Westside Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

11/19/2025   3:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/3667725047?pwd=RmRGRExIZlRLdFpsTzlyZHJvTGlUQT09

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*		Present / Absent *Presente/ Ausente*
Parent	Megan Sheley	Present
Parent	Alan Rowlett	Present
Parent	Sara Johnson	Present
Parent	Stanley Johnson	Absent
Community Member	Donna Hutchins	Present
Alternates *(Alternativos)***:** None		
*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) **Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).*		
Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*		Present / Absent *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Kristina Jordan		Present
Teacher: *Maestro(a):* Sarah Delap		Present
Teacher: *Maestro(a):* Becky Bradford		Present
Teacher: *Maestro(a):* Joanna Sharlette		Present
Other Staff: *Otro Personal:* Kelley Hicks		Present
Alternates: *Alternativos:* None		
*Teachers must be the majority **Los maestros deben ser mayoría*		

AGENDA		
ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** *Presidente*	This meeting is called to order at: *Se abre la sesión a las* 3:34 PM Total Members in Attendance: 9 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)* None
Review Agenda *Repasar Agenda*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)* Agenda reviewed with no questions.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Attached 1✎ Previous Minutes	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Kelley Hicks Second *Se secundó*: Becky Bradford In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* None
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* None
N/A	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* None

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Site Safety Plan (Plan de Seguridad del Centro) SSP Uploaded 1✎ Attachment	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Site Safety Plan Person *Persona:* Kelley Hicks Second *Se secundó*: Sara Johnson In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
Other	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Title I Evaluation (Evaluación de Título I) Title 1 Evaluation Uploaded 1✎ Attachment	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Reviewed with no questions.
Other	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* None

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
SPSA Addendum SPSA Addendum 1✎ Attach Document	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* 25-26 SPSA Addendum #1 Person *Persona:* Joanna Sharlette Second *Se secundó*: Donna Hutchins In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

ELAC Reporting *Informes ELAC*	**Chairperson** *Presidente*	**Summary of Reporting (***Resumen de Informes)* None
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** *Presidente*	**Summary of Presentation (***Resumen de Presentación)* None
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* None
Adjournment: *Aplazamiento:*	**Chairperson** *Presidente*	**Time**: *Hora:* 3:52 PM

Next meeting date: 01/28/2026   3:30 PM
Fecha de próxima reunión:

Westside Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

10/08/2025   3:30 PM

Location *(Ubicación)*

Zoom

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/3667725047?pwd=RmRGRExIZlRLdFpsTzlyZHJvTGlUQT09

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) *No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)*		Present / Absent *Presente/ Ausente*
Parent	Megan Sheley (Y1)	Yes (Si)
Parent	Alan Rowlett (Y1)	Yes (Si)
Parent	Sara Johnson (Y1)	No
Parent	Stanley Johnson (Y1)	No
Community Member	Donna Hutchins (Y1)	No
Alternates *(Alternativos)*: None		
*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) **Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).*		
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Kristina Jordan		Yes (Si)
Teacher: *Maestro(a):* Sarah Delap (Y2)		Yes (Si)
Teacher: *Maestro(a):* Becky Bradford (Y2)		Yes (Si)
Teacher: *Maestro(a):* Joanna Sharlette (Y1)		Yes (Si)
Other Staff: *Otro Personal:* Kelley Hicks (Y1)		Yes (Si)
Alternates: *Alternativos:* None		
*Teachers must be the majority **Los maestros deben ser mayoría*		

AGENDA		
ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** *Presidente*	This meeting is called to order at: *Se abre la sesión a las* 3:30 PM Total Members in Attendance: 7 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)* None
Review Agenda *Repasar Agenda*	**Chairperson** *Presidente*	**Summary of Comments (***Resumen de Comentarios)* Principal reviewed Agenda and there are no questions.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Attached 1✎ Previous Minutes	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Kristina Jordan Second *Se secundó*: Becky Bradford In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
Elect Officers (Elegir a Funcionarios)	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Becky Bradford-Chairperson Joanna Sharlette: Vice Chairperson Sarah Delap-Secretary
New Members (Nuevos Miembros)	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Principal Jordan welcomed new members: Kelley Hicks and Joanna Sharlette.
Member Training (Formación de Miembros https://drive.google.com/file/d/1yYvaFti17mgz3WyAkvrA0gCWqT0eHGup/view	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Principal Jordan reviewed that the training was on Zoom. Link to the presentation can be provided if you missed that evening.

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Bylaws (Reglamentos) By -Laws Uploaded 1✎ Attachment	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Becky Bradford Person *Persona:* Becky Bradford Second *Se secundó*: Joanna Sharlette In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* No questions
School Compact (Compacto Escolar 1✎ Attachment	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Joanna Sharlette Person *Persona:* Joanna Sharlette Second *Se secundó*: Becky Bradford In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* No questions
Parent Involvement (Participación de Padres) 1✎ Attachment	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Joanna Sharlette Person *Persona:* Joanna Sharlette Second *Se secundó*: Sarah Delap In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* No questions
Site Safety Plan (Plan de Seguridad del Centro)	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* Becky Bradford Person *Persona:* Becky Bradford Second *Se secundó*: Sarah Delap In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* No questions

Document Review: *Revisión y de Documentos*		
Other Westside School Data	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Discussion about current data and upcoming benchmark. Trimester 1 data will be presented at next meeting.
Other Current Title 1 Spending 1✎ Attachment	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Discussion about current spending. There were no questions.

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A 25-26 SPSA (Information Only) 1✎ Attach Document	**Chairperson** *Presidente*	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada* Principal conducted an overview of current school year Title 1 spending. There were no questions.

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** *Presidente*	**Summary of Reporting** (*Resumen de Informes)* None
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** *Presidente*	**Summary of Presentation** (*Resumen de Presentación)* None
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** *Presidente*	**Summary of Action Taken** *Resumen de Medidas Adoptadas* None
Adjournment: *Aplazamiento:*	**Chairperson** *Presidente*	**Time**: *Hora:* 3:50 PM

Next meeting date:
Fecha de próxima reunión:

11/19/2025   3:30 PM

Westside Elementary
School Site Council
Agenda/Minutes

Date & Time: May 21, 2025 3:30 PM

Location: Zoom
https://zoom.us/j/3667725047?pwd=RmRGRExIZlRLdFpsTzlyZHJvTGlUQT09

TwinRivers
UNIFIED SCHOOL DISTRICT

2024- 2025, Elected SSC Members

Non-staff: Parents/Community Member/Students	Present
Parent*:* Megan Sheley (Y2)	Present
Parent*:* Donna Hutchins (Y2)	Present
Parent*:* Penny Saiyarath (Y2)	Present
Parent *:* Alan Rowlett (Y2)	Present
Community Member*:* Alexandra King (Y2)	Absent
*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)	
Staff: Principal or Designee/Teachers/Other Staff	**Present**
Principal/Designee: Kristina Jordan	Present
Teacher: Sandy McBee (Y1)	Present
Teacher: Becky Bradford (Y2)	Present
Teacher: Sarah Delap (Y1)	Present
Other Staff*:* Rashele Farris (Y2)	Present
*Teachers must be the majority	

AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet **Quorum (50% +1)**	**Chairperson**	This meeting is called to order at May 21, 2025 3:32 P.M. Total Members in Attendance: 9 Quorum: Yes

Public Comment (2 minutes per speaker)	**Chairperson**	**No public comment at this time.**
Review Agenda	**Chairperson**	**Jordan reviewed the Agenda with no questions from SSC.**
Review / approve minutes from last meeting **HERE**	**Chairperson**	I move to approve the minutes: Sarah Delap Second: PersonDonna Hutchins In favor: 9 Oppose:0 Abstain: 0 Motion: Passed
● **School Plan For Student Achievement (SPSA)**		
Review & Approve: ● **2025-2026 SPSA** **SPSA Document** **Quick Expenditure**	**Chairperson**	I move to approve the 2025-2026 SPSA: Sandy Mcbee Second: Rebecca Farris In favor: 0 Oppose:0 Abstain: 0 Motion: Passed
● **Other Business:**		
● **Not Combined**	**Chairperson**	**Reminder that SSC and ELAC will not be combined for the 25/26 school year.**
● **Additional Information/New Business/Discussion**	**Chairperson**	Jordan reviewed the Agenda with no questions from SSC.
● **Adjournment**	**Chairperson**	Time: May 21, 20253:52 p.m.
Next meeting date: Fall of 2025!		

Westside Elementary

SCHOOL SITE COUNCIL BYLAWS

ARTICLE I

Duties of the School Site Council:

- The School Site Council of Westside Elementary, hereinafter referred to as the council, shall carry out the following duties:
- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees.
- Participate in regular training on SSC roles and responsibilities.
- Develop and approve the SPSA and related categorical expenditures in accordance with all state and federal law and district regulations.
- Recommend the SPSA and categorical expenditures to the TRUSD Board of Education for approval.
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.
- Make modifications to the SPSA whenever the need arises.
- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities for related categorical expenditures.
- Regularly evaluate academic data to determine the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the TRUSD Board of Education and by state law.

ARTICLE II

Members

Section A: Composition*

The council shall be composed of at least 10 members, selected by their peers, as follows:

Principal/Designee

Classroom teachers

"Other" school staff members (non-classroom teaching staff)

Parents or community members

Students (secondary)

Elementary schools must have a minimum of ten (10) members.

The school principal/designee is a required member of the council. The principal/designee shall attend all SSC meetings. Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

Council members shall be elected *for 2 year terms*. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during

even years. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting. (i.e. Year 1 or Year 2 member etc.)

Section C: Voting Rights

Each member of the council is entitled to one vote and may cast that cote on any matter submitted to a vote of the council. **Absentee (proxy) and any electronic ballots shall not be permitted.**

Section D: Termination of Membership

The council may, by an affirmative vote of two-thirds of all its members, suspend, or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson. Membership shall automatically terminate for any member who is absent from all regular meetings for a period of two (2) consecutive meetings.

Section E: Transfer of Membership

Membership on the council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the council occurring during the term of duly elected member shall be filled by:

> An alternate designated during the annual election

> Nominated by current SSC and approved by majority of SSC membership.

The term will be for the remaining time left in the vacated seat.

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ARTICLE III

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Elections of Council Members

- The school principal/designee is a standing member of the council.
- Classroom teacher elections will be held in September:
    - o The certificated membership will be elected into rotational positions of *two years*.
    - o Nominations and elections are conducted by the classroom teachers.
    - o If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
    - o A ballot will be used that includes a write in option.
- "Other" staff elections will be held in September. The "other" position is filled by a non-classroom teacher. He/she may be a classified or certificated staff member.
    - o The "other" staff membership will be elected into rotational positions of *two years*.
    - o Nominations and elections will be conducted by the non-classroom teaching classified and certificated staff.
    - o If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
    - o A ballot will be used that includes a write in option.
- Parent/Community Member representative elections will be conducted in *September.*
    - o Nominations and elections will be conducted by the *school office staff*.
    - o Nominations will be accepted through the first *week of September*.
    - o If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.

o　A ballot will be used that includes a write in option.
- All election ballots and result records will be maintained at the school site for three (3) years.

ARTICLE IV

Officers

Section A: Officers

The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the councils deems desirable.

The chairperson shall:

- Collaborate with the principal in developing agendas and reviewing minutes prior to posting.
- Preside at meetings of the council.
- Sign all letters, reports, and other communications of the council.

The vice-chairperson shall:

- Assist the chairperson in assigned duties.
- Substitute for the chairperson in his/her absence.

The secretary shall:

- Keep minutes and sign ins of all regular and special meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Keep a register of the names, email addresses, and telephone numbers of each member of the council.
- Perform other such duties as are assigned by the chairperson or the council.
- The secretary will send minutes for compliance.

Section B: Election and Term of Office

The officers shall be elected annually, at the first or second meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Reasons for Removal of Officers

Any officer may be removed from office by a two-thirds vote of all the members. *(Your SSC should determine grounds for removing officer, i.e. Do you remove after someone has missed three consecutive meetings with no reason given?)* Membership shall automatically terminate for any member who is absent from all regular meetings for a period of two (2) consecutive meetings.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the council for the remaining portion of the term of office or by placement of a properly elected alternate during the Fall election.

ARTICLE V

Committees

Section A: Sub-committees

The council may establish and abolish sub-committees of their own membership to perform duties as prescribed by the council. *At least one member representing teachers and one member representing parents shall make up the sub-committee*. No sub-committee may exercise the authority of the council.

Section B: Terms of Office

The council shall determine the terms of office for members of a committee.

Section C: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section D: Quorum

A majority (51% or greater) of the members of the committee shall constitute a quorum. The act of a majority of the members present shall be the act of the committee, provided a quorum is present. Members may attend via technology.

ARTICLE VI

Meetings of the Council

Section A: Meetings

The council shall meet according to the schedule to fulfill SSC requirements. (At least 4 times per school year.) Special meetings of the council may be called by the chairperson or by a majority vote of the council.

Section B: Place of Meetings

The council shall hold regular meetings at a facility provided by the school, unless such facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the council.

Section C: Notice of Meetings

1. Written public notice/agenda of all meetings shall be posted at least 72 hours in advance of the meeting at an appropriate place accessible to the public.
2. Changes in the established date, time, or location shall be given special notice.
3. All agendas shall be publicized in the following venues:
   a. Posted in visible public areas such as the window of the office, marquee or website.
4. All required notices shall be delivered to council and committee members no less than 72 hours, and no more than three days in advance of the meeting, personally, mail or via e-mail.

