



School Plan for Student Achievement (SPSA) Template

[Addendum 1](#): Regulatory requirements [Addendum 2](#): General instructions.

[Appendix A](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#)

School Name	Westside Elementary		
CDS Code	33736766032841		
Revision Date			
Contact Name and Title	Dr. Timothy Steele Principal	Email and Phone	tsteele@cvusd.us 760-399-5171
The District Governing Board approved this revision of the SPSA on			

THE STORY: Briefly describe the students and community and how the school serves them.

Principal's Message

Westside Elementary School is located in the Vista Santa Rosa community, in the city of Thermal, and serves students in grades transitional kindergarten through six following a traditional calendar. Westside Elementary School offers an all-day kindergarten program. A strong academic program is provided to every student in a nurturing environment that fosters student achievement

At the beginning of the 2017-18 school year, 498 students were enrolled, including 14.7% students with disabilities, 49.8% English Language Learners, and 84.9% socioeconomically disadvantaged.

Mission Statement

The mission of Westside Elementary School is to collaborate with all stakeholders in providing a positive environment of high expectations through rigorous curriculum and data driven instruction in which every student will attain or exceed academic proficiency thus realizing their full potential in becoming productive and responsible citizens.

Vision Statement

All students at Westside Elementary School are empowered to strive for excellence academically, socially and emotionally in a safe and supportive atmosphere. Our dedicated staff operates with integrity to challenge students in achieving their maximum potential.

SPSA Highlights: Identify and briefly summarize the key features of this year's SPSA.

Single Plan for Student Achievement - Plan unico para el rendimiento estudiantil

Highlight #1

TK - 6th Grade: All students will receive high standards of instruction in English Language Arts, English Language Development, Writing, and Math by creating regular constructive collaborative planning time to continue building school-wide awareness of Common Core Standards, best practices, and teacher created assessments mirroring the CAASPP.

Kinder - 6to Grado: Todos los estudiantes recibirán altos estándares de instrucción en Artes del Lenguaje Inglés, Desarrollo del Idioma Inglés, Escritura y Matemáticas mediante la creación de tiempo constructivo de planificación colaborativa para continuar creando conciencia en toda la escuela de los Estándares Básicos Comunes, las mejores prácticas y el maestro evaluaciones creadas que reflejan el CAASPP.

Highlight #2

Maintain a safe environment, conducive for learning for students and staff.

Mantener un ambiente seguro, propicio para el aprendizaje de los estudiantes y el personal.

Highlight #3

Westside Elementary School will collaborate with parents, teachers, students, support staff, and community members to support student academic success and College, Career, and Citizenship readiness. Collaboration between school and home continues to be critical as we continue to implement Common Core State Standards. We will provide multiple opportunities to collaborate with parents to support our movement towards all students meeting or exceeding standards school-wide as measured by the CAASPP.

La escuela primaria Westside colaborará con padres, maestros, estudiantes, personal de apoyo y miembros de la comunidad para apoyar el éxito académico de los estudiantes y la preparación para la universidad, la carrera profesional y la ciudadanía. La colaboración entre la escuela y el hogar continúa siendo fundamental a medida que continuamos implementando los Estándares Estatales Básicos Comunes. Brindaremos múltiples oportunidades para colaborar con los padres a fin de apoyar nuestro movimiento hacia todos los alumnos que cumplan o superen los estándares de toda la escuela, según lo medido por el CAASPP.

Additional Highlights for the coming year:

In addition to the items above, Westside Elementary will focus and grow the following elements:

- * AVID as an ongoing focus: Training for certificated staff in researched based AVID instructional strategies for all content areas with an emphasis on note-taking via the Three Column Note-Taking, Writing across all curriculum, Academic Language with an emphasis on Writing, Literacy, and Math.
- * On-site Professional Development to support implementing AVID instructional strategies and writing strategies into the classroom.
- * In conjunction with support from CWA via the Compadres Network, provide professional Development for certificated and classified staff on how to establish a nurturing positive learning environment in the classroom and supporting a positive school climate. This includes PBIS and MTSS efforts.
- * Parent Workshops in partnership with PLATA, we will be offering parenting classes in the following areas: Positive Parenting, Creating Confident Kids, Improved Communication, Structure Supports for Success, Practice for Success, What Children Need to Succeed, Parents Engaged for Academic Success.

Además de los elementos anteriores, Westside Elementary enfocará y aumentará los siguientes elementos:

- * Capacitación para personal certificado en estrategias de instrucción AVID basadas en investigación para todas las áreas de contenido con énfasis en Nota enfocada Toma, escritura, lenguaje académico y alfabetización, y matemáticas.
- * Desarrollo profesional en el lugar para apoyar la implementación de estrategias de instrucción AVID y estrategias de escritura en el aula.
- * Desarrollo profesional para personal certificado y clasificado sobre cómo establecer un ambiente de aprendizaje positivo en el entorno Aula y apoyando un clima escolar positivo.
- * Talleres para padres se ofrecerán en las siguientes áreas:

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Presented through the data below we can see that we have experienced growth in ELA in all grade levels. If you look closely you will see that over the years, the growth has been incremental and steady and then last year it shot up. We contributed this growth the the new Wonders program with the lens that it more resembles and represents Common Core standards than any other previous program.

