School Year: 2024-25

Additional Targeted Support and Improvement (ATSI)
School Plan for Student Achievement (SPSA)

School Name	Contact Name and Title	Email and Phone
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CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736766032841	4/24/2024	June 27, 2024

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

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

This plan is being used by Westside Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

Westside Elementary School is located in a rural area surrounded by farmland. During the 2023-2024 school year, a total of 336 students were enrolled, composed of 92.7% socioeconomically disadvantaged (SED) students, 51.5% English Language (EL) Learners, 3.6% Migrant students and 18.8% students with disabilities (SWD). We provide comprehensive instruction for students in grades TK-6th in the areas of Language Arts, Math, English Language Development, Science, Social Studies, and Social Emotional Learning.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students including our English Learner (EL) students who are currently scoring significantly below grade level; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including monitoring systems like iReady and district benchmarks to progress monitor the academic levels of our (ELL) English Learner students.

In the area of academic performance, our ATSI student group, English Learners, performed as follows: On the CAASPP ELA: EL Students were -96.9 points below standard met (Red), compared to All Students who were at - 73.5 points below standard met (Red). On the CAASPP MATH: EL Students were -114.9 points below standard met (Red), compared to All Students who were at - 93.2 points below standard met (Red). Academic support for these student groups have been delineated within the goals and action items in the SPSA, including but not limited to; after school tutoring for foundational ELA and Math skills which will reflect positively on our iReady benchmarks given 3 times a year, administrator led data review and action planning to support our students with the highest levels of academic need, and professional development opportunities to help implement a Multi-Tiered System of Support (MTSS) and Universal Design for Learning (UDL) to best support our students as individuals.

As an ATSI identified school, we work to best support our English Learners. Through implementation of a Multi-Tiered System of Support in the area of academics we help our English Learners find success with academic content in the areas of English Language Arts, Math, Science, Social Studies and Advance Via Individual Determination (AVIID). We provide Tier I supports to all students, including foundational reading instruction, a gradual release of responsibility during instruction to ensure mastery of standards, and opportunities for student discourse throughout the day to enhance listening and speaking performance. Tier II and III supports to guide our English Learners include our Newcomer Academy, EL Mentors to guide individual 4th-6th grade students, and opportunities for parent involvement through parent workshops, and our ELAC and School Site Council committees.

We are growing our Dual Language Immersion program and currently offer the DL program in grades K-3 for the 2023-2024 school year expanding to 4th grade in 2024-2025. Staff members have been trained in Transformational Learning and PBIS and work towards implementing our Transformational Model to ensure all children feel welcomed, valued, and appreciated. We provide daily social-emotional learning for all students, and implement community building circles. In addition we offer additional counseling and mental health services available at the site. We facilitate parent information workshops and trainings throughout the school year and have an open resource parent center available to support diverse parent needs. At Westside Elementary School, we commit to academic and social growth for every member of our community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At Westside Elementary our team collaborated with multiple advisory groups that included our English Language Learner Advisory committee, School Site Council, Instructional Leadership Team, teachers and parents provided valuable feedback as educational partners in the development SPSA. In addition, our Westside Team utilized the Comprehensive needs assessment which identified the following actions and strategies.

Feedback obtained from our Instructional Leadership Team, English Language Advisory Committee (ELAC) and School Site Council (SSC) included the following:
Academic Support:
- Support staff in implementing the best first instructions that will support the needs of all learners including English Language Learners (ELL) and students with special needs (Goal 1.1- Action 1.1)
- Provide opportunities for all students and teachers alike to experiment with diverse research- based teaching and learning (Goal 4- Action-4.1)
- Support teachers with implementing Best First Instruction, Specifically Designed Academic Instruction (SDAI) (Goal 1- Action 1.1)
- Advance Via Individual Determination (AVID) strategies (Goal 1- Action 1.1)

Social Emotional & Behavior:
- Support families and staff at the site with the implementation of Restorative Practices, Social Emotional Learning (SEL), and Positive Behavior Intervention Support (PBIS) (Goal 3- Action 3.1) (Goal 3- Action 3.2)
Parent Engagement:
- Provide families with educational workshops related to student learning including English Language Learners and diverse learners (Goal 3-Action 3.1)
- Our team will work together to develop year-round opportunities for parent engagement (Goal 3.1) (Goal 3- Action 3.2)

Resource Inequities

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

Through our needs assessment at Westside Elementary the following resource inequities were revealed:
English Language Learner (ELL) students are not meeting standards in math as evidenced by the analysis of the iReady Diagnostic, CAASPP, and Interim Assessment results; an analysis revealed that teachers needed support in setting high expectations for students and maintaining active engagement during instruction.
The needs assessment revealed that Math and ELA is a critical area for multiple student groups. However, supporting ELLs is a critical area that needs to be addressed.
All Students

K-2 I Ready Data- Reading
After analyzing our K-2 in I Ready Data it was determined that student have demonstrated a (30-40%) deficiency and are struggling with phonics awareness, phonics and high frequency words. As a result instructional routines will be a focused area to support the areas of need.

K-2- I Ready Data- Math
After analyzing our K-2 in I Ready Data it was determined that student have demonstrated a (30-35%) deficiency and are struggling with number sense, algebraic thinking and geometry. As a result instructional routines will be a focused area to support the areas of need.