Section D: Quorum

The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established. Members may attend via technology. A 15-minute window of wait time will be allotted to establish a quorum.

Section E: Conduct of Meetings

Meetings of the council shall be conducted in accordance with the rules of order established by **California Education Code Section 35147** © and with *Robert's Rules of Order* or adaptation thereof approved by the council.

Section F: Meetings Open to the Public

All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

ARTICLE VII

Amendments

An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of these members present. Written notice of the proposed amendment must be submitted to council members at least *72 hours prior* to the meeting at which the amendment is to be considered for adoption.

Westside Elementary School
2025-2026
Home-School Compact Agreement

Westside Elementary Families:

In order to provide the best education for your children, it is essential that we work closely with you. You are a very important part of our team. We are partners in making sure students achieve success in school and in life. We encourage you to take an active role in your children's education. Teachers, families, and students share responsibilities. Please review this again at home. Please sign this agreement and return it to your child's teacher. Thank you.

STUDENT PLEDGE:
I realize that my education is important. I know I am the one responsible for my own success. Therefore, I will make every effort to:
- Come to class every day, on time, well nourished, and ready to learn.
- Complete all my work.
- Follow school and classroom rules.
- Be respectful toward my teachers, school staff, other students, and myself.
- Do my best at all times and persevere.

Student Signature_____ Date_____

FAMILY PLEDGE:
Parents and family members are a child's first and most important teachers. To encourage our child's learning and success in school, we will make every effort to:
- Ensure that our child comes to class every day, on time, well nourished, and ready to learn.
- Assist our child with daily homework and read to, or with, our child every day.
- Maintain ongoing communication with our child's teacher.
- Attend Back-to-School celebration, Parent Conferences, Open House, and other school events.
- Be respectful towards teachers, school staff, other families, and myself.

Parent/guardian Signature_____ Date_____

STAFF PLEDGE:
The school plays a very important role in developing learning skills for life. To enhance your child's education and success in school, I will make every effort to:
- Provide each student with the best educational program possible.
- Provide a safe, friendly environment in which all students can learn.
- Communicate your child's progress in a timely manner.
- Provide an environment in which all students are treated fairly and respectfully.
- Maintain a professional and positive attitude.
- Be respectful towards parents, school staff, students and myself.

Teacher signature_____ Date _____

TITLE I PARENT INVOLVEMENT POLICY
Westside Elementary

Westside Elementary has developed a written Title I parental involvement policy with input from Title I parents, parent members of the School Site Council and English Learner Advisory Committee groups who have reviewed and discussed the policy. This policy is distributed and explained at our Annual Back to School Night. The policy describes the means for carrying out the following Title 1 parental involvement requirements.

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at Westside, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and
About the right of parents to be involved in the Title I program.

  Back to School Meeting – August 8, 2025. Written communication through flyers sent home by teachers along with several automated phone calls that will be made encouraging participation. The Principal will present a Power Point on school achievement data, Title 1 program, attendance and ways for parents to become involved in school.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

  Title I parents, parent members of the School Site Council and English Learner Advisory Committee groups set their meeting dates and times and distributes at Back to School Night. Westside staff who are to facilitate the meeting, attend the first meetings of the year to consult with the members to see which times/dates are best for the parents/community. Changes to the schedule will then be made. It is with every intention that Westside remain flexible so that we are able to meet the needs of both working and non-working parents/families.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

- Yearly meetings of ELAC and SSC are scheduled within the first month of school and calendared so members know when to expect the meeting. Flyers and automated phone calls go out monthly to remind parents of meetings. Parent input is always be solicited during these meetings as noted regarding the programs offered at Westside. Parents and community members have an opportunity at these meetings to provide suggestions for improvement as well.

- Westside Elementary provides parents of Title I students with timely information about Title I programs. Westside will be working diligently to update our website with curriculum information, after school information, intervention information and other programs that assist tin the development of all learning. In

addition, we will utilize our automated messaging system, flyers our marque and our app to advertise upcoming program changes or additions.

- Westside provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

  Westside provides this information at Back to School Night. During Fall parent conferences, teachers and support staff share the strategies embedded in the curriculum that ensure students are reaching mastery of the Common Core State Standards.

  Westside parents experience an open-door policy. They may pre-arrange meetings or phone calls with site administration or staff. Parents may submit comments in writing regarding the school site plan and attend regular SSC and ELAC meetings. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

BUILDING CAPACITY FOR INVOLVEMENT:

Westside Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Title I parents with assistance in understanding the State's academic content standards assessments, and how to monitor and improve the achievement of their children.

  A presentation at Westside Elementary Back to School Meeting about the Common Core State Standards as well as pamphlets being distributed and teachers doing a more in-depth discussion at their fall conferences.

- Westside Elementary provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

  Westside Elementary provides materials and are willing to meet with parents to help parents work with their children to improve their children's achievement. Some training is held at SSC and ELAC meetings. District committees provide parent trainings for increasing parental involvement, and gaining input and support from parents in planning programs for student achievement.

- With the assistance of Title I parents, Westside Elementary educates staff members about the value of parent contributions and in how to work with parents as equal partners.
  Our ELAC and SSC is trained by the principal or designee on effective advocacy strategies and roles for parent s and communities.

- Westside Elementary coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities. Westside Elementary district Child Welfare and Attendance Liaison, School Elementary Office Clerk, School Health Assistant and principal or designee, meet regularly to discuss the needs of our families and best outreach for our school community.

- Westside Elementary distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

  Westside Elementary is working very hard to keep our website up to date so information is easily accessible. In addition, where applicable, we translate letters in our dominant languages, English and Spanish. In addition, when needed we have a phone translation service as well as google translate to enable staff to have conversations translated for us directly here on campus and make automated messages for our EL Parents.

- Westside Elementary provides support for parental involvement activities requested by Title I parents.

ACCESSIBILITY

Westside Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Twin Rivers School District has changed the format of our school report cards and progress reports to meet the needs of our families. The goal is to provide documentation in a friendly format that is easily understood. The Principal and Vice Principal will review report cards to ensure that comments are clear, concise and parent friendly.

Westside Elementary Special Education staff creates goals in conjunction with parent and the IEP team to insure buy in from all participants.

Westside Elementary SPSA 25-26

As of 5/21/25

Goal #1: Increase Academic Achievement & Decrease Disproportionalities

Goal #4: Families will be engaged with school and students through family involvement strategies in the areas of communication, progress monitoring, learning partnerships, family events, volunteerism and school decision making.