Westside Elementary										
Longitudinal Cohort Analysis										
ELA										
Cohort Grade 2017-2018	(Year - 3) DF3	(Year - 2) DF3	(Year - 1) DF3	2017-2018 DF3	Trend	(Year - 3) % Met or Exceeded	(Year - 2) % Met or Exceeded	(Year - 1) % Met or Exceeded	2017-2018 % Met or Exceeded	Trend
Grade_4	-	-	-89.63	-73.06		-	-	14%	23%	
Grade_5	-	-78.40	-79.45	-66.45		-	14%	19%	24%	
Grade_6	-90.22	-81.45	-70.66	-41.51		14%	22%	24%	38%	

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Presented through the data below we can see that the area of math is our greatest need. We can see a slow and steady decline over the years and then a plummet in grades 5 and 6. We contribute this decline to a lack of focus on math over the last year and teacher excessive absences.

Math										
Cohort Grade 2017-2018	(Year - 3) DF3	(Year - 2) DF3	(Year - 1) DF3	2017-2018 DF3	Trend	(Year - 3) % Met or Exceeded	(Year - 2) % Met or Exceeded	(Year - 1) % Met or Exceeded	2017-2018 % Met or Exceeded	Trend
Grade_4	-	-	-61.36	-66.29		-	-	24%	22%	
Grade_5	-	-48.35	-59.47	-112.24		-	24%	19%	5%	
Grade_6	-59.39	-59.49	-97.17	-115.86		21%	20%	12%	13%	

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Based on the data below we can identify significant performance gaps in math for all subgroups and specifically our SED group which makes up the chief percentage of our students. To address this need the site is beginning to implement a mandatory intentional math intervention time that will address the needs of all our learners. We are looking to follow the model of prescribed designated learning for 30 minutes each day to support and sustain the integrated content grade level learning skills. We are using the MTSS mindset as we understand it with and ALL means ALL mentality and customizing the learning choices for our students. For ELA we still see evidence of our Migrant student struggling to master our grade-level content. It is our intention to support all these students with a direct focus on Writing which includes and is not limited to language conventions. We will continue to support our Migrant and EL population through our designated and integrated English Language Development.

PERFORMANCE GAPS

Student Subgroups	Westside Elementary											
	Total											
	ELA						Math					
	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded
All	-55.95	-73.24	17.29	Yellow	30%	21%	-85.21	-85.46	0.25	Orange	18%	16%
EL	-103.81	-110.84	7.03	Orange	9%	4%	-121.93	-119.49	-2.44	Red	7%	7%
SPED	-148.49	-170.26	21.77	Orange	2%	0%	-177.06	-174.54	-2.52	Red	0%	2%
SED	-68.13	-75.93	7.81	Yellow	25%	19%	-98.15	-87.29	-10.87	Red	14%	15%
Migrant	-95.20	-95.75	0.55	Red	0%	8%	-125.00	-137.67	12.67	Orange	0%	0%
Read 180	-105.40	-	-	-	7%	-	-115.82	-	-	-	7%	-
Dual Language	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	-189.00	-	-	-	0%	-	-286.00	-	-	-	0%	-
Asian	0.00	-	-	-	0%	-	-64.00	-	-	-	0%	-
Black or African American	-	-	-	-	-	-	-	-	-	-	-	-
Filipino	-	76.00	-	-	-	100%	-	-92.00	-	-	-	0%
Hispanic or Latino	-54.40	-74.03	19.62	Yellow	31%	20%	-83.21	-85.44	2.23	Orange	19%	16%
Two or More Races	-167.00	-	-	-	0%	-	-271.00	-	-	-	0%	-
White	-111.00	-50.25	-60.75	Red	0%	25%	-150.00	-85.75	-64.25	Red	0%	25%

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

Although we have shown some growth in the area of ELA, our scores continue to reflect low performance in respect to DF3 due to a small increase in percentage proficient from 21% down to 30% in spring, most notably in our Migrant subgroup dropped. Westside Elementary will increase or improve services for low-income students, and English learners, in the following ways:

- * Increased and extended number of instructional rounds to be conducted in K-6 levels with a focus on writing and literacy across content areas
- * Conduct staff meeting that address and support efforts around writing and literacy.
- * Parent Liaison and Parent Center Efforts: We will provide parent workshops on the following topics: Restorative practices/PBIS, Digital Citizenship, increase efforts towards Reclassification, Writing, and Social Emotional Learning via in-class and grade level presentations. Positive Parenting, Creating Confident Kids, Improved Communication, Structure Supports for Success, Practice for Success, What Children Need to Succeed, Parents Engaged for Academic Success.
- * Provide Professional Development for certificated staff in fostering an academic language rich learning environment, writing strategies, and training in research based AVID instructional strategies in all content areas.
- * Provide Professional Development focused on a positive classroom learning environment and a positive school climate.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION**AMOUNT**

Title I 2018-19 Preliminary Allocation

\$18,988

LCFF S/C Funding

\$20,243

Other funding: 2017-18 Title I Carry-over (15% allowable)

\$131

Other funding: 2018-19 Title I District Parent Involvement

\$2,753

\$42,115

Total Projected funding for SPSA 2018-19

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 1

Increase student achievement and other pupil outcomes to prepare all students for college, career and citizenship in the 21st Century.

