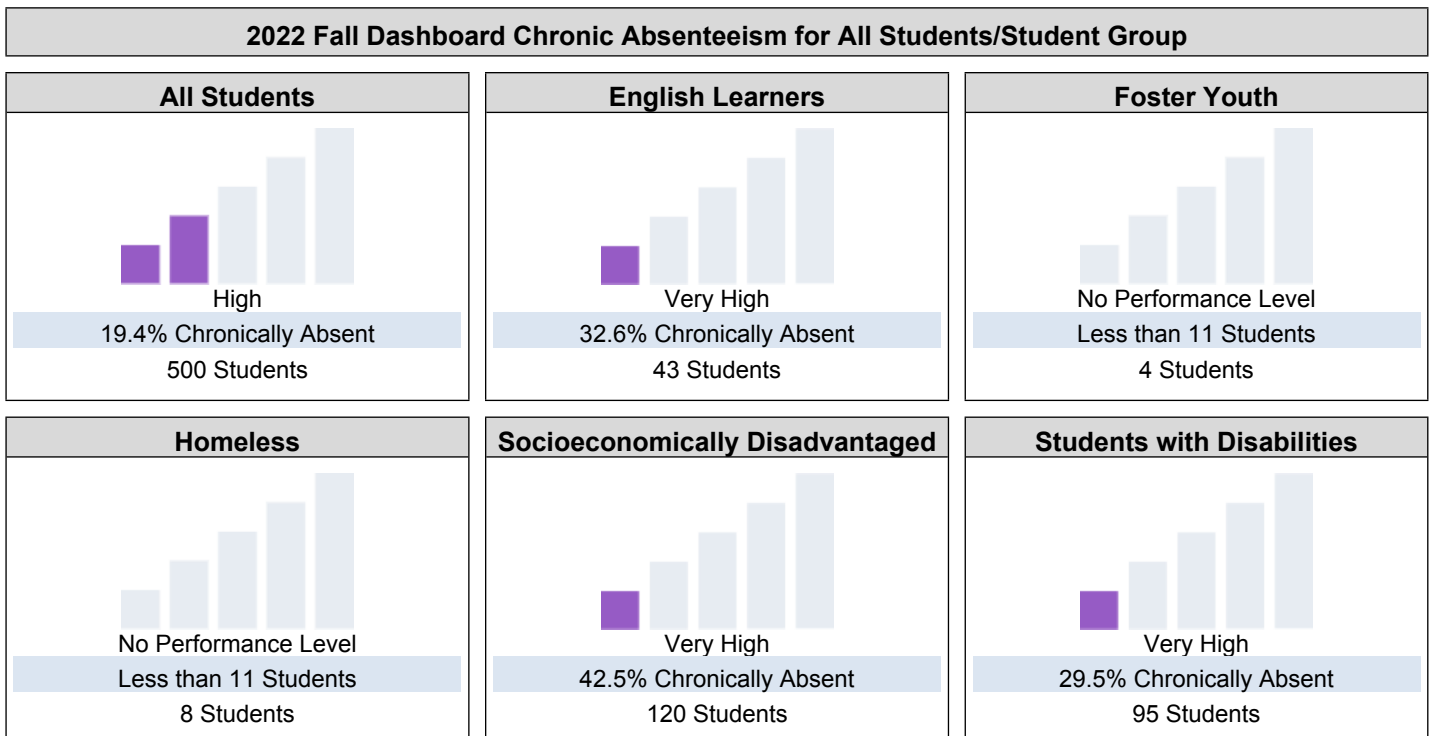
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