What	How much?	What's left?
1.1 We will be providing a .5 student support teacher to provide targeted interventions for reading instruction. Extra funds are allotted to substitute coverage, extra hours, materials and supplies	Title 1 Basic: $58,429 + $20,071 = ==$78,500.00== (salaries + benefits) $1,000 (Materials & Supplies) $9571 (Extra Duty Hours) $2,135 (Extra Duty Benefits) = ==$12,706==	Title 1: $0
4.1 Families will be provided with regular communication to promote learning. Specific planned expenditures include the printing of communications, creating parent folders, newsletters, and sending mailings.	Title 1 Parent Family Engagement (PFE): $2,000	Title 1 PFE.: $495
4.2 Light refreshments for Principal Coffee Table/Family Nights and Parent Involvement	Title 1 Parent Family Engagement (PFE): $495	Title 1 PFE: $0
Total	Title I basic: **$91,206** $78,500 + $12,706 Title I Parent Involvement: **$2,495** $2,000 + $495	Title I basic: $91,206 Title I Parent Involvement: $2,495 **GRAND TOTAL: ==$93,701==**

School Year: 2025-26

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westside Elementary	34765056033633	5/21/2025	

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 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Westside's school plan will continue to support academic achievement through an emphasis on English Language Arts and Math. The Instructional Leadership Team (ILT) will work closely with the administrator and the Professional Learning Communities (PLC). PLC 's will meet twice a month in grade alike teams and strategize using a four step model. The PLC's will decide what supports they need to make sure all students have learned, determine how we know they have learned it, determine what they will do about the students who didn't learn it, and what they can do with the students who have learned it. This short cycle will be continued throughout the school year. Westside will continue to participate in TRUSD CORE Lesson Design implementation.

Multi-Tiered System of Support (MTSS) will continue to provide a foundation for differentiated instruction based on leveled learning and driven by results of ELA assessments. A .5 Student Support Teacher (SST) will support students through targeted small group instruction with an emphasis on building strong Tier 1 and 2 interventions in classrooms.

This will occur during our WIN (What I Need) time and teacher's Tier 1 intervention time. As part of the MTSS supports, iReady will be used for data collection and in addition, each class will provide time for students to work on the program as part of fitting the students individual needs.

SWUN Math is the core curriculum. A coach will provide support to teaching staff as per the district's schedule.

School climate will continue to emphasize social emotional learning and character education. A district funded 1.0 FTE counselor will continue to strengthen students and families through social skills development, conflict resolution and restorative practices. A PBIS team will also continue to expand on the work from this year where expectations have been set. Family involvement will be emphasized through events and ways for parents to be involved in partnership endeavors with the school.

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

Table of Contents

Plan Description

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

This plan is being used by Westside Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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Westside's school plan will continue to support academic achievement through an emphasis on English Language Arts and Math. The Instructional Leadership Team (ILT) will work closely with the administrator and the Professional Learning Communities (PLC). PLC 's will meet twice a month in grade alike teams and strategize using a four step model. The PLC's will decide what supports they need to make sure all students have learned, determine how we know they have learned it, determine what they will do about the students who didn't learn it, and what they can do with the students who have learned it. This short cycle will be continued throughout the school year. Westside will continue to participate in TRUSD CORE Lesson Design implementation.

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Ensuring a safe, positive, and effective school climate is a priority for parents as well as school staff. During the 25/26 school year we will focus on making sure teachers have all of the necessary materials and supplies necessary for their classroom/lessons. As a site there will be an emphasis on maintaining a collaborative culture among staff. Resources will be allocated to fund our incentive and award programs so we can continue with these programs such as PBIS. We will continue to fund in the 25/26 school year a .5 SST to support English Language Arts and Math interventions.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School Site Council meeting dates: 9/25/24; 11/20/24; 1/29/25; 3/19/25; 5/14/25
ELAC Meeting Dates: 9/19/24; 11/20/24; 12/11/25; 4/30/25
Instructional Leadership Meeting Dates: 9/3/24; 10/1/24; 11/5/24; 1/7/25; 3/4/25; 4/1/25; 5/6/25
Staff Meeting Dates: 8/14/24; 9/18/24; 9/25/24; 10/9/24; 10/23/24; 11/6/24; 1/8/25; 1/15/25; 2/5/25; 2/26/25; 3/5/25; 3/26/25; 4/2/25; 4/30/25; 5/7/25; 5/28/25
Staff was involved in creating a priority list for the upcoming school year. This was vital in the creation of our SPSA. Top selections from priority list were as follows: Intervention Teacher, Student Attendance Incentives, resources for PE/Recess. Additional conversations were held with the different Educational Partner groups (Instructional Leadership Team, ELAC, SSC) about academics, school climate/culture and school goals. A needs assessment/input from parents and the school community were taken at ELAC and School Site Council meetings and district data for benchmark assessments.

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

ELAC insight enabled the SSC to be connected to the needs of our English Language Learners. Both School Site Council and Instructional Leadership Team worked cooperatively to analyze both ELA and Math (Swun) district benchmarks, including iReady. This analysis of performance was the driving force for the 2025-2026 SPSA and goals as described in the Needs Assessment – Review of Performance. These consultations impacted this year's SPSA for the 2025-2026 school year in that it helped us determine where Westside needs to focus its efforts and money for school improvement. It was determined that we would hire a .5 SST.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

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.

Orange: Chronic Absenteeism

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.

Suspension Rate:
Red: English Learners and Hispanic
English Language Arts:
Red: English Learners
Orange: Hispanic and Socioeconomically Disadvantaged
Mathematics:
Red: English Learners
Orange: Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged
Chronic Absenteeism:
Red: Students with Disabilities and White
Orange: English Learners, Hispanic and Homeless

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

PBIS referral data is used to track student behavior along with Westide's internal data tracker for math and ELA.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Westside Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.22%	1.1%	1.06%	4	4	4
African American	4.56%	4.41%	2.93%	15	16	11
Asian	6.69%	5.23%	6.12%	22	19	23
Filipino	1.82%	1.93%	1.86%	6	7	7
Hispanic/Latino	37.39%	40.22%	40.69%	123	146	153
Pacific Islander	0.30%	0.83%	0.80%	1	3	3
White	41.95%	40.5%	36.97%	138	147	139
Two or More Races	3.04%	2.48%	6.65%	10	9	25
Not Reported	3.04%	3.31%	2.93%	10	12	
			Total Enrollment	329	363	376

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	43	54	45
Grade 1	38	46	57
Grade 2	45	42	51
Grade3	45	51	50
Grade 4	52	51	55
Grade 5	59	61	55
Grade 6	47	58	63
Total Enrollment	329	363	376

Conclusions based on this data:

1. Enrollment continues to increase over the last three school years: 21-22, 22-23 and 23-24. In the 21-22 school year 329 students enrolled, in the 22-23 school year 363 (34 more students) In the 23-24 school year enrollment increased to 376 (13 more students)

2. There is a trend showing that the Hispanic population is growing by an average of 2% yearly and our white population is declining by 2% yearly. Our African American and Asian population has decreased slightly and remains extremely low along with our Filipino population.