California Dashboard 49.1% Chronically Absent (Red)
English Language Arts 73.5 points below standard (Red)
Mathematics 93.2 points below standard (Orange)
Suspension Rate 2.9% (Orange)

2023 CAASPP Data - % of students who met or exceeded grade-level standards
ELA

All Students: 20.0%
English Learners: 8.05%
Hispanic: 19.49%
Students Students with disabilities: 5.56%

MATH - % of students who met or exceeded grade-level standards
All Students: 10.0%
English Learners:4.6%
Hispanic: 9.74%
Students with disabilities: 5.46%

Westside Elementary Data indicates that English Learner (EL) students and Students with Disabilities (SWD) are scoring significantly lower in Math and ELA in comparison to the all student group. These student groups are in need of additional instructional support. Additional targeted support will be provided to those two student groups in the areas of language arts and math during and after school tutoring programs with a focus on academic achievement.

Comprehensive Needs Assessment Components

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

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

CA Dashboard Indicators that are Red and Orange:
Red:
- Chronic Absenteeism
- English Language Arts

Orange:
- Suspension Rate
- Math

Additional Targeted Support and Improvement:
Westside Elementary School Plan describes a focused School-wide Program that includes strategies, actions, and services to serve our students in the areas of need. Our dedicated staff are both skilled and committed to the success of all students. We are fortunate to have many experienced educators eager to make a difference for our students. We believe in a focused student-centered approach that implements Multi Tier Systems of Support (MTSS) and provides an environment in which a child's social, emotional, and intellectual needs are equally supported. Our goal in showing this information is to keep our entire community, and the public in general, well informed.

Westside Elementary School has been identified as an ATSI school due to significant gaps in English Language Learners.

For our ATSI student group:
During the 2022-2023 school year, 8.5% of ELL students met standard in ELA and 4.6% met the standard in mathematics.

Targeted action items have been created within the SPSA to address the needs of the specific student group listed above, including but not limited to: enhancing best first instruction, school-wide culture and climate through PBIS/ SEL, improved school appearance, a targeted attendance team to support students with the greatest levels of need, and parent engagement events and workshops focusing on the importance of academic achievement and daily school attendance.

In the area of academic performance, our ATSI student groups performed as follows:

CAASPP ELA (Red) - % of students who met or exceeded grade-level standards
All Students: 20%

English Learners: 8.5%

CAASPP Math (Orange) - % of students who met or exceeded grade-level standards
All Students 10.0%
English Language Learners: 4.6%

Academic support for this student group has been delineated within the goals and action items in the SPSA, including but not limited to; data driven after school tutoring- best first instruction in ELA and Math skills which will reflect positively on our iReady benchmarks given three times a year, administrator led data review, data chats, and action planning to support our students with the highest levels of academic need, and professional development opportunities to help implement a Multi-Tiered System of Support (MTSS) and Universal Design for Learning (UDL) to best support our students as individuals.

Successes:
School-wide reading level improvement according to i-Ready reading comparison from fall to winter administration: students at grade level or above (green) increased by 11% & students two or three grade levels below (red) decreased by 10%. Similarly in math, as measured by fall and winter comparison of math i-Ready Diagnostic data: 15% increase in students at grade level or above (green) and reduced the number of students two or more grade levels below by 9% (red).

Westside Elementary School will continue to provide data driven first best instruction focused on literacy, intervention and tutoring in order to increase the number of students who are at or above grade level.

Needs:
2023 CAASPP:

ELA:
All Students: 73.5 points below standard (195 students)
English Learners: 96.9 points below standard (94 students)
Current English Learners: 110.6 points below standard (75 students)
Reclassified English Learners: 43 points below standard (19 students)
Socioeconomically Disadvantaged: 76 points below standard (178 students)
Hispanic/Latino: 73.1 points below standard (178 students)
Students with disabilities: 124.9 points below standard (39 students)

MATH:
All Students: 93.2 points below standard (195 students)
English Learners: 114.9 points below standard (94 students)
Current English Language Learners: 123.3 points below standard (75 students)
Reclassified English Learners: 81.7 points below standard (19 students)
Socioeconomically Disadvantaged: 76 points below standard (178 students)
Hispanic/Latino: 73.1 points below standard (190 students)
Students with Disabilities: 130.2 points below standard (39 students)

2023 ELPAC- 54% of students are making progress towards English Language (EL) Proficiency (126 students)

ELPAC: Annual growth for 2024
Student performance on the ELPAC will increase:
from 11.66 % to 14.66 % of students scoring at Level 4 - Well Developed
from 26.99 % to 29.99% of students scoring at Level 3 - Moderately Developed
from 39.88 % to 36.88 % of students scoring at Level 2 - Somewhat Developed
from 21.47 % to 18.47 % of students scoring at Level 1 - Minimally Developed

2023 Chronic Absenteeism rate:
All Students: 375
Percentage: 49.1% (375 students)
Percentage change: +4.4%

English Learners: Percentage:
50% (182 students)
Percentage change: +4.6 %

Socio-economically Disadvantaged:
Percentage: 49% (347 students)
Percentage change: +3.2 %

Hispanic:
Percentage: 49% (365 students)
Percentage change: +4.8%

Students with Disabilities:
Percentage: 53.8 % (78 students)
Percentage change: -4.4%

SBAC overall results for math and ELA show that over 50% of our students are scoring significantly below standard. Current ELs are scoring significantly lower than students who have been reclassified. Students with disabilities are also performing lower than the rest of our student population in both areas.

Chronic Absenteeism increased in the 2022-23 school year and has remained about the same for the 2022-23 school year. This attendance record can be significantly attributed to the pandemic isolation protocols.

Westside Elementary School believes in supporting the whole child, socio-emotionally, academically and 2022-23 School Plan for Student Achievement for Westside Elementary School Page _of _ behaviorally. We believe that students' entire wellbeing is directly tied to students' academic success and therefore Westside Elementary School is focused on creating a strong Multi-Tier System of Support (MTSS) in order to improve academic results.