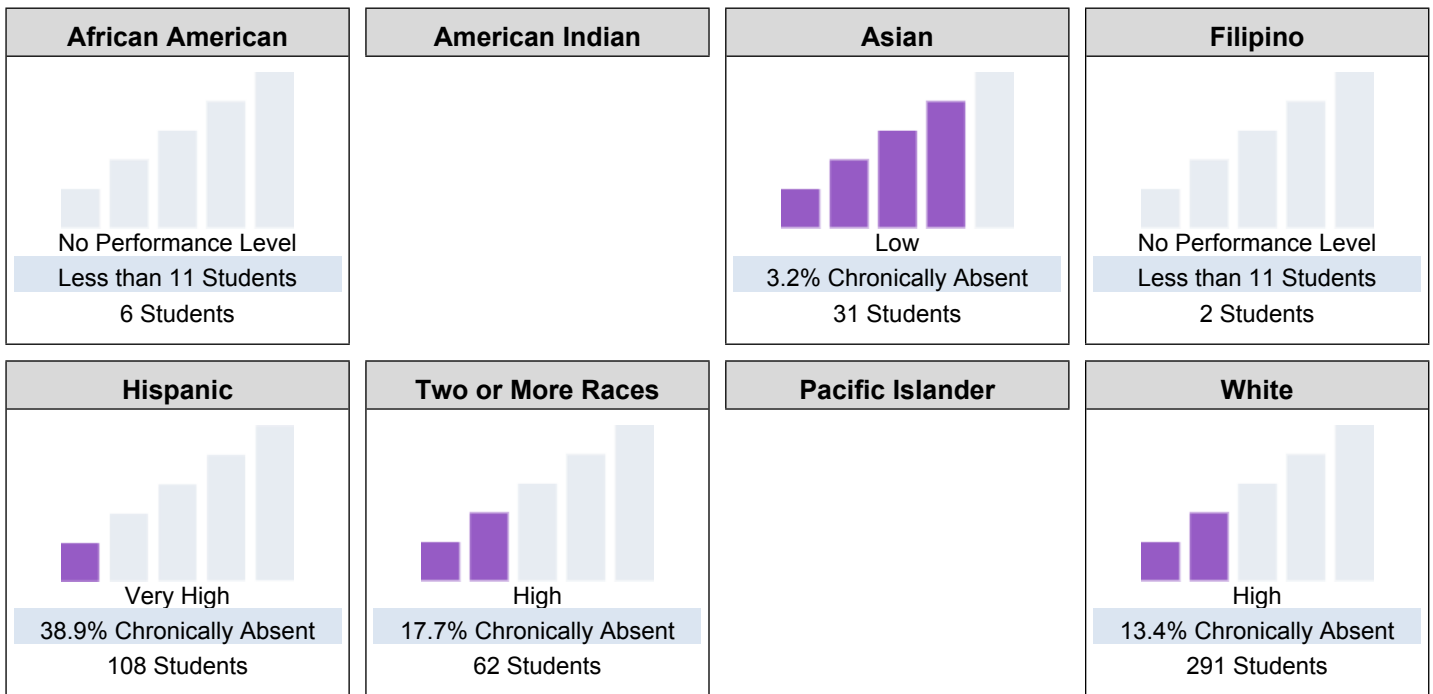
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

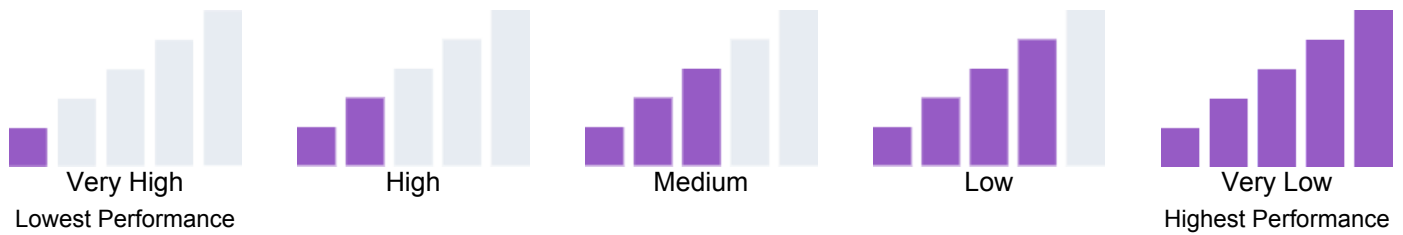
1. English Learners and Socioeconomically Disadvantaged student groups have higher percentages of chronic absenteeism than other groups.
2. Chronic Absenteeism is high among all groups.