3. Our Asian population increased slightly to 6%,

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	43	59	59	7.9%	13.1%	15.7%
Fluent English Proficient (FEP)	21	15	23	6.0%	6.4%	6.1%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. With enrollment rising English Learner enrollment has remained steady from 22-23 to to 23-24.

2. RFEP data is not reflected as of 4-28-24.

3. RFEP data includes both the number of EL students and the percent of students who are reclassified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48	51	51	48	50	51	48	50	51	100.0	98.0	100
Grade 4	58	53	61	56	53	60	56	53	60	96.6	100.0	98.4
Grade 5	64	62	59	63	60	59	63	60	59	98.4	96.8	100
Grade 6	50	57	64	50	56	64	50	56	64	100.0	98.2	100
All Grades	220	223	235	217	219	234	217	219	234	98.6	98.2	99.6

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2409.	2386.	2404.	16.67	12.00	19.61	25.00	22.00	29.41	33.33	20.00	19.61	25.00	46.00	31.37
Grade 4	2433.	2440.	2426.	14.29	11.32	13.33	16.07	28.30	21.67	21.43	24.53	20.00	48.21	35.85	45.00
Grade 5	2470.	2472.	2471.	9.52	18.33	15.25	28.57	20.00	23.73	23.81	18.33	16.95	38.10	43.33	44.07
Grade 6	2466.	2492.	2485.	4.00	12.50	18.75	24.00	19.64	18.75	20.00	25.00	20.31	52.00	42.86	42.19
All Grades	N/A	N/A	N/A	11.06	13.70	16.67	23.50	22.37	23.08	24.42	21.92	19.23	41.01	42.01	41.03

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.42	10.00	19.61	70.83	60.00	47.06	18.75	30.00	33.33
Grade 4	10.71	13.21	16.67	62.50	62.26	56.67	26.79	24.53	26.67
Grade 5	15.87	13.33	16.95	61.90	70.00	57.63	22.22	16.67	25.42
Grade 6	10.00	12.50	12.50	44.00	51.79	45.31	46.00	35.71	42.19
All Grades	11.98	12.33	16.24	59.91	61.19	51.71	28.11	26.48	32.05

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.42	10.00	19.61	60.42	54.00	52.94	29.17	36.00	27.45
Grade 4	7.14	3.77	5.00	51.79	52.83	50.00	41.07	43.40	45.00
Grade 5	12.70	15.00	5.08	58.73	46.67	57.63	28.57	38.33	37.29
Grade 6	4.00	10.71	15.63	42.00	50.00	43.75	54.00	39.29	40.63
All Grades	8.76	10.05	11.11	53.46	50.68	50.85	37.79	39.27	38.03

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.50	10.00	9.80	75.00	66.00	74.51	12.50	24.00	15.69
Grade 4	8.93	16.98	6.67	75.00	73.58	75.00	16.07	9.43	18.33
Grade 5	3.17	5.00	15.25	79.37	73.33	64.41	17.46	21.67	20.34
Grade 6	10.00	8.93	10.94	66.00	80.36	65.63	24.00	10.71	23.44
All Grades	8.29	10.05	10.68	74.19	73.52	69.66	17.51	16.44	19.66

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.33	10.00	11.76	75.00	56.00	60.78	16.67	34.00	27.45
Grade 4	10.71	9.43	10.00	58.93	67.92	71.67	30.36	22.64	18.33
Grade 5	7.94	15.00	16.95	69.84	61.67	57.63	22.22	23.33	25.42
Grade 6	10.00	8.93	20.31	60.00	71.43	53.13	30.00	19.64	26.56
All Grades	9.22	10.96	14.96	65.90	64.38	60.68	24.88	24.66	24.36

Conclusions based on this data:

1. The percentage of students who exceeded and met standards overall in ELA in 22-23 (31%) and increased in 23-24 to 45%.

2. In all categories (reading, writing, listening, and research/inquiry) we see percentages over 50% in students above standard and at or near standard. The largest percentage of students is in listening as we see 80% of the students are above or at or near standard.

3. The percentage of students who exceeded and met standards overall in ELA in 23-24 was 40%. This is a 4% increase from 22-23.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

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Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48	51	51	48	51	51	48	51	51	100.0	100.0	100
Grade 4	58	53	61	57	53	61	57	53	61	98.3	100.0	100
Grade 5	64	62	59	63	61	59	63	61	59	98.4	98.4	100
Grade 6	50	57	64	50	57	64	50	57	64	100.0	100.0	100
All Grades	220	223	235	218	222	235	218	222	235	99.1	99.6	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2437.	2400.	2417.	22.92	11.76	21.57	29.17	25.49	25.49	29.17	19.61	17.65	18.75	43.14	35.29
Grade 4	2453.	2467.	2466.	14.04	13.21	16.39	26.32	24.53	29.51	24.56	45.28	24.59	35.09	16.98	29.51
Grade 5	2441.	2450.	2470.	7.94	8.20	10.17	12.70	14.75	15.25	15.87	24.59	38.98	63.49	52.46	35.59
Grade 6	2463.	2481.	2467.	6.00	8.77	7.81	16.00	12.28	17.19	16.00	38.60	28.13	62.00	40.35	46.88
Grade 11															
All Grades	N/A	N/A	N/A	12.39	10.36	13.62	20.64	18.92	21.70	21.10	31.98	27.66	45.87	38.74	37.02

Concepts & Procedures Applying mathematical concepts and procedures								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.00	15.69	25.49	60.42	50.98	47.06	14.58	33.33	27.45
Grade 4	22.81	22.64	31.15	47.37	50.94	39.34	29.82	26.42	29.51
Grade 5	9.52	16.39	15.25	31.75	32.79	45.76	58.73	50.82	38.98
Grade 6	10.00	8.77	4.69	30.00	50.88	48.44	60.00	40.35	46.88
Grade 11									
All Grades	16.51	15.77	18.72	41.74	45.95	45.11	41.74	38.29	36.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.83	17.65	11.76	62.50	41.18	50.98	16.67	41.18	37.25
Grade 4	14.04	15.09	14.75	42.11	54.72	44.26	43.86	30.19	40.98
Grade 5	6.35	4.92	10.17	42.86	57.38	49.15	50.79	37.70	40.68
Grade 6	4.00	5.26	6.25	38.00	38.60	48.44	58.00	56.14	45.31
All Grades	11.01	10.36	10.64	45.87	48.20	48.09	43.12	41.44	41.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.75	13.73	21.57	56.25	56.86	52.94	25.00	29.41	25.49
Grade 4	14.04	15.09	19.67	54.39	64.15	55.74	31.58	20.75	24.59
Grade 5	9.52	1.64	5.08	52.38	57.38	59.32	38.10	40.98	35.59
Grade 6	6.00	5.26	3.13	62.00	63.16	68.75	32.00	31.58	28.13
All Grades	11.93	8.56	11.91	55.96	60.36	59.57	32.11	31.08	28.51

Conclusions based on this data:

1. 36% of Westside students are at standards exceeded or standards met. for 23-24.