1 X 2 3 X 4 5 6 X 7 X 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework</p> <p>II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.</p> <p>III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 3</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>*Last year, this survey was administered with just the Leadership Team at the Summer Training. This year's survey reflects the average of all the input received from all staff at a regular staff meeting.</p> <p>I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 1 History- Social Science: 1</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole:</p> <p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p> <p>VI. EL access to Common Core and ELD Standards.</p>	<p>ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science:3</p> <p>IV. Progress Implementing other adopted academic standards: CTE: N/A Health: 1 Education: 1 PE: 1 VAPA:N/A World Lang: N/A</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 3</p> <p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 3</p>	<p>ELD (Aligned to ELA Standards): 3 Math CCSS: 2 Science NGSS: 1 History- Social Science: 1</p> <p>IV. Progress Implementing other adopted academic standards: CTE: N/A Health: 1 Education:1 PE: 1 VAPA:N/A World Lang: N/A</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 2</p> <p>B) Identifying professional learning needs for individual teachers and staff: 2</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p>
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded percentages & placement on CA 5 by 5 Grid)</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p>	<p>ELA: All Students: 26% English Learners: 9% R-FEPs: 60% Migrant: 14 % Socioeconomically Disadvantaged: 27% Hispanic/Latino: 26 % Students with disabilities: 7%</p> <p>MATH: All Students: 20% English Learners: 13 % R-FEPs: 39% Migrant: 7% Socioeconomically Disadvantaged: 23% Hispanic/Latino: 23 % Students with disabilities: 9%</p> <p>D. EL progress: 57%</p> <p>E. EL reclassification: 16%</p>	<p>ELA: All Students: 26.2% English Learners: 29.1% R-FEPs: 63.1% Migrant: 33.3% Socioeconomically Disadvantaged: 26.2% Hispanic/Latino: 26.7% Students with disabilities: 2.8%</p> <p>MATH: All Students: 18.4% English Learners: 8.5% RFEPs: 36.4% Migrant: 0% Socioeconomically Disadvantaged: 18.4% Hispanic/Latino: 21.6% Students with disabilities: 0%</p> <p>D. EL progress: %</p> <p>E. EL reclassification: 11.4%</p>
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5by5 Grid</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -66.6</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -56.0</p>

Metric/Indicator**Expected Outcomes****Actual Outcomes**

Change: Increased
Points change: 7

Math Color: Yellow
Status: Low
Distance/points from 3: -80.2
Change: Increased
Points change: 5

2) English Learners:

ELA Color: Orange
Status: Low
Distance/points from 3: -64.2
Change: Increased
Points change: 7

Math Color: Yellow
Status: Low
Distance/points from 3: -80.0
Change: Increased
Points change: 5

3) Migrant:

ELA Color: ____
Status: _____
Distance/points from 3: ____
Change: Increased
Points change: ____

Math Color: ____
Status: _____
Distance/points from 3: ____
Change: _____
Points change: ____

Change: Increased Significantly
Points change: +17.3

Math Color: Orange
Status: Low
Distance/points from 3: -85.2
Change: Maintained
Points change: +0.25

2) English Learners:

ELA Color: Orange
Status: Very Low
Distance/points from 3: -103.8
Change: Increased
Points change: +7.03

Math Color: Red
Status: Very Low
Distance/points from 3: -121.9
Change: Maintained
Points change: -2.44

3) Migrant:

ELA Color: Red
Status: Very Low
Distance/points from 3: -95.2
Change: Maintained
Points change: +0.55

Math Color: Orange
Status: Very Low
Distance/points from 3: -125
Change: Increased
Points change: +12.67

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -68.6 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -75 Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -66 Change: Increased Points change: 7</p> <p>Math Color: Orange Status: Low Distance/points from 3: -74.4 Change: Increased Points change: 5</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -154 Change: Increased Points change: 7</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Very Low Distance/points from 3: -68.1 Change: Increased Points change: +7.81</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -98.15 Change: Decreased Points change: -10.87</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -54.4 Change: Increased Significantly Points change: +19.62</p> <p>Math Color: Orange Status: Low Distance/points from 3: -83.2 Change: Maintained Points change: +2.23</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -148.5 Change: Increased Significantly Points change: +21.77</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Math Color: Yellow Status: Very Low Distance/points from 3: -154.9 Change: Increased Points change: 7	Math Color: Red Status: Very Low Distance/points from 3: -177.1 Change: Decreased Points change: -2.52