School and Student Performance Data

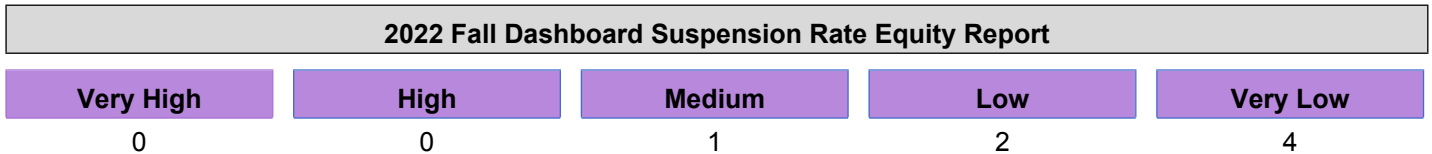
Conditions & Climate Suspension Rate

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

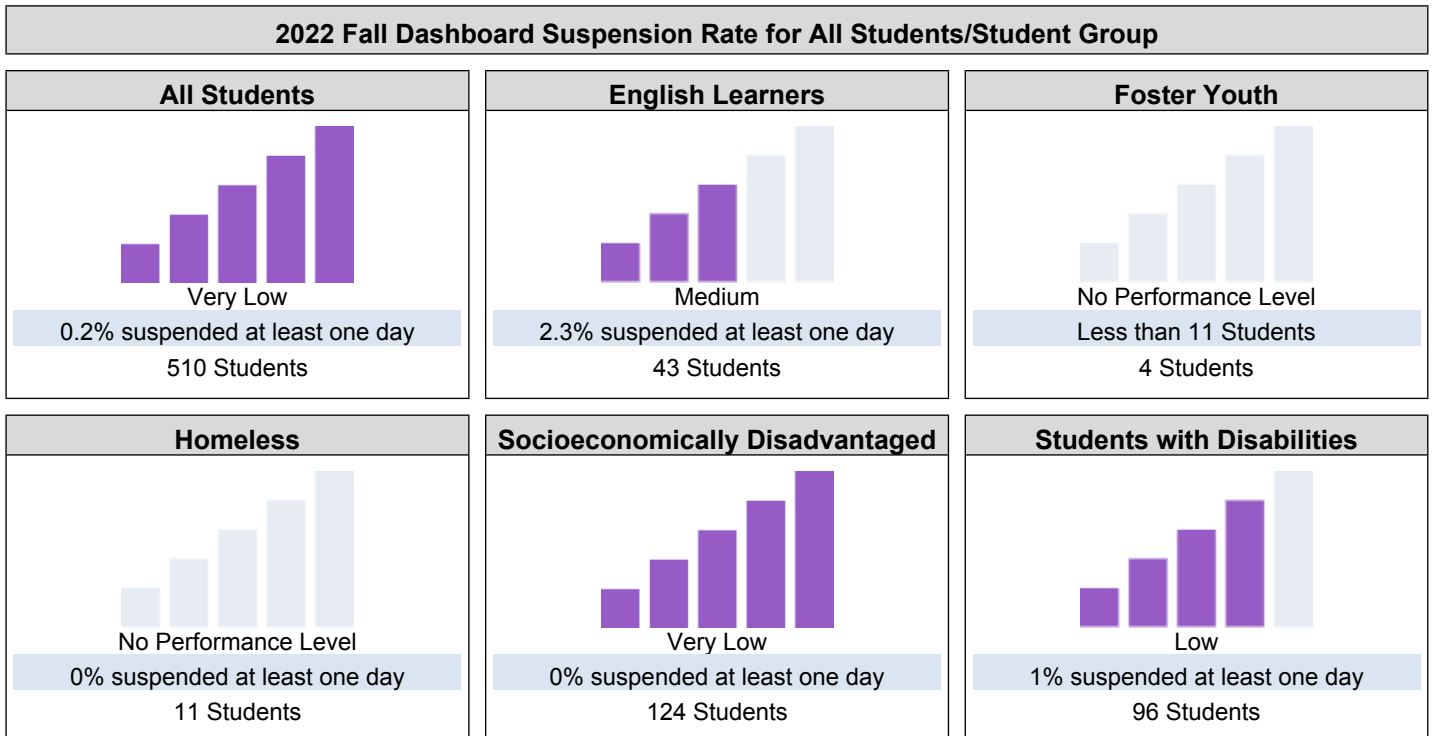
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