Academically, we are focusing on data driven instruction that uses AVID strategies and simultaneously centered on best first instruction. Behaviorally, we have established a positive behavior system at the Tier 1 level focused on positive reinforcement, intervention and support. Socioeconomically, mental health support and transformational justice practices continue to be in place.

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

There are no student groups that are two or more levels below the All student group on the CA Dashboard indicators. However, our data shoes that for Mathematics- English Language Learners; 114.9 points below standard and declined 13.5 Points. Based on the data provided 8.5% met or exceed standard in ELA and 4.60% in math met or exceed standard.

Other Needs

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

Based on the iReady Data for 2023-2024 in grades TK-6th Grade 30% of students are two or more grade levels below standard in Math, 50% are one grade level below standard and 20% have met or exceeded standard.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Westside Elementary will create equitable access to educational opportunities that will lead to academic success

K-2 I Ready Data- Reading
After analyzing our K-2 in I Ready Data it was determined that student have demonstrated a (30-40%) deficiency and are struggling with phonics awareness, phonics and high frequency words. As a result instructional routines will be a focused area to support the areas of need.

K-2- I Ready Data- Math
After analyzing our K-2 in I Ready Data it was determined that student have demonstrated a (30-35%) deficiency and are struggling with number sense, algebraic thinking and geometry. As a result instructional routines will be a focused area to support the areas of need.

CAASPP ELA
Average Distance from Standard:

All Students will decrease distance from standard met from the baseline of -73.5 (Red) on the 2023 Dashboard by 9.0 points or more to reach Yellow on the 2024 Dashboard.
The stretch goal for All Students is to increase 22.8 or more points annually on the Dashboard, to be green in 2026.

ELA
English Learners will decrease distance from standard met from the baseline of -96.9 (Red) on the 2023 Dashboard by 3.0 points or more to reach Organge on the 2024 Dashboard.
The stretch goal for English Learners is to increase by 9.0 or more points annually (for a total of 27 points) on the Dashboard to be yellow in 2026.

Dashboard Data not available until 2024-2025
Long Term English Learners

Less than 11 students - data not displayed for privacy:
Homeless Students
Foster Youth

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of -76.0 (Red) on the 2023 Dashboard by 3.0 points or more to reach Orange on the 2024 Dashboard.
The stretch goal for Socioeconomically Disadvantaged Students is to increase 9.0 or more points annually to reach (Yellow) on the 2026 Dashboard.

Students with Disabilities will decrease distance from standard met from the baseline of -130.0 (Orange) on the 2023 Dashboard by 3.5 points or more to reach Orange on the 2024 Dashboard.
The stretch goal for Students with Disabilities is to increase by 20.1 or more points annually to reach Yellow on the 2026 Dashboard.

CAASPP Math
Average Distance from Standard:

All Students will decrease distance from standard met from the baseline of -93.2 (Orange) on the 2023 Dashboard by 3.0 points or more points to reach Yellow on the 2024 Dashboard.
The stretch goal for All Students is to increase by 30.0 or more points annually to reach Green on the 2026 Dashboard.

English Learners will increase distance from standard met from the baseline of -114.9 (Red) on the 2023 Dashboard by 3.5 points or more to reach Orange on the 2024 Dashboard.
The stretch goal for English Learners is to increase 25.0 or more points annually to reach Green on the 2026 Dashboard.

Dashboard Data not available until 2024-2025
Long Term English Learners

Less than 11 students - data not displayed for privacy:
Homeless Students
Foster Youth

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of -96.4 (Orange) on the 2023 Dashboard by 3.0 points or more to reach Yellow on the 2024 Dashboard. The stretch goal for All Students is to increase by 23.8 or more points annually to reach Green on the 2026 Dashboard.

Students with Disabilities will decrease distance from standard met from the baseline of -124.9 (Orange) on the 2023 Dashboard by 29.9 points or more to reach Yellow on the 2024 Dashboard.
The stretch goal for All Students is to increase by 33.3 or more points annually to reach Green on the 2026 Dashboard.

ELPAC: Annual growth for 2024
Student performance on the ELPAC will increase:
from 11.66 % to 14.66 % of students scoring at Level 4 - Well Developed
from 26.99 % to 29.99% of students scoring at Level 3 - Moderately Developed
from 39.88 % to 36.88 % of students scoring at Level 2 - Somewhat Developed
from 21.47 % to 18.47 % of students scoring at Level 1 - Minimally Developed

CAASPP ELA

All Students

2023 Baseline: -73.5	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	9.0	-64.5	Yellow
3 Year Growth	27.0	-46.5	Yellow

English Learner

2023 Baseline: -96.9	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	9.0	-87.9	Orange
3 Year Growth	27.0	-69.9	Yellow

Long Term English Learners

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Homeless Students

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Foster Students

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Socioeconomically Disadvantaged Students

2023 Baseline: -76.0	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	6.0	-70.0	Orange
3 Year Growth	18.0	-58	Green

Students with Disabilities

2023 Baseline: -130.0	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	9.0	-121	Orange
3 Year Growth	27.0	-103	Yellow

CAASPP Math

All Students

2023 Baseline: -93.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	9.0	-84.2	Yellow
3 Year Growth	27.0	-66.2	Green

English Learner

2023 Baseline: -114.9	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	9.0	-105.9	Orange
3 Year Growth	27.0	-87.9	Yellow

Long Term English Learners

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Homeless Students

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Foster Students

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Socioeconomically Disadvantaged Students

2023 Baseline: -96.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	9.0	-87.4	Orange
3 Year Growth	28.8	-67.6	Yellow

Students with Disabilities

2023 Baseline: -124.9	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	29.9	-95	Yellow
3 Year Growth	89.7	-35.2	Green

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

> We will implement explicit best first instruction practices that maximize learning in students' literacy and mathematics by monitoring data and students' growth and performance.