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1A. Staff Development and Professional Collaboration Aligned with Standards-Based Instructional Materials: Provide time for teachers to analyze data from assessments, share best first instruction, and plan collaboratively. Costs for consultants, extra services, stipends and substitutes. \$10,000 Title I	1A. Professional Development was provided for ELA, Math & ELD. We hired a consultant to work with teachers on standards based planning where teachers reviewed student data, discussed intervention, and planned instruction for future assessments.	1A. 5000-5999: Services And Other Operating Expenditures Title I 9,500	1A. 5000-5999: Services And Other Operating Expenditures Title I 5,398
1B. Targeting Services and Programs to Lowest Performing Student Groups: Provide supplemental academic support to support to low achieving students. Costs for substitute teacher to support classroom teacher. \$12,303 Title I / LCFF S/C	1B. Teachers were able to provide intervention to students performing below grade level, while substitute teachers provided enrichment to students at or above grade level.	1A. 1000-1999: Certificated Personnel Salaries Title I 500	1A. 1000-1999: Certificated Personnel Salaries 3,983
1C. Staff Development and Professional Collaboration Aligned with Standards-Based Instructional Materials: Provide opportunities for certificated and classified personnel to attend conferences/trainings and share gained skills through staff development. \$3,000 Title 1 &	1C. Administration provided staff development for teachers every other Wednesday on the topics of Lexia/ RAPID, Writing, technology, standards based planning and mathematics. We also trained teachers on administering CAASPP and ELPAC	1B. 1000-1999: Certificated Personnel Salaries Title I 12,303	1B. 1000-1999: Certificated Personnel Salaries Title I 12,503
		1C 5000-5999: Services And Other Operating Expenditures LCFF 3,000	1C 5000-5999: Services And Other Operating Expenditures LCFF 2,871
		1D 5700-5799: Transfers Of Direct Costs LCFF 8,000	1D 5700-5799: Transfers Of Direct Costs 5,031
		1E. 1000-1999: Certificated Personnel Salaries LCFF 4,000	1E. 1000-1999: Certificated Personnel Salaries LCFF 4,000
		1F. 1000-1999: Certificated Personnel Salaries LCFF 1,500	1F. 1000-1999: Certificated Personnel Salaries LCFF 0
		1G. 1000-1999: Certificated Personnel Salaries LCFF 6,348	1G. 1000-1999: Certificated Personnel Salaries LCFF 6,348

Planned Actions/Services	Actual Actions/Services
<p>LCFF S/C</p> <p>1D. Extended Learning Time: Provide opportunities for students to receive enrichment through California State Common Core Standards based activities (i.e. Assemblies/Field Trips. \$3,500 Title 1 / LCFF S/C - as funds become available</p> <p>1E. Any additional Services Tied to Student Academic Needs: A Student Study Team comprised of Administration, Teachers, and a Special Education Representative will work collaboratively with parents to identify academic needs of targeted students. The team will create an individual intervention plan to monitor student progress. Substitutes will be provided to cover classroom so teachers can attend meeting and provide additional support. \$4,000 LCFF S/C</p> <p>1F. Any additional Services Tied to Student Academic Needs: Extra Services costs for Coordinators for History Day, Science Fair, Author's Fair, Spelling Bee, Math Field Day and GATE. \$1,500 LCFF S/C</p> <p>1G. Targeting Services and Programs to Lowest Performing</p>	<p>assessments. Some teachers attended various trainings offered by RCOE and SBCOE. We also had a handful of teachers attend the AVID training over the summer.</p> <p>1D. Every grade level had the opportunity to engage their learners in enrichment activities based on content standards through assemblies and field trips.</p> <p>1E. Student Study Teams met regularly to discuss/meet with parents and all stakeholders to review student behavioral and/or academic concerns. Monies were used to pay for substitute teachers.</p> <p>1F. Extra services were offered to Certificated employees to assist the school in their service as a coordinator of different extension activities such as, but not limited to, Science Fair, Spelling Bee, Math Field Day, etc.</p> <p>1G. Monies were used to pay for</p>

Proposed
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Student Groups: Provide supplemental academic support to support to low achieving students. Costs for substitute teacher to support classroom teacher. \$6,348 Title 1 & LCFF S/C - as funds become available.</p>	<p>substitute teachers to assist and support small group instruction in the classroom. Teachers were able to then target specific students in a small group setting.</p>		

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Overall, for the actions of Goal 1, we provided teachers with opportunities to engage in professional development to support student achievement. In addition, we worked with parents towards this goal through the use of our SST teams. This was done during the instructional day. Furthermore, teachers were given instructional support with the intent to provide intervention and extension activities for students using web-based and other programs for both ELA and Math.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.</p>	<p>The services and actions provided increased achievement in Westside’s overall ELA CAASPP scores. Our DF3 increased 17.29 in all subgroups.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>To ensure availability of funds in Title 1 which’s is more restrictive. \$2,926.00 of the allocation for Goal 1.1a was paid out of LCFF. More substitutes were needed to accommodate the training dates. Goal 1.1f, Extra Services costs for Coordinators for History Day, Science Fair, Author's Fair, Spelling Bee, Math Field Day and GATE. \$1,500 was paid from discretionary funds to ensure availability of funds in LCFF.</p>
<p>Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.</p>	<p>The changes in allocations were approved by SSC to address the goals or actions in our 2017-18 SPSA after discussion through needs assessment.</p>

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 2

Improve conditions of learning in a fiscally solvent and operationally efficient manner.

X	1	2	3	4	5	6	7	8
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ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes	
<p>State Priority: 1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated Good with 93%</p> <p>Restrooms: Rated Fair with 84%</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated with %</p> <p>Restrooms: Rated with %</p>	
Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Redacted area]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

[Redacted area]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Redacted area]

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

[Redacted area]

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 3

Increase engagement and collaboration among students, parents, staff and community members.