2. The percentage of above standard and at or near standard is over 50% of students in all categories of math.

3. The continued PLC focus on math is clear from our data. In all data we had an increase in students meeting standards and a decrease in students below standard. This is within each grade level, ethnic group, and school wide.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	7	9	7
1	*	*	1418.5	*	*	1435.7	*	*	1401.2	7	6	11
2	*	*	*	*	*	*	*	*	*	*	9	8
3	*	*	1466.5	*	*	1464.7	*	*	1467.8	6	6	12
4	1502.8	*	*	1500.8	*	*	1504.3	*	*	12	5	6
5	*	1482.0	*	*	1475.5	*	*	1488.0	*	10	12	7
6	*	*	1520.3	*	*	1533.1	*	*	1506.9	*	10	15
All Grades										47	57	66

	Overall Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	0.00	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	0.00	*	*	33.33	*	*	50.00	*	*	16.67	*	*	12
4	8.33	*	*	58.33	*	*	16.67	*	*	16.67	*	*	12	*	*
5	*	8.33	*	*	33.33	*	*	25.00	*	*	33.33	*	*	12	*
6	*	*	26.67	*	*	33.33	*	*	13.33	*	*	26.67	*	*	15
All Grades	12.77	5.26	9.09	42.55	31.58	42.42	25.53	38.60	22.73	19.15	24.56	25.76	47	57	66

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	18.18	*	*	45.45	*	*	9.09	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	16.67	*	*	58.33	*	*	0.00	*	*	25.00	*	*	12
4	16.67	*	*	75.00	*	*	0.00	*	*	8.33	*	*	12	*	*
5	*	25.00	*	*	41.67	*	*	0.00	*	*	33.33	*	*	12	*
6	*	*	60.00	*	*	6.67	*	*	6.67	*	*	26.67	*	*	15
All Grades	12.77	10.53	40.91	57.45	40.35	25.76	21.28	22.81	9.09	8.51	26.32	24.24	47	57	66

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		*	*		*	*		*	*		*	*		*	*
1		*	0.00		*	27.27		*	9.09		*	63.64		*	11
2		*	*		*	*		*	*		*	*		*	*
3		*	0.00		*	8.33		*	50.00		*	41.67		*	12
4		*	*		*	*		*	*		*	*		*	*
5		8.33	*		8.33	*		33.33	*		50.00	*		12	*
6	*	*	0.00	*	*	20.00	*	*	26.67	*	*	53.33	*	*	15
All Grades	12.77	5.26	0.00	23.40	12.28	24.24	38.30	49.12	34.85	25.53	33.33	40.91	47	57	66

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	8.33	*	*	75.00	*	*	16.67	*	*	12
4	66.67	*	*	25.00	*	*	8.33	*	*	12	*	*
5	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
6	*	*	33.33	*	*	33.33	*	*	33.33	*	*	15
All Grades	31.91	19.30	22.73	65.96	56.14	54.55	2.13	24.56	22.73	47	57	66

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
4	25.00	*	*	58.33	*	*	16.67	*	*	12	*	*
5	*	50.00	*	*	16.67	*	*	33.33	*	*	12	*
6	*	*	66.67	*	*	13.33	*	*	20.00	*	*	15
All Grades	23.40	19.30	49.23	53.19	45.61	27.69	23.40	35.09	23.08	47	57	65

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	0.00	*	*	36.36	*	*	63.64	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	0.00	*	*	50.00	*	*	50.00	*	*	12
4	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
5	*	8.33	*	*	41.67	*	*	50.00	*	*	12	*
6	*	*	0.00	*	*	46.67	*	*	53.33	*	*	15
All Grades	21.28	3.51	0.00	51.06	52.63	57.58	27.66	43.86	42.42	47	57	66

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	0.00	*	*	54.55	*	*	45.45	*	*	11
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	0.00	*	*	66.67	*	*	33.33	*	*	12
4	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
5	*	8.33	*	*	50.00	*	*	41.67	*	*	12	*
6	*	*	20.00	*	*	60.00	*	*	20.00	*	*	15
All Grades	19.15	22.81	7.58	68.09	52.63	66.67	12.77	24.56	25.76	47	57	66

Conclusions based on this data:

1. Overall ELPAC results show an increase in level-4 and level-3 but an increase in level-2 and a 2% decrease in level 1.

2. Limited data does show Westside has less level-4 students but many more level-3 and level-2. We know we have a decrease in the amount of students tested but that goes with the decrease in enrollment with the school. Some students are no longer testing as well because they have been classified as RFEP.

3. Every domain with the excpetion of Reading and Writig are seeing an decrease in somewhat/moderately developed and a moderate decrease in beginning level students.

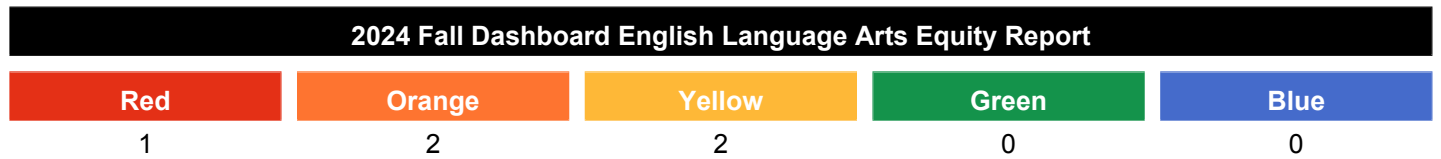# School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
376	**74.5%**	**15.7%**	**0.3%**
Total Number of Students enrolled in Westside Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	59	15.7%
Foster Youth	1	0.3%
Homeless	33	8.8%
Socioeconomically Disadvantaged	280	74.5%
Students with Disabilities	67	17.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	2.9%
American Indian	4	1.1%
Asian	23	6.1%
Filipino	7	1.9%
Hispanic	153	40.7%
Two or More Races	25	6.6%
Pacific Islander	3	0.8%
White	139	37%

Conclusions based on this data:

1. 75% of Westside students are Socioeconomically Disadvantaged and 16.3% are English Language learners.

2. 41% of Westside is Hispanic with 37% white. These two races/ethnicity take up 3/4 of the population at Westside.

3. 18% of Westside School are students with disabilities. This is a higher number of students, but it is because we have one special day classes for students with disabilities. Students are coming from different areas of the district that are enrolled in the site's BRIDGE class.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA and Math are in the medium range, and have reached district goal growth.