Identified Need

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

Identified Needs;
Classroom observations conducted for this academic year revealed that teachers would benefit from PD on increasing rigor during English Language Arts and Mathematics..
Current local assessments revealed that 41% of K-6th grade students performed two or more grade levels below grade level in reading foundational skills and 30% of students in K-6th grade students performed two or more grade levels below in mathematics on the i-Ready Reading Assessment.
36% of 3rd - 6th grade students scored at "Below Standard" on the ELA CAASPP.
56% of 3rd- 6th grade students scored at " Below Standard" on the ELA CAASPP.
Goal 1 (aligned to LCAP Goal 1)
By June 2025, all students will meet their iReady Typical Growth in Reading.

Description:
In analyzing our 2022 -2023 CAASPP data for Westside, we found that 20.00% of all students met the standard in English Language Arts and 10.00 % of all students met the standard in Mathematics. SBAC and district assessments in ELA and Mathematics were below expectations indicating a need for more support for struggling students in both ELA and Math. Our student group CAASPP data indicated:
* Latino/Hispanic 20.81% met the standard in ELA; 19.49% met the standard in English Language Arts & 9.74% in Mathematics met the
standard.
* Socio-economically Disadvantaged data 19.1 % of students met the standard in ELA; 9.55 % met the standard in Mathematics.
* English Learners 8.05% met the standard in ELA and 4.6% in Mathematics.
* Students with Disabilities 5.56% met the standard in Mathematics; 5.56% met the standard in ELA
* Reclassified Fluent English Proficient (RFEP) -56.00% met the standard in ELA; 24.0% met the standard in Mathematics
* Chronic absenteeism: 49.1%
(LCAP Goal aligned to Goal 1)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: 20% of students that met or exceeded the standard All: 20% met or exceeded standard, -73.5 Points below standard (Orange) EL: -96.9 Pointes below standard (Red) LTEL: N/A HOM: N/A FY: N/A SED: -76.0 Points below standard (Red) SWD:-127.2 Pointes below standard (Orange)	CAASPP ELA – 2026 CA School Dashboard: 30% of students that met or exceeded the standard All:- +51.3 growth in three years (Yellow) EL: + 26.9 growth in three years (Yellow) LTEL:N/A HOM: N/A FY: N/A SED: + 9.0 growth in three years (Yellow) SWD: + 15.0 growth in three years (Yellow)
CAASPP Math (Priority 4)	CAASPP Math – 2023 CA School Dashboard:	CAASPP Math – 2026 CA School Dashboard:

CA Dashboard % of students that met or exceeded the standard	10% of students that met or exceeded the standard All: -93..2 Points below standard (Orange) EL: - 114.9 Points below standard (Orange) LTEL: N/A HOM: N/A FY: N/A SED:- 96.4 Points below standard (Orange) SWD:-124.9 Points below standard (Orange)	20% of students that met or exceeded the standard All:+51.3 growth in three years (Yellow) EL: 67.5 growth in three years (Yellow) LTEL:N/A HOM: N/A FY: N/A SED: 53.7 growth in three years (Yellow) SWD: 39.0 growth in three years (Yellow)
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: ELs Who Progressed at Least One ELPI Level: 52% ELs Who Maintained ELPI Level 4:0.8% ELs Who Maintained: 38.2% EL Who Decreased at least One ELPI Level: 8.9%	ELPI 2026 CA School Dashboard:N/A
ELPAC (Priority 4)	2023 ELPAC: Student performance on the ELPAC for 2023 11.66 % of students scoring at Level 4 - Well Developed 26.99 % of students scoring at Level 3 - Moderately Developed 39.88 % of students scoring at Level 2 - Somewhat Developed 21.47 % of students scoring at Level 1 - Minimally Developed	2026 ELPAC: Level 4 – Well Developed: 16.66% Level 3: Moderately Developed: 31.99% Level 2: Somewhat Developed: 34.88% Level 1: Beginning to Develop:16.47%
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified: 9%	2025-26 Percent of Students Reclassified: 15%
EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – local data _9%	EL Reclassification Rate – local data _15%
iReady (local Data)	i Ready ELA: iReady Data for 2022-2023 based on the final diagnostic assessment All: 33 % of students met standard EL: K: 52%,1st:54%, 2nd: 59%, 3rd:52%, 4th: 38%, 5th: 52%, 6th: 42% LTEL: N/A HOM: N/A FY: N/A	i Ready ELA: iReady Data for 2026-2027 based on the final diagnostic assessment All: 40% EL: EL: K: 70%,1st: 70%, 2nd: 70%, 3rd:70%, 4th:70 %, 5th: 70%,, 6th:70 % LTEL: N/A HOM: N/A FY: N/A