1 2 X 3 4 X 5 X 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority:3- Parental Involvement</p> <p>A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>B) Seeking input from parents in decision making:</p> <p>C) Promoting Parental Participation:</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades 5 for at least 82 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC, ELAC, and FIAT.</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades 5 for at least 82 families.</p> <p>B) Seeking input from parents in decision making: We met quorum for at least 6 times a year for the following parent committees: SCC, ELAC, and FIAT.</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>
<p>State Priority: 5-Pupil Engagement</p> <p>A. School Attendance</p> <p>B. Chronic Absenteeism</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 95%</p> <p>B. Chronic Absenteeism rate: 11.8%</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 95.44%</p> <p>B. Chronic Absenteeism rate: 9.10%</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>6-School Climate</p> <p>A. Pupil suspension rate</p> <p>B. Pupil expulsion rate</p> <p>C. California Healthy Kids School Survey</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 1.0%</p> <p>B. Pupil expulsion rate: 0%</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 2.0%</p> <p>B. Pupil expulsion rate: 0%</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1A. Provide extra services for teachers to provide workshops to parents in all academic areas. \$500 Title I</p> <p>1B. Provide extra services for classified staff to provide child care and extra service hours for Parent Liaison to support parent engagement. \$2,226 Title I</p> <p>1C. Costs for materials sent to print shop to support parent engagement workshops. \$200 Title I & LCFF S/C</p>	<p>1A Teachers who participated in Parent workshops received extra services for the time that took place outside of the instructional day.</p> <p>1B - Child care was provided for all our parents during all our parent engagement workshops or events.</p> <p>1C Materials printed for our parent engagement were all created onsite. The print shop was not utilized</p>	<p>1A. 1000-1999: Certificated Personnel Salaries Title I 500</p> <p>1B. 2000-2999: Classified Personnel Salaries Title I 2,226</p> <p>1C. 5700-5799: Transfers Of Direct Costs Title I 200</p>	<p>1A. 1000-1999: Certificated Personnel Salaries Title I 0</p> <p>1000-1999: Certificated Personnel Salaries Title I 2,615</p> <p>1C. 5700-5799: Transfers Of Direct Costs Title I 201</p>

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions were implemented as described above.

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

Through concerted efforts district-wide and school-wide, we were able to decrease our chronic absenteeism rate to 9.1% (district average is 12.3%), and increase our average attendance rate to 95.44%, which is above the district-wide average of 94.89%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3.1a Funds allocated for certificated was not used due to FIAT stipend for Certificated for family involvement activities.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

There were no changes made to this goal.

Stakeholder Engagement

SPSA Year

2018–19

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

The SPSA was reviewed in detail at the first School Site Council Meeting which consisted of parents, teachers, and staff members on September 18, 2018.

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

How did these stakeholders impact the SPSA for the upcoming year?

Various opportunities are given to staff, parents, and community members to share input on the needs of the site based on shared data and observations. Input was shared by site administration and visa versa with School Site Council for advice on actions/services included in the SPSA.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dr. Timothy Steele	X				
Rosalba Estrada		X			
Lori Hull		X			
Jose Paz		X			
Tara Hinch			X		
Erika Magana				X	
Carlos Paiz				X	
Natalie Baeza				X	
Rosa Bustamante				X	
Maria Aban				X	
Numbers of members of each category:	1	3	1	5	

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

X New	Modified	Unchanged
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Goal 1

LEA Goal: Increase student achievement and other pupil outcomes to prepare all students for college, career and citizenship in the 21st Century.
School Goal: Increase student achievement and other pupil outcomes to prepare all students for college, career and citizenship in the 21st Century.

State and/or Local Priorities Addressed by this goal:

STATE	1	X 2	3	X 4	5	6	X 7	X 8
COE	9	10						
LOCAL								

Identified Need

In reviewing CAASPP and district benchmark assessments, a high percentage of students are performing below grade level in ELA & Math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator		X Modified	Modified
	Baseline	2017-18	Unchanged	Unchanged
			2018-19	2019-20
State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard. CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability. I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school	2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale. Rate your school
	I) Professional Development: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3	I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3	I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4	I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4

	Baseline reflects most recent data from associated metric/indicator		X Modified Unchanged	Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>and/or curriculum framework</p> <p>II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.</p> <p>III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole:</p>	<p>Science NGSS: 3 History- Social Science: 3</p> <p>II. Instructional Materials: ELA CCSS: 1 ELD (Aligned to ELA Standards): 1 Math CCSS: 2 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 2 Science NGSS: 1 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: (N/A for Elementary) CTE: N/A Health: 1 Education: 1 PE: 1 VAPA: N/A World Lang: N/A</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 3</p>	<p>Science NGSS: 2 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 3</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science:3</p> <p>IV. Progress Implementing other adopted academic standards: CTE: N/A Health: 1 Education: 1 PE: 1 VAPA:N/A World Lang: N/A</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 3</p>	<p>Science NGSS: 3 History- Social Science: 3</p> <p>II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 2 History- Social Science: 4</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science:4</p> <p>IV. Progress Implementing other adopted academic standards: CTE: N/A Health: 2 Education:2 PE: 2 VAPA: N/A World Lang:N/A</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 4</p>	<p>Science NGSS: 3 History- Social Science: 3</p> <p>II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 5</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 4 History- Social Science: 5</p> <p>IV. Progress Implementing other adopted academic standards: CTE: N/A Health: 3 Education: 3 PE: 3 VAPA: N/A World Lang: N/A</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 5</p>