2. Chronic Absenteeism is in the lower range but we also showed a solid decrease in the amount of students who miss 10% or more of the school year.

3. Suspension rate is in the medium but we had a very small amount of our students suspended during the 24-25 school year.

School and Student Performance Data

Academic Performance
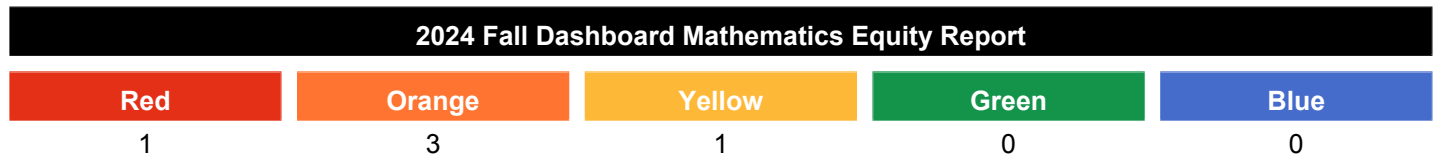## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	2	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Red	No Performance Color
35.8 points below standard	83.5 points below standard	Less than 11 Students
Increased 3.6 points	Declined 14.4 points	
212 Students	36 Students	3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	37.3 points below standard	49.2 points below standard
	Increased 8.7 points	Maintained 1.1 points
1 Student	36 Students	168 Students

Students with Disabilities	**African American**	**American Indian**
Yellow	No Performance Color	No Performance Color
53.3 points below standard	Less than 11 Students	Less than 11 Students
Increased 11.4 points		
35 Students	6 Students	1 Student

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Orange
47.2 points above standard	Less than 11 Students	49.6 points below standard
Increased 22.9 points		Declined 10.2 points
13 Students	5 Students	87 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Yellow
38.1 points below standard	Less than 11 Students	34.1 points below standard
12 Students		Increased 10.7 points
	1 Student	82 Students

Conclusions based on this data:

1. All student groups in ELA with with the exception of our Asian poplultiona are below standard. Our Socioeconomically Disadvantaged students were 49.2 points below standard. This shows the overall focus in ELA for all students at Westside.

2. Westside only has two significant race/ethnic groups. Hispanic students at 49.6 points below standard and white students at 34.1points below standard. The white subgroup is considered as increased but will need to be a focus in the future.

3. English learners are at 83.5 points below standards, which indicates a strong focus on this population of students moving forward.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Red	No Performance Color
46.5 points below standard	95.4 points below standard	Less than 11 Students
Increased 5.7 points	Declined 18.4 points	
212 Students	36 Students	3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	59.2 points below standard	58.9 points below standard
	Declined 3.6 points	Maintained 1.1 points
1 Student	36 Students	168 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
65.6 points below standard	Less than 11 Students	Less than 11 Students
Maintained 1.3 points		
35 Students	6 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
26.8 points above standard	Less than 11 Students	55.8 points below standard
Increased 15.6 points		Maintained 1.9 points
13 Students	5 Students	87 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
71.7 points below standard	Less than 11 Students	49.9 points below standard
12 Students		Increased 7.4 points
	1 Student	82 Students

Conclusions based on this data:

1. Westside students are at 46.5 points below standard.

2. Our Hispanic students are at 55.8 points below standard. White students are at 49.9 points below standard.

3. Westside's school's Math English Learners are at 95.4 points below standard which declined significantly.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Blue	No Performance Color
56.1% making progress.	making progress.
Number Students: 57 Students	Number Students: 2 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
12.3%	29.8%	0%	56.1%

Conclusions based on this data:

1. Westside's English Learner Progess shows 56% of our students are making progress and progressed at least one ELPI Level.

2. 30% of Westside students maintained an ELPI level 1, 2L, 2H, 3L, or 3H.

3. 12.3% of Westside students decreased at least one ELPI Level.
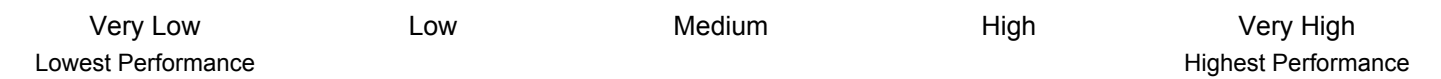
School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
31.3% Chronically Absent	30.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 2.7	Declined 1.3	3 Students
415 Students	73 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	38.3% Chronically Absent	32.1% Chronically Absent
2 Students	Declined 0.8	Declined 3.8
	60 Students	321 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
35.1% Chronically Absent	46.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Increased 2.6	Declined 12.2	
94 Students	15 Students	4 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
12% Chronically Absent	Fewer than 11 students - data not displayed for privacy	32.4% Chronically Absent
Declined 7		Declined 2.5
25 Students	7 Students	170 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Red
26.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	33.3% Chronically Absent
Declined 19.5		Maintained 0.2
38 Students	3 Students	153 Students

Conclusions based on this data:

1. 31% of the 415 students enrolled at Westside are Chronically Absent.

2. The highest student subgroup with 47% Chronically absent are our African American students.

3. Our English Learners are at 30%; Homeless are at 38% and students with disabilities are at 35% Chronically Absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
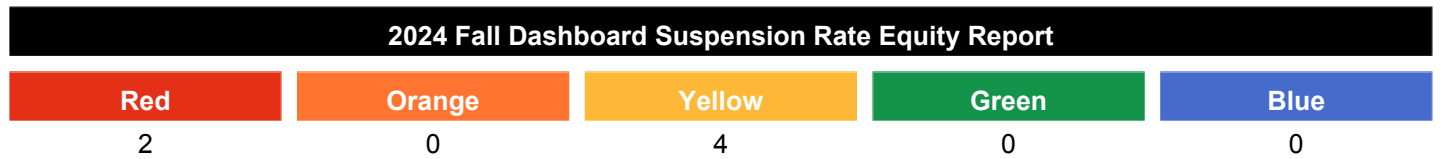## Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	0	4	0	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Red	No Performance Color
6.3% suspended at least one day	6.8% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 2%	Increased 2.5%	3 Students
426 Students	74 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Yellow	Yellow
Fewer than 11 students - data not displayed for privacy	4.6% suspended at least one day	7.3% suspended at least one day
2 Students	Declined 3.9%	Declined 1.8%
	65 Students	328 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
4.1% suspended at least one day	10.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 0.7%	Declined 13.3%	4 Students
97 Students	19 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	6.4% suspended at least one day
Declined 4.8%	7 Students	Increased 0.6%
27 Students		173 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
10.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy	6.5% suspended at least one day
Increased 6.5%	3 Students	Declined 3.7%
38 Students		155 Students

Conclusions based on this data:

1. Suspension rates are decllined at Westside School with 6.3% suspended at least one day.

2. The African American subgroup has the highest suspension rate with 11% with the white subgroup at 7%

3. Our Hispanic and Two or More Races subgroups have been suspended at least one day are at 6% and 11% respectively.

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.