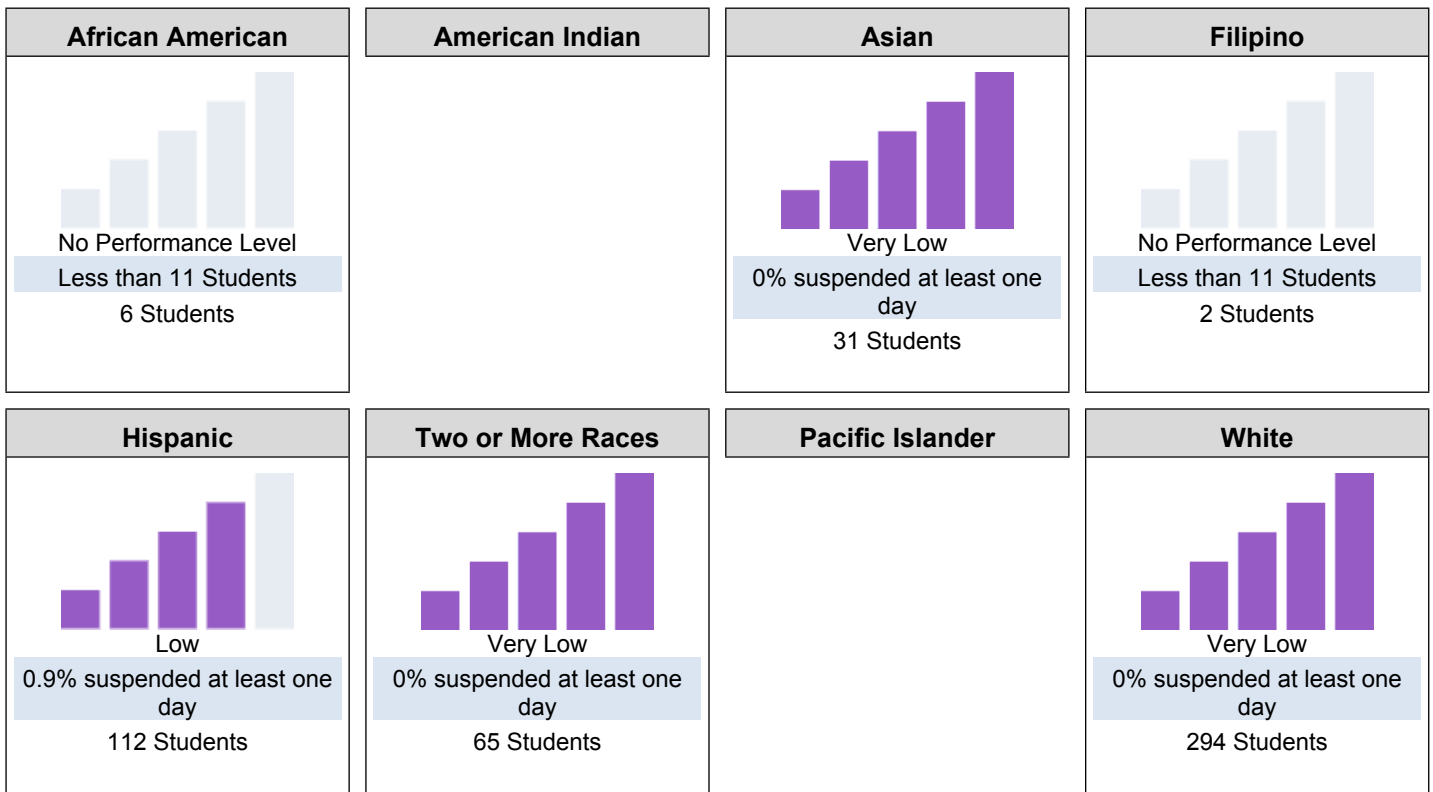
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Suspensions are low.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
 Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

Goal 1

All students will make growth of at least 5 points in the distance from met on ELA CAASPP.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts CAASPP Data: All Students	42.5 above standards	"All Students" will improve a minimum of 5 points on the 2023-24 ELA CAASPP.
English Language Arts CAASPP Data: English Learners	33 points below standard	English Learners will improve a minimum of 5 points on the 2023-24 ELA CAASPP.
English Language Arts CAASPP Data: Students with Disabilities	48.5 points below standard	Students with Disabilities will improve a minimum of 5 points on the 2023-24 ELA CAASPP.
English Language Arts CAASPP Data: Socioeconomically Disadvantaged	21 points below standard	Socioeconomically Disadvantaged students will improve a minimum of 5 points on the 2023-24 ELA CAASPP.
English Language Arts CAASPP Data: Hispanic	17.4 points below standard	Hispanic students will improve a minimum of 5 points on the 2023-24 CAASPP.
English Language Arts CAASPP Data: White	58.4 points above standard	White students will improve a minimum of 5 points on the 2023-24 ELA CAASPP.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be supported by this strategy/activity.

Strategy/Activity

A Tier 1 Academic Literacy school wide focus for the 2023-24 school year is on implementing fiction and nonfiction reading strategies. We will do this by focusing our year long site PD on using professional learning communities to identify essential standards, common assessments, and align instruction. We will use assessment results to create and maintain a system of interventions for students that do not master standards and extensions for those that do. Paraeducators will push into classrooms to support Tier 2 interventions in the classroom and will provide Tier 2 pull out interventions. RTI coordinator and staff will provide Tier 3 interventions to students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14784	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator Academic Intervention
12828	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator Academic Intervention
18290	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator Academic Intervention
17150	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator Academic Intervention
8000	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Professional Development to support goal
5000	LCFF - Supplemental 4000-4999: Books And Supplies Teachers will purchase materials that support differentiated instruction in the classroom.