	Baseline reflects most recent data from associated metric/indicator		X Modified Unchanged	Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p> <p>VI. EL access to Common Core and ELD Standards.</p>	<p>B) Identifying professional learning needs for individual teachers and staff: 2</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p>	<p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 3</p>	<p>B) Identifying professional learning needs for individual teachers and staff: 4</p> <p>C) Providing support for teachers on standards they have not mastered:4</p>	<p>B) Identifying professional learning needs for individual teachers and staff: 5</p> <p>C) Providing support for teachers on standards they have not mastered:5</p>
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded percentages & placement on CA 5 by 5 Grid)</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. 2016-2017 SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA:</p> <p>All Students 20.9%</p> <p>English Learners 3.4%</p> <p>R-FEPs 54%</p> <p>Migrant 8.3%</p> <p>Socioeconomically Disadvantaged 21.0%</p> <p>Hispanic/Latino 20.6%</p> <p>Students with disabilities 0%</p> <p>MATH:</p> <p>All Students 16.4%</p> <p>English Learners 6.7%</p> <p>R-FEPS 33.3%</p> <p>Migrant 0%</p> <p>Socioeconomically Disadvantaged 16.5%</p> <p>Hispanic/Latino 16.3%</p> <p>Students with disabilities 2.2%</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA:</p> <p>All Students 26%</p> <p>English Learners 9%</p> <p>R-FEPs - 60%</p> <p>Migrant 14 %</p> <p>Socioeconomically Disadvantaged 27%</p> <p>Hispanic/Latino 26 %</p> <p>Students with disabilities 7%</p> <p>MATH:</p> <p>All Students 20%</p> <p>English Learners 13 %</p> <p>RFEPs 39%</p> <p>Migrant 7%</p> <p>Socioeconomically Disadvantaged 23%</p> <p>Hispanic/Latino 23 %</p> <p>Students with disabilities 9%</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA:</p> <p>All Students: 30.2%</p> <p>English Learners: 34%</p> <p>R-FEPs: 65%</p> <p>Migrant: 38%</p> <p>Socioeconomically Disadvantaged: 30%</p> <p>Hispanic/Latino: 32 %</p> <p>Students with disabilities: 10%</p> <p>MATH:</p> <p>All Students: 22%</p> <p>English Learners: 12%</p> <p>RFEPs: 40%</p> <p>Migrant: 10%</p> <p>Socioeconomically Disadvantaged: 22%</p> <p>Hispanic/Latino: 25%</p> <p>Students with disabilities: 3%</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA:</p> <p>All Students: 35.2%</p> <p>English Learners: 39%</p> <p>R-FEPs: 68%</p> <p>Migrant: 42%</p> <p>Socioeconomically Disadvantaged: 34%</p> <p>Hispanic/Latino: 34%</p> <p>Students with disabilities: 14%</p> <p>MATH:</p> <p>All Students: 27%</p> <p>English Learners: 15%</p> <p>RFEPs: 46%</p> <p>Migrant: 15%</p> <p>Socioeconomically Disadvantaged: 26%</p> <p>Hispanic/Latino: 30%</p> <p>Students with disabilities: 7%</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	Modified Unchanged
	Baseline		2018-19	2019-20
<p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p>	<p>D. EL progress: 50.7%</p> <p>E. EL reclassification: 9.7%</p>	<p>D. EL progress: 57%</p> <p>E. EL reclassification: 16%</p>	<p>D. EL progress: 64%</p> <p>E. EL reclassification: 23%</p>	<p>D. EL progress: 69%</p> <p>E. EL reclassification: 26%</p>
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5by5 Grid</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>2015-2016 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -75.1 Change: Increased Points change: 8.3</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -79.5 Change: Increased Points change: 5.5</p> <p>2016-2017 Placement on 5 by 5 Grid:</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid:</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid:</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid:</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	X Modified Unchanged	X Modified Unchanged	Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
	<p>1) All Students:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -73.6 Change: Maintained Points change: 2.3</p> <p>Math Color: Orange Status: Low Distance/points from 3: -85.2 Change: Decreased Points change: -3.2</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -73.7 Change: Increased Points change: 14.3</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -80.8 Change: Increased Points change: 6.1</p> <p>3) Migrant:</p> <p>ELA Color: ____ Status: _____ Distance/points from 3: ____ Change: _____ Points change: ____</p> <p>Math Color: ____ Status: _____ Distance/points from 3: ____ Change: _____ Points change: ____</p>	<p>1) All Students:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -66.6 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -80.2 Change: Increased Points change: 5</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -64.2 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -80.0 Change: Increased Points change: 5</p> <p>3) Migrant:</p> <p>ELA Color: ____ Status: _____ Distance/points from 3: ____ Change: Increased Points change: ____</p> <p>Math Color: ____ Status: _____ Distance/points from 3: ____ Change: _____ Points change: ____</p>	<p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -50 Change: Increased Points change: 5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -80 Change: Increased Points change: 5</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -93 Change: Increased Points change: 10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -116.93 Change: Increased Points change: 5</p> <p>3) Migrant:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -90 Change: Increased Points change: 5</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -115 Change: Increased Points change: 10</p>	<p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -45 Change: Increased Points change: 5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -75 Change: Increased Points change: 5</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -88 Change: Increased Points change: 5</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -111.93 Change: Increased Points change: 5</p> <p>3) Migrant:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -85 Change: Increased Points change: 5</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -105 Change: Increased Points change: 10</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	Modified Unchanged
	Baseline		2018-19	2019-20
C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -76.6 Change: Increased Points change: 9</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -80.6 Change: Increased Points change: 6.4</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: --73.9 Change: Increased Points change: 9.4</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -79.4 Change: Maintained Points change: 4.9</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -161 Change: Increased</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -68.6 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -75 Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -66 Change: Increased Points change: 7</p> <p>Math Color: Orange Status: Low Distance/points from 3: -74.4 Change: Increased Points change: 5</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -154 Change: Increased Points change: 7</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -63 Change: Increased Points change: 5</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -93 Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -49.40 Change: Increased Points change: 5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -78.21 Change: Increased Points change: 5</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -143.49 Change: Increased Points change: 5</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -58 Change: Increased Points change: 5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -88 Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -44.40 Change: Increased Points change: 5</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -73.21 Change: Increased Points change: 5</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -138.49 Change: Increased Points change: 5</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
	Points change: 14.5 Math Color: Yellow Status: Very Low Distance/points from 3: -161.9 Change: Increased Significantly Points change: 23.3	Math Color: Yellow Status: Very Low Distance/points from 3: -154.9 Change: Increased Points change: 7	Math Color: Orange Status: Very Low Distance/points from 3: -170 Change: Increased Points change: 7	Math Color: Orange Status: Very Low Distance/points from 3: -163 Change: Increased Points change: 7