	SED: K: 52%,1st:54 %, 2nd: 59%, 3rd: 52%, 4th: 38%, 5th: 52%, 6th:42% SWD K: 52 %,1st:54 %, 2nd:59 %, 3rd: 52%, 4th: 38:%, 5th: 52%, 6th: 42%	SED: : K:70 %,1st:70 %, 2nd: 70 %, 3rd: 70%, 4th: 70%, 5th:70 %, 6th: 70% SWD:: K: 70%,1st: 70%, 2nd: 70%, 3rd:70 %, 4th:70 %, 5th:70 %, 6th: 70 %
iReady (local Data) Math	i Ready Math: iReady Data for 2022-2023 based on the final diagnostic assessment All: 23% EL: K: 42%,1st: 54%, 2nd: 51%, 3rd: 48%, 4th: 37%, 5th: 24%, 6th: 35% LTEL: N/A HOM: N/A FY: N/A SED: K: 42%,1st:54 %, 2nd: 51%, 3rd:48 %, 4th:37 %, 5th:24 %,, 6th: 35 % SWD: K: 42%,1st: 54 %, 2nd: 51 %, 3rd: 48%, 4th: 37%, 5th: 24 %,6th: 35%	i Ready Math: iReady Data for 2026-2027 based on the final diagnostic assessment All: 30% EL:K: 70%,1st: 70%, 2nd: 70%, 3rd: 70%, 4th:70 %, 5th: 70% 6th: 70 % LTEL: N/A HOM:N/A FY:N/A SED: K:70%,1st: 70%, 2nd:70%, 3rd: 70%, 4th:70 %, 5th:70%, 6th: 70% SWD: K:70%,1st: 70%, 2nd:70 %, 3rd: 70%, 4th: 70%, 5th:70 %,6th: 70%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) 93% Overall (grades 4-6): My school sets high expectations for my academic achievement. Strongly Agree/Agree: 93%	SEL - School Climate Survey (Spring 2027) 100% My school sets high expectations for my academic achievement. Strongly Agree/Agree: 97%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) 90% Overall (grades 4-6) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 90%	SEL - School Climate Survey (Spring 2027) 100% My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 95%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) 86% (grades 4-6) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 86%	SEL - School Climate Survey (Spring 2027) 100% I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 95%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024)(grades 4-6) 84%	SEL - School Climate Survey (Spring 2027) 100%

		My teachers talk to me about my academic progress. Strongly Agree/Agree: 84%	My teachers talk to me about my academic progress. Strongly Agree/Agree: 95%

Strategies/Activities

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

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1.1b	Professional Collaboration for Certificated Staff	Provide Professional Collaboration and Development- Fund Substitutes-Certificated Staff for Data Analysis/ Data Chats for teachers to analyze data from assessments more than three times a year. Administration and teachers will shared best instruction practices and strategies and staff will continue with weekly collaboration ect. As times become available NTE- $35,000 (LCFF)	All Students (K-6th Target ELL's and students with disabilities)	CAASPP, iReady, ELPAC, Local benchmarks, agenda and outcomes from data analysis	2,000 LCFF Supplemental Concentration 1000-1999: Certificated Personnel Salaries 1.1b
1.2b	Extended Learning Time	Extended Learning Time - Provide opportunities for students to receive academic enrichment provided by certificated staff members. Cost may include activities such as, but not limited to field trips ect. As funds become available NTE- $10,000 (LCFF)	All Students (K-6th Target ELL's and students with disabilities)	Qualitative Data Collection Surveys focused Academic Enrichment	2000 LCFF Supplemental Concentration 1000-1999: Certificated Personnel Salaries 1.2b
1.3b	Services for Coordinators to support Site/Districtwide	Services for Coordinators- Provide Extra Services /stipends for events such as history day GATE, Geometric Art Fair, Authors Fair, Math Field Day, Read Across America- Literacy and additional duties assigned to support site/district-wide activities and students learning ect. As funds become available NTE-1,500 (LCFF)	All Students (K-6th Target ELL's and students with disabilities)	CAASPP, iReady, ELPAC, Local benchmarks, attendance, suspension rates, Focused walkthroughs, implementation of learning activities implemented	1500 LCFF Supplemental Concentration 1000-1999: Certificated Personnel Salaries 1.3b
1.4b	Supplemental Materials to Support students	Supplemental Materials- Purchase supplemental materials to support ELL and students with disabilities in (MTSS) Multi- Tier Systems of Support; Academic, Behavioral and Social Emotional Learning such as not but not limited to supplemental	All Students (K- 6th Target ELL's and students with disabilities)	CAASPP, iReady, ELPAC, Local benchmarks, attendance, suspension rates	7000 LCFF Supplemental Concentration 4000-4999: Books And Supplies

		classroom supplies ect. As funds become available NTE-$ 9,000			1.4b
1.5a	Supplemental Materials to Support Students	Supplemental Materials Including AVID- Purchase supplemental materials to support all including ELL's and students with disabilities through Multi- Tier Systems of Support; Academic, Behavioral and Social Emotional Learning such as but not limited to classroom supplies and supplemental programs, supplemental reading materials or supplemental math materials ect. As funds become available NTE- $20, 000 (Title 1)	All Students (K-6th Target ELL's and students with disabilities)	CAASPP, iReady, ELPAC, Local benchmarks, attendance, suspension rates	2594 Title I 4000-4999: Books And Supplies 1.5a
1.6b	Additional Services Tied Students Academic Behavior and Social Emotional Needs	Extra Services for Certificated Staff to work outside the contract day to support academics, behavior or social emotional needs. Such as but not limited to RTI, Joven Noble and Girasol. As funds become available NTE 10,000 (LCFF)	All Students (K-6th Target ELL's and students with disabilities)	CAASPP, iReady, ELPAC, Local benchmarks, attendance, suspension rates	3000 LCFF Supplemental Concentration 1000-1999: Certificated Personnel Salaries 1.6b
1.7b	Supplemental Equipment to Support Student Learning	Provide diverse access to update technology devices supporting the use of digital reading and math learning resources. Supplemental Equipment- As funds become available NTE 10,000 (LCFF)	All Students (K-6th Target ELL's and students with disabilities)	CAASPP, iReady, ELPAC, Local benchmarks, attendance, suspension rates	1325 LCFF Supplemental Concentration 4000-4999: Books And Supplies 1.7b
1.8b	Provide Professional Collaboration and Development	Provide Professional Collaboration and Development- Fund Classified Staff for Data Analysis/ Data Chats for teachers to analyze data from assessments more than three times a year. Administration and teachers will shared best instruction practices and strategies including strategies for ELL's and students with disabilities. Staff will continue with weekly collaboration ect. As times become available NTE- $35, 000 (LCFF)	All Students (K-6th Target ELL's and students with disabilities)	CAASPP, iReady, ELPAC, Local benchmarks, agenda and outcomes from data analysis	2000 LCFF Supplemental Concentration 2000-2999: Classified Personnel Salaries 1.8b
1.9a	Additional Services for English Language Lerners (ELL's) Tied Students Academic Behavior and Social Emotional Needs	Additional Services for compensation for additional support for English Language Learners (ELL's) Tied to students Academic, Behavior or social emotional need- Extra Services for Certificated Staff to work outside the contract day tied to students academic, behavior or social emotional needs- As funds become available NTE 10,000 (LCFF) (Title 1)	English Language Learners (ELL's)	CAASPP, iReady, ELPAC, Local benchmarks, attendance, suspension rates	1000 Title I 1000-1999: Certificated Personnel Salaries 1.9a