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by this strategy.

Strategy/Activity

Teachers will participate in lesson study and peer observations to develop collective teacher efficacy. Specifically, these cycles will focus on implementation of the HSS rollout and in-class Tier 2 reading interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Substitutes will be provided for teachers to participate in professional development, collaborative planning, student study teams, and other professional growth activities such as peer observations

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students below grade level in reading

Strategy/Activity

RTI coordinator will work with paraeducators and staff to implement an intervention program for students struggling in reading.

Proposed Expenditures for this Strategy/Activity

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

119902

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
1.0 FTE RTI Coordinator Position

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.

All goals from 22-23 were implemented as planned. Students showed substantial growth on local assessments, suggesting that the strategies were effective.

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

Some classified personnel expenditures were not met due to inability to fill positions. All other expenditures were as planned.

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

No significant changes have been made for the coming year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
 Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

Goal 2

All students will make mathematics growth as measured by the distance from met on the Math CAASPP.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mathematics CAASPP Data: All Students	22.4 points above standard	"All Students" will improve a minimum of 5 points on the 2023-2024 Math CAASPP.
Mathematics CAASPP Data: English Learners	31.9 points below standard	English Learners will improve a minimum of 5 points on the 2023-2024 Math CAASPP.
Mathematics CAASPP Data: Students with Disabilities	73.7 points below standard	Students with Disabilities will improve a minimum of 5 points on the 2023-2024 Math CAASPP.
Mathematics CAASPP Data: Socioeconomically Disadvantaged	40.3 points below standard	Socioeconomically Disadvantaged students will improve a minimum of 5 points on the 2023-2024 Math CAASPP.
Mathematics CAASPP Data: Hispanic	35.2 points below standard	Hispanic will improve a minimum of 5 points on the 2023-2024 Math CAASPP.
Mathematics CAASPP Data: White	37.1 points above standard	White students will improve a minimum of 5 points on the 2023-2024 Math CAASPP.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students performing below grade level in math.

Strategy/Activity

Provide students with math intervention supports in the classroom and in pull out small groups.

Proposed Expenditures for this Strategy/Activity

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

119509	ESSER 1000-1999: Certificated Personnel Salaries 1.0 RTI Coordinator
13022	ESSER 2000-2999: Classified Personnel Salaries Para Educator Academic Intervention
11847	ESSER 2000-2999: Classified Personnel Salaries Para Educator Academic Intervention
5885	ESSER 2000-2999: Classified Personnel Salaries Para Educator Academic Intervention
3500	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Conferences and professional development for teachers related to math.
3000	LCFF - Supplemental 4000-4999: Books And Supplies Teachers will purchase materials to supplement classroom instruction.

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.

All strategies/activities were implemented as planned in 22-23. Students made substantial growth on local assessments, which would indicated that the strategies are successful.

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

All expenditures were as planned.

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

No major changes were made for the coming year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
 Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

Goal 3

All English Learners will make growth in their English language acquisition as measured by the ELPAC.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts CAASPP Data: English Learners	33 points below standard	English Learners will improve a minimum of 5 points on the 2024 ELA CAASPP.
Mathematics CAASPP Data: English Learners	31.9 points below standard	English Learners will improve a minimum of 5 points on the 2024 Math CAASPP.
Chronic Absenteeism: The percentage of English Learners chronically absent, meaning students that have been absent more than 10% of the school year.	32.6% chronically absent	We will decrease the percentage of chronically absent English Learners by at least .5%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Integrated ELD
 Staff will review Integrated ELD strategies for implementation in the classroom.
 Professional development provided around integrated ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Professional development for ELD

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Designated ELD
Provide designated ELD to groups of English Learner students.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Progress Monitoring
Classroom teachers and admin will meet after trimester 1 and 2 to monitor EL progress

Proposed Expenditures for this Strategy/Activity

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

1000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries

	Substitute teachers in order to form a Language Review Team to discuss student progress towards EL goals.
1500	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Teacher with EL students in their class will have release days in order to collaborate with the SCCS EL TOSA
8000	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Professional Development resources related to ELD
2000	Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies Materials related to ELD professional development.

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.