PLANNED ACTIONS / SERVICES

Action **1**

ACTIONS/SERVICES

Amount	\$8,231
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Staff Development and Professional Collaboration Aligned with Standards-Based Instructional Materials: Provide time for teachers to analyze data from assessments, share best first instruction, and plan collaboratively. Costs for consultants, extra services, stipends and substitutes.
Amount	\$5,700
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Targeting Services and Programs to Lowest Performing Student Groups: Provide supplemental academic support to support to low achieving students. Costs for substitute teacher to provide support.
Amount	\$5,000
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Staff Development and Professional Collaboration Aligned with Standards-Based Instructional Materials: Provide opportunities for certificated and classified personnel to attend conferences/trainings and share gained skills through staff development.

PLANNED ACTIONS / SERVICES

Amount	\$4,000
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Any additional Services Tied to Student Academic Needs: A Student Study Team comprised of Administration, Teachers, and a Special Education Representative will work collaboratively with parents to identify academic needs of targeted students. The team will create an individual intervention plan to monitor student progress. Substitutes will be provided to cover classroom so teachers can attend meeting and provide additional support.
Amount	\$1,500
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Any additional Services Tied to Student Academic Needs: Extra Services costs for Coordinators for History Day, Science Fair, Author's Fair, Spelling Bee, Math Field Day and GATE.
Amount	\$9,343
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Targeting Services and Programs to Lowest Performing Student Groups: Provide supplemental academic support to support to low achieving students. Costs for substitute teacher to support classroom teacher.
Amount	\$2,247
Source	Title I 3010
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Staff Development and Professional Collaboration Aligned with Standards-Based Instructional Materials: Provide opportunities for certificated and classified personnel to attend conferences/trainings and share gained skills through staff development.
Amount	\$2,941
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Targeting Services and Programs to Lowest Performing Student Groups: Provide supplemental academic support to support to low achieving students. Costs for substitute teacher to support classroom teacher.
Amount	0
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Extended Learning Time: Provide opportunities for students to receive enrichment through California State Common Core Standards based activities (i.e. Assemblies/Field Trips.) As funds become available \$3,500.00

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	Modified	X	Unchanged
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Goal 2

LEA Goal: Improve conditions of learning in a fiscally solvent and operationally efficient manner.
School Goal: Improve conditions of learning in a fiscally solvent and operationally efficient manner.

State and/or Local Priorities Addressed by this goal:

STATE	X	1	2	3	4	5	6	7	8
COE		9	10						
LOCAL									

Identified Need

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STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
 SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

Page 6 of 6

SCHOOL DISTRICT/COUNTY/OFFICE OF EDUCATION Coachella Valley USD		COUNTY Riverside
SCHOOL SITE Westside Elementary School		SCHOOL TYPE (GRADE LEVELS) Elementary (K-6)
INSPECTOR'S NAME Rafael Torres		NUMBER OF CLASSROOMS ON SITE 32
INSPECTOR'S TITLE Project Manager		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Tom Virgilio
TIME OF INSPECTION 10:30 a.m.		WEATHER CONDITION AT TIME OF INSPECTION Sunny