Annual Review

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

Analysis

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

(Goal 1 was written as Goal 2 in SPSA 2023-2024)
Throughout the school year, the staff and SSC members met and evaluated our SPSA plan and modified actions as needed.
2.1 - Yes, Grade level teacher data chats analysis was able to take place and review students data, teaching strategies and academic growth for all grade levels (TK-6th Grade).
2.2- Yes, students in grades 4th-6th had the opportunity to participate in tutoring for ELA and Math
2.3- Yes, teachers and staff participated in multiple conferences such as 64th Math Excellence Conference and multiple AVID Literacy Workshops.
2.4 - Yes, students and teachers participated in extended learning activities and visited multiple colleges such as College of the Desert and UC- Riverside
2.5- Yes, the site was able to conduct multiple Student Support Meetings during the academic school year 2023-2024.
2.6- Yes, the extra services were used to fund coordinators Science Fair, Literacy Week ect to support districtwide activities
2.7- Yes, site will continue to purchase supplemental materials to support students in (MTSS) Multi- Tier Systems of Support; Academic, Behavioral and Social Emotional Learning that may include classroom supplies and SEL calming supplies.
2.8- Yes, supplemental programs were used to purchase math reflex and support students literacy skills in mathematics.
2.9- Yes, the site was able to purchase multiple AVID supplemental materials to support students through Multi- Tier Systems of Support (MTSS); Academic, Behavioral and Social Emotional Learning.
2.10-Yes, funds were used to provide academic support in reading and math to low performing students
2.11- Funds were not used for 2.11b.
2.12-Funds were not used for 2.12b.
2.13-Yes, funds were used to purchase supplemental materials to support students learning and achievement
2.14-Yes, funds were used to purchase supplemental materials to support students learning and AVID supplies
VAPA - visual arts provided an incredible opportunity for students to draw, paint, design, and imagine new visual worlds. The visual and performing arts reflect our belief that all children should have access to challenging curriculum content, exhibit a high level of performance proficiency, and be prepared for the world of tomorrow.
Arts instruction at Westside Elementary allowed students to foster their creative and critical-thinking skills in keeping with the objectives of the new state standards. We heard from our students and families how VAPA fosters creativity and engagement. Our students attended and enjoyed showcasing their work yearly at the District's Events.

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

2.1b- LCFF Not all funds allocated were used, addendum created & approved 11/14/2024 move $3,000.00 from 2.1b to 2.4b LCFF funds to cover college field trips to provide engaging and enriching activities for our students. Action 2.4b is in the SPSA but did not have any funds allocated to it originally.
2.3a- Not all funds allocated were used addendum created & approved 3/18/2024 move $5,000.00 to to 2.14a to purchase students academic supplies which support students learning.
2.3a- Not all funds allocated were used addendum created and approved 3/18/ 2024 to move $900.00 were not used and moved to 3.1a to support learning parent engagement activities
2.5b- Not all funds were used addendum created & approved 12/20/2023 to move 2,350.00 to 2.7b and purchase student academic supplies
2.14a- 2022 23 Title I Carryover of 3,148.00 to cover Supplemental Materials: including AVID supplies - Purchase supplemental materials, to support students in academics, behavior, and/or social-emotional learning. Such as, but not limited classroom supplies for AVID supplies, supplemental reading materials, or supplemental math materials. DOES NOT NEED SSC APPROVAL SINCE THIS ACTION WAS ALREADY PRE-APPROVED AS FUNDS BECOME AVAIL.
An additional change in expenditures was that there was a certificated and classified salary increase for our personnel.

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 goal was Goal 2 in SPSA 2023-2024 and will be listed as Goal 1 for 2024-2025) Based on the data collected our team will be analyzing EL sub group data in ELA and Math to support our English Language Lerners (TK-6th).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Westside Elementary will work collaboratively with teachers, parents and staff members to implement a safe and positive welcoming environment to ensure a social emotional success for all students including ELL's, SED, SWD's.**

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goal 2: Provides equitable access to health and wellness to ensure social emotional and academic success.