All 22-23 strategies were implemented as planned. Students are making substantial growth in all local assessments, indicating that the strategies are successful.

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

All expenditures were as planned.

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.

Additional professional development will be implemented in 23-24 for working with English Learners to support their growth. The school is in ATSI for lack of English Learner process, and this professional development will support those students in making progress.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

Goal 4

The percentage of students that report feeling connected to their school will increase by 5% each year based on the Social Emotional Health Survey and California Healthy Kids Survey. Additionally, the percentage of students that are chronically absent will decrease from 2023-2024 levels.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism: Percent of "All Students" absent more than 10% of the school year	19.4% chronically absent	We will decrease the percentage of chronically absent "All Students" by 3%.
Chronic Absenteeism: Percent of Students with Disabilities absent more than 10% of the school year	29.5% chronically absent	We will decrease the percentage of chronically absent Students with Disabilities students by 3%.
Chronic Absenteeism: Percent of Socioeconomically Disadvantaged students absent more than 10% of the school year	42.5% chronically absent	We will decrease the percentage of chronically absent Socioeconomically Disadvantaged students by 3%.
Chronic Absenteeism: Percent of English Learners absent more than 10% of the school year	32.6% chronically absent	We will decrease the percentage of chronically absent English Learners by 3%.
Chronic Absenteeism: Percent of Hispanic students absent more than 10% of the school year	38.9% chronically absent	We will decrease the percentage of chronically absent Hispanic students by 3%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Attendance monitoring

Teachers will be given monthly attendance reports for their class and will contact chronically absent students letting them know they are missed.

Administration will monitor attendance reports monthly and will contact families of chronically absent students to determine root cause, develop an attendance plan, and provide needed support. Teachers will be released by substitutes to meet with parents of students that are chronically absent to develop improvement plans.

Proposed Expenditures for this Strategy/Activity

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

1500

SB86
4000-4999: Books And Supplies
Attendance incentives

1000

District Funded
1000-1999: Certificated Personnel Salaries
Substitutes to release teachers to meet about attendance

1000

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Additional hours for the attendance clerk to come in and prepare for the 23-24 school year

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and students in need of behavior support.

Strategy/Activity

Provide behavior support and intervention to students that need it and incentives for positive behavior to all students. Increase supervision during non classroom times. Provide social emotional support to students in need.

Proposed Expenditures for this Strategy/Activity

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

16516

ESSER
2000-2999: Classified Personnel Salaries
Yard Duty Monitor Extra Hours

2000	SB86 4000-4999: Books And Supplies School wide incentives to positively reinforce expected behavior
45685	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.375 Behavior Tech-PBIS
5503	LCFF - Supplemental 3000-3999: Employee Benefits Social Work-Interns-Stipend

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students that need additional academic support and do not have access to other after school activities will be identified and referred to the program.

Strategy/Activity

After school academic support for students without after school options.

Proposed Expenditures for this Strategy/Activity

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

10000	ESSER 2000-2999: Classified Personnel Salaries 0.25 FTE After School Tutoring Program Coordinator
1000	SB86 1000-1999: Certificated Personnel Salaries Hourly pay for the PBIS Team to meet in August for 3 hours for 6 teachers to prepare materials for the start of the school year and plan for 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.

All strategies in this area were implemented as planned in 22-23. Chronic absenteeism has decreased, but more work needs to be done to have students in the classroom.

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

All expenditures made as planned.

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

Goals will continue to 23-24

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	\$464,421.00

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 (\$)
Title II Part A: Improving Teacher Quality	\$29,000.00

Subtotal of additional federal funds included for this school: \$29,000.00

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

State or Local Programs	Allocation (\$)
District Funded	\$11,000.00
ESSER	\$176,779.00
LCFF - Supplemental	\$243,142.00
SB86	\$4,500.00

Subtotal of state or local funds included for this school: \$435,421.00

Total of federal, state, and/or local funds for this school: \$464,421.00

School Site Council Membership

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

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

Name of Members	Role
Katharine Norton	Principal
Kathy Griffith	Classroom Teacher
Shannon D'Antonio	Classroom Teacher
Marliss Shaver	Classroom Teacher
Meghan Smith	Parent or Community Member
Beatriz Lambert	Other School Staff
Madhavi Murty	Parent or Community Member
Amanda Conger	Parent or Community Member
Jeanene Taylor	Parent or Community Member
Brianna Donaldson	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 .

Attested:

Principal, Katharine Norton on

SSC Chairperson, Brianna Donaldson on