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/DOORS/GATES/FENCES
25	Number of "Y"s:	25	23	23	19	22	24	20	6	18	24	24	24	24	24	25
	Number of "O"s:	0	1	1	5	3	1	4	2	3	1	1	0	0	1	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "NAs":	0	1	1	1	0	0	1	17	4	0	0	1	1	0	0
Percent of System In Good Repair Number of "Y"s divided by (Total Areas - "NAs"):		100.00%	95.83%	95.63%	79.17%	88.00%	96.00%	83.33%	75.00%	85.71%	98.00%	98.00%	100.00%	100.00%	96.00%	100.00%
Total Percent per Category (average of above)*:		97.22%			79.17%	92.00%		83.33%	80.36%		96.00%		100.00%		98.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		FAIR	FAIR		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category"

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 90.76% SCHOOL RATING** → GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
<p>State Priority: 1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated Good with 90.76%</p> <p>Restrooms: Rated Fair with 80.36%</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated Good with 93%</p> <p>Restrooms: Rated Fair with 84%</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated Good with 96%</p> <p>Restrooms: Rated Fair with 87%</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Good rating with 99%</p> <p>Restrooms: Good rating with 90%</p>

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2018-19

X New	Modified	Unchanged
Weekly monitoring/inspection/walkthroughs of facilities to note items that may be in need of repair – such as water fountains, etc. And prompt submittal of work orders based on weekly walkthroughs.		

PLANNED ACTIONS / SERVICES

2018-19

Action **2**

ACTIONS/SERVICES

2018-19

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	X Modified	Unchanged
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Goal 3

LEA Goal: Increase engagement and collaboration among students, parents, staff and community members.

School Goal: Increase engagement and collaboration among students, parents, staff and community members.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	X 3	4	X 5	X 6	7	8
COE	9	10						
LOCAL								

Identified Need

Student achievement is a collaboration between families, school personnel and students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

	Baseline reflects most recent data from associated metric/indicator		Modified Unchanged	Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority:3- Parental Involvement A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span): B) Seeking input from parents in decision making:	3- Parental Involvement A) CVUSD administered a local survey to parents/guardians in at least one grade level within each grade level span in May, 2017. There were 611 responses from the following stakeholders: Students: 274 Parents: 46 Teachers: 272 B) Seeking input from parents in decision making: We met quorum 6 times a year for the following parent committees: SCC, ELAC, and FIAT.	3- Parental Involvement A) Administer Parent Survey in grades 5 for at least 82 families. B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC, ELAC, and FIAT.	3- Parental Involvement A) Administer Parent Survey in grades 5 for at least 67 families. B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC, ELAC, and FIAT.	3- Parental Involvement A) Administer Parent Survey in grades 5 for at least 56 families. B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC, ELAC, and FIAT.

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
C) Promoting Parental Participation:	C) Promoting Parental Participation: 5% of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.
State Priority: 5-Pupil Engagement A. School Attendance B. Chronic Absenteeism	5-Pupil Engagement A. School Attendance rate: 94.4% B. Chronic Absenteeism rate: 13.8%	5-Pupil Engagement A. School Attendance rate: 95% B. Chronic Absenteeism rate: 11.8%	5-Pupil Engagement A. School Attendance rate: 96% B. Chronic Absenteeism rate: 8.8%	5-Pupil Engagement A. School Attendance rate: 97% B. Chronic Absenteeism rate: 8.2%
6-School Climate A. Pupil suspension rate B. Pupil expulsion rate C. California Healthy Kids School Survey	6-School Climate A. Pupil suspension rate: 1.3% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 1.0% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 0.90% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 0.80% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.

PLANNED ACTIONS / SERVICES

Action **1**

ACTIONS/SERVICES

Amount	\$1,000
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PLANNED ACTIONS / SERVICES

Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Provide extra services for teachers to provide workshops to parents in all academic areas.
Amount	\$1,753
Source	Title I 3010
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Provide extra services for classified staff to provide services, such as childcare and interpreting and also provide extra service hours for Parent Liaison to support parent engagement
Amount	\$400
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5900: Communications Costs for materials sent to print shop to support parent engagement workshops.

SPSA Annual Evaluation

School Name: Westside Elementary School Year: 2017-18

SPSA Goal	SPSA Strategies/Actions	What is Working?	What is Not Working?	Modifications Based on Evaluation Results

SPSA Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2018-19	2018-19 Total
All Funding Sources	42,115.00	42,115.00
	0.00	0.00
LCFF Supplemental/Concentration 0701	20,243.00	20,243.00
Title I 3010	21,872.00	21,872.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type

Object Type	2018-19	2018-19 Total
All Expenditure Types	42,115.00	42,115.00
1000-1999: Certificated Personnel Salaries	32,715.00	32,715.00
2000-2999: Classified Personnel Salaries	1,753.00	1,753.00
5000-5999: Services And Other Operating Expenditures	7,247.00	7,247.00
5900: Communications	400.00	400.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2018-19	2018-19 Total
All Expenditure Types	All Funding Sources	42,115.00	42,115.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	14,843.00	14,843.00
1000-1999: Certificated Personnel Salaries	Title I 3010	17,872.00	17,872.00
2000-2999: Classified Personnel Salaries	Title I 3010	1,753.00	1,753.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	5,000.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I 3010	2,247.00	2,247.00
5900: Communications	LCFF Supplemental/Concentration 0701	400.00	400.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2018-19	2018-19 Total
Goal 1	38,962.00	38,962.00
Goal 3	3,153.00	3,153.00

* Totals based on expenditure amounts in goal and annual update sections.

SPSA Addendums