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

> Identified Need:
> Current Data obtained from California Dashboard shows that 49.1% of students were chronically absent (described as 10% or more of the instructional days enrolled in school). The needs is student family and community outreach to assist with supports to overcome barriers for attendance. Quantitative data obtained determined that more than 20 parent and family engagement events and activities were implemented at Westside Elementary in an attempt to promote a welcoming health and wellness environment. There is still a need to build a school community that offers a climate and culture of safety of belonging. Our team will continue to work in partnership with our parents, staff and instructional leadership team to promote a safe, positive, and welcoming environment for all.
> (LCAP Goal aligned to Goal 2)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate TK – 8 (Priority 5)	Chronic Absenteeism 2023 CA School Dashboard All: 49.1%. (Red) EL: 50.0% (Red) LTEL: 50.0% (Red) HOM:0 % (N/A) FY: 0 % (N/A) SED: 49.9% (Red) SWD: 53.8 % (Red) 2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 38.20%	Chronic Absenteeism 2026 CA School Dashboard All: 10%(Green) EL:10 % (Green) LTEL:10 % (Green) HOM: 0% (N/A) FY: 0% (N/A) SED: 10% (Green) SWD:10% (Green)
Suspension Rate	2023 Suspension Rate	2026 Suspension Rate

(Priority 6)	CA School Dashboard All: 2.9% (Orange) EL: 2.2 % (Orange) LTEL: 2.2% (Orange) HOM:0 % (N/A) FY: 0 % (N/A) SED: 2.9% (Orange) SWD:1.3% (Orange)	CA School Dashboard All:0 % (Green) EL: 0 % (Green) LTEL: 0% (Green) HOM: 0% (N/A) FY: 0 % (N/A) SED: 0% (Green) SWD: 0 % (Green)
Expulsion Rate (Priority 6)	2023 Expulsion Rate: 0% DataQuest All: 0 % EL: 0% LTEL: 0 % HOM: 0 % FY: 0% SED: 0% SWD: 0 %	2026 Expulsion Rate: 0% DataQuest All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1, 2024 A. Regular Program School Attendance rate: 91.07% B. Special Education Program School Attendance rate: 85.38% C. Overall Average Attendance Rate: 88.22%	2026-27 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate: % B. Special Education Program School Attendance rate: % C. Overall Average Attendance Rate: %
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey- 84% (Spring 2024) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 84%	SEL - School Climate Survey- 100% (Spring 2027) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 100%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey- 86% (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: 86%	SEL - School Climate Survey- 100% (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 100%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey- 79% (Spring 2024) I feel safe at school. Strongly Agree/Agree: 79%	SEL - School Climate Survey- 100% (Spring 2027) I feel safe at school. Strongly Agree/Agree: 100 %

SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024)- 81% I have access to a safe place at school. Strongly Agree/Agree: 81 %	SEL - School Climate Survey- 100% (Spring 2027) I have access to a safe place at school. Strongly Agree/Agree:100%

Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
2.1b	Social Emotional Materials for Supplies	Social Emotional Materials and Supplies- Purchase supplies and materials that will support all students academic, behavioral, psychological and social emotional needs within the school learning environment. Items such as but not limited to supplies that promote calming and social emotional support. As funds become available NTE- $1,500	All Students (TK-6th Target ELL's and students with disabilities)	Qualitative & Quantitative Data Collection - California Dashboard- Attendance Data, Panorama Survey, LCAP	1175 LCFF Supplemental Concentration 4000-4999: Books And Supplies 2.1b
2.2b	Social Emotional Materials (SEL)	Social Emotional Materials (SEL)- Purchase supplies to improve school climate and safety such as emergency supplies and additional supplies etc. As funds become available NTE- $3, 500	All Students (TK-6th Target ELL's and students with disabilities)	Qualitative & Quantitative Data Collection - California Dashboard- Attendance Data, Panorama Survey, LCAP	1000 LCFF Supplemental Concentration 4000-4999: Books And Supplies 2.2b
2.3b	Positive Behavior Intervention Support (PBIS)	Funds to purchase Positive Behavior Intervention System (PBIS) and Social Emotional Learning (SEL) and Restorative Practices signage and materials that will promote a safe, positive, and welcoming environment to ensure the social-emotional success of all students and families. As funds become available NTE- 3, 500	All Students (TK-6th Target ELL's and students with disabilities)	Qualitative & Quantitative Data Collection - California Dashboard- Attendance Data, Panorama Survey, LCAP	3825 LCFF Supplemental Concentration 4000-4999: Books And Supplies 2.3b

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

(This goal was Goal 1 in SPSA 2023-2024)
Throughout the school year, the staff and SSC members met and evaluated our SPSA plan and modified actions as needed.
1.1 - Yes, Social Emotional Materials and Supplies were purchased. Team used supplies and materials that will support our students academic, behavioral, psychological and social emotional needs within the school learning environment. These programs were successful with assisting with restorative circles and social emotional learning for all students.
1.2 -Yes, supplies to improve school climate and safety such as emergency supplies were purchased. Team will continue to purchased and additional supplies to support all students.

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

(This goal was Goal 1 in SPSA 2023-2024 and will be Goal 2 in SPSA for 2024-2025)

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.

New Strategy- Funds will be used to purchase PBIS/ SEL school signage that will promote a safe, positive, and welcoming environment for all students and families. In addition the Girasol program will be added to the restorative circles curriculum.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Westside Elementary will strengthen parent and community partnerships through effective communication for student success.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 3.1 Strengthen parent and community partnerships through effective communication for student success.

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

Identified Needs:
Current Data obtained from Parent Square platform determined that 95% of our students' families are contactable. Our team identified that 16 families have not participated in Parent Square to receive district or school wide communication. Current Data shows that 38 (10%) out of 353 families have missing authorizations and need to update parent portal and contact information in ARIES. Currently 90% of our families have updated their contact information in the system. Our team will be providing support in this area. In addition, multiple families have also requested that, moving forward, information is translated from English to Spanish. This will strengthen communication with parents and will contribute to student success.
(LCAP Goal aligned to Goal 3)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Back to School Night	2023-24 Attendance at Back to School Night- 60%	2026-27 Attendance at Back to School Night- 80-100%
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops- 60%	2026-27 Attendance at Parent Liaison Workshops- 80-100%%
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal- 70%	2026-27 Attendance at Coffee with the Principal- 80-100%
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings:70%	2026-27 Attendance at ELAC Meetings- 80-100%

LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly.	Spring 2024 LCAP Family Survey 95% My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 95%	Spring 2027 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 100%
LCAP Family Survey My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 95%	Spring 2027 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree:100 %
LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 94%	Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 100%
LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 93%	Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree:100 %
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100 %
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 96%	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree:100%

Strategies/Activities

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

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
3.1a	Services to provide support to Families and Parents	Services to provide Support to Families and Parents- Fund extra duty for Classified Personnel, including parent Liaison to provide support to parents that may include Bilingual Workshops, Parent Family Nights, Academic Behavior, Attendance Workshops, AVID Workshops, Transformational Justice Events and more. Funds and cost may include academic materials to support this area.	All Students (TK-6th Target ELL's and students with disabilities)	Qualitative/ Quantitative- Google Survey Fall/ Spring LCAP Survey Data Collection Site Participation Attendance	2000 Title I 2000-2999: Classified Personnel Salaries 3.1a
3.2a	Family and Parent Involvement Supplies	Family and Parent Involvement Supplies- Fund parent involvement supplies that may include supplies and materials to support parent family nights, parent workshops and parent and family events.	All Students(TK-6th Target ELL's and students with disabilities)	Qualitative/ Quantitative- Google Survey Fall/ Spring LCAP Survey Data Collection Site Participation Attendance	500 Title I 4000-4999: Books And Supplies 3.2a

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

3.1- Yes, funds were used to support multiple Parent events: Bilingual Workshops, Parent Family Nights, Academic Behavior Workshops and AVID Workshops.
3.2 - Yes, our site did purchase parent involvement supplies to support parent engagement.
3.3- Yes, funds were used to support parent involvement supplies to support parent engagement.

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

District provided support with compensation, no changes were made.

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 using school data provided by community engagement department to measure parent/ staff participation.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Westside will provide professional learning to build the capacity of all staff to enhance learning.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Westside will provide diverse professional development opportunities for Certificated and Classified staff that will support lifelong learning and development for adults

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

Identified Needs:
Current Data obtained from Interactive Web Reports for the LCAP by Educational Partner Group identified that Westside staff would like to receive additional professional development in the following area below:

Certificated Staff:
* 42%(18) Academic standards and instructional materials
* 58%(25) Technology
* 58%(25) Supporting the learning needs and challenges of students
* 56%(24) Managing student behaviors
* 47%(20) Teaching strategies
* 26%(11) Other
LCAP Site Level Completion Reports were 100% participation and completion for Certificated Staff.

Classified Staff:
28% (9) Conflict Management
28% (9) Deescalation tactics
16% (5) Employee emotional needs
41% (13) Safety
25% (8) Other

LCAP Site Level Completion Reports were 100% participation and completion for Classified Staff.
(LCAP Goal aligned to Goal 4)

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at professional development opportunities offered during the work day.	Currently 80% of teachers regularly attend our Wednesdays PD's.	By 2027, regular attendance at Wednesday PD will increase 95%.
Implementation of instructional strategies introduced during PD.	Currently approximately 50% of teachers are implementing instructional strategies introduced during PD.	By 2027,70% implementation of agreed upon instructional strategies will increase to 95%

Attendance at supplemental professional offered outside the instructional day.	Currently 43% of teachers and staff attend supplemental PD outside the instructional day.	By 2027, 70% attendance at supplemental PD's will increase to 80%.
Exit survey after professional development to determine the likelihood of teachers implementation learned strategies.	No survey in place currently	By 2027, likely of teachers using learned strategies will be 85%.

Strategies/Activities

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

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
4.1a	Staff Professional Development	Staff Professional Development- Staff Development or Professional Collaboration. Provide diverse opportunities for certificated staff to attend conferences training/ conferences such as AVID, PBIS, CABE, Writing, Mathematics, Reading, Science, Technology, professional learning communities and learned skills through staff development ect. As funds become available NTE-$15,000 (LCFF)	(TK-6th EL and students with disabilities)	CAASPP, iReady, ELPAC, Local benchmarks, Documentation, Agenda and outcomes from data analysis	6000 Title I 1000-1999: Certificated Personnel Salaries 4.1a

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Goal 4 is a new goal

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

n/a

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$36,919.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$12,094.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $12,094.00

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 ($)
LCFF Supplemental Concentration	$24,825.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $24,825.00

Total of federal, state, and/or local funds for this school: $36,919.00

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

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Concentration	24,825.00
Title I	12,094.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,500.00
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	17,419.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Concentration	8,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Concentration	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental Concentration	14,325.00
1000-1999: Certificated Personnel Salaries	Title I	7,000.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	3,094.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,419.00
Goal 2	6,000.00
Goal 3	2,500.00
Goal 4	6,000.00

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
Dr. Melinda Gonzalez	Principal
Amanda Castrejon (Chair)	Parent or Community Member
Gracie Valle (Vice Chair)	Parent or Community Member
Norma Clemente (Parent)	Parent or Community Member
Carolina Moreno (Parent)	Parent or Community Member
Lindsey Frazer (Parent)	Parent or Community Member
Melanie Cabanting (Teacher)	Classroom Teacher
Lorie Robledo (Teacher)	Classroom Teacher
Zulma Hernandez (Alternate)	Other School Staff
Isabel Gaeta	Other School Staff
Vidal Tafoya (Educator)	Classroom Teacher

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
Maria Aban	English Learner Advisory Committee
	Other:

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

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

This SPSA was adopted by the SSC at a public meeting on: 4/24/2024

Attested:

Dr. Melinda Gonzalez
Principal Signature

Principal Name: Dr. Melinda Gonzalez   Date: April 24, 2024

Amanda M Castrejon
SSC President Signature

SSC President: Amanda M Castrejon   Date: 4/24/2024