> **Increase Academic Achievement & Decrease Disproportionalities**
> Improve academic performance in ELA on CAASPP by 10%. 56% of students will be proficient at the end of the second trimester ELA benchmark in 2024-2025.
> Improve academic performance in Math on CAASPP by 10%. 57% of students will be proficient at the end of the second trimester Math benchmark in 2024-2025.
> English Language Learners: 56% of our English Learners are making progress. We will provide additional high quality first instruction and ELD support to improve that percentage by 10%.

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

> Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

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.

> A .5 SST--The need is apparent when looking at the most recent CAASPP scores (23-24). Westside's scores are increased in both ELA (40%) and Math at (35%). There has been lgrowth over the last year and the school (Leadership team, ISLT) continue to look for different ways to move the school forward. There has also been a decrease in our ELA Trimester 2 benchmarks from 2023-2024 at 46% and 41% in the 2024-2025 school year.
>
> We are also targeting support and instruction with our English Language Learners. Their progress will be monitored.

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
In ELA, Westside School's status level on the California Dashboard will increase from low to medium. Westside's CAASPP percentage of students who exceed or meet stands will increase by 10%	35.8 points below standard (medium) according to 2024 California Dashboard (data from 23-24 school year) 40% on 23-24 CAASPP	Gain enough points to become medium, and increase significantly Gain 10% on CAASPP
Westside School's percentage of student proficient/at grade level on TRUSD ELA benchmark assessments will increase by 10%.	36% on Trimester 1 benchmark 41% on Trimester 2 benchmark (Data is from 24-25 school year)	46% on Trimester 1 benchmark 51% on Trimester 2 benchmark
In Math, Westsidee's status level on the California Dashboard will increase from low to medium.	46.5 points below standard (lmedium) according to the 2024 California Dashboard (data from 23-24 school year) 35.3% on 23-24 CAASPP	Gain enough points to become high, and increase significantly Gain 10% on CAASPP

Westside's CAASPP percentage of students who exceed or meet standards will increase by 10%			
Westside School's average percent correct on Math benchmark tests will increase by 10% each year.	63% correct on Trimester 1 benchmark 55% correct on Trimester 2 benchmark (Data is from 24-25 school year)	73% correct on Trimester 1 benchmark 65% correct on Trimester 2 benchmark	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 We will be providing a .5 student support teacher to provide targeted interventions for reading instruction. Extra funds are allotted to substitute coverage, extra hours, materials and supplies.	All students	58429 Title I Basic 1000-1999: Certificated Personnel Salaries 1.1 SST Salaries- intervention teacher (PC control costs) 20071 Title I Basic 3000-3999: Employee Benefits 1.1 SST Benefits (PC control costs) 1000 Title I Basic 4000-4999: Materials and Supplies 9571 Title I Basic 1000-1999: Certificated Personnel Salaries Extra Duty Hours 2135 Title I Basic 3000-3999: Employee Benefits Extra Duty Hours

Annual Review

SPSA Year Reviewed: 2024-25

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.

A significant continued implementation is the .5 SST doing specific Tier 1 and 2 interventions. Data shows a continuing need for this position as scores are starting to improve.

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

Westside School continued to refine the WIN (What I Need) time in each grade level during the 24-25 school year and students will continue to be targeted with intensive small group instruction. The goal is to increase student achievement. We should see increases on the California Dashboard and in our TRUSD benchmark scores to track progress.

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

No changes are being made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

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

Ensure All Students Graduate College & Career Ready
No Goal 2.

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

Goal 2 - Ensure All Students Graduate College & Career Ready

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.

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

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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.

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

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

Goals, 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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.

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

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

Goals, 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.

Increase Parent Engagement
For the 2024-2025 school year, Westside will focus on family/community outreach and involvement opportunities to increase parent participation in student achievement, community partnerships and parent involvement. This included but is not limited to communication, progress monitoring, learning partnerships, family events, volunteerism, Principal coffee table and school decision making. The percentage of parents attending BTSN will have an expected increase to 70% from 60% and parent conference attendance will increase to 95% from 92%.

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

Goal 4 - Increase Parent Engagement

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.

Parent engagement is vital for student success within the school. During the 24-25 school year 92% of the parents attended parent conferences after the 1st trimester and 82% of the parents attended Back to School Night.

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
Parent participation at parent conferences and Back to School night will increase	92% attendance at parent conferences during 24-25 school year 82% attendance at Back to School Night during 24-25 school year Low attendance at ELAC Data based on Parent Sign-In sheets.	95% attendance at parent conferences and 90% attendance at Back to School Night

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Families will be provided with regular communication to promote learning. Specific planned expenditures include the printing of communications, creating parent folders, newsletters, and sending mailings.	All Students	2000 Title I Parent and Family Engagement 4000-4999: Materials and Supplies
4.2	Light refreshments for Principal Coffee Table/Family Nights and Parent Involvement	All Students	495

				Title I Parent and Family Engagement 4000-4999: Materials and Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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.

Parent engagement and involvement is very important to the success at Westside. With parent support we expect to see increases in academics and decreases in student discipline. During the 24-25 school year the goal was to increase parent participation to 60% during Back to School Night and 92% during Parent Conferences. We met these goals respectively.

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

Involving parents by sending home communication letters and having after school events for families is the intended goal being budgeted. This is very similar to last years goal and the hope is if we include our families more in after school events they will be more connected to the school and come for BTSN and parent conferences

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

The 24-25 goal continues to focus on increasing parent participation during Back to School Night and Parent Conferences. The only change to this goal is to provide light refreshments for Principal Coffee Table meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

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

Provide Facilities that are Clean, Safe, and Conducive to Student Learning

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

Goal 5 - Provide Facilities that are Clean, Safe, and Conducive to Student Learning

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.

We will not be funding this goal using Title 1 funds.

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

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	NA		

Annual Review

SPSA Year Reviewed: 2024-25

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.

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

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	$93,701.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$93,701.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

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 Basic	$91,206.00
Title I Parent and Family Engagement	$2,495.00

Subtotal of additional federal funds included for this school: $93,701.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $93,701.00

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
Title I Basic	91,206.00
Title I Parent and Family Engagement	2,495.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	68,000.00
3000-3999: Employee Benefits	22,206.00
4000-4999: Materials and Supplies	3,495.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	68,000.00
3000-3999: Employee Benefits	Title I Basic	22,206.00
4000-4999: Materials and Supplies	Title I Basic	1,000.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	2,495.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,206.00
Goal 4	2,495.00

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

0 Secondary Students

Name of Members	Role
Kristina Jordan	Principal
Sandy McBee	Classroom Teacher
Becky Bradford	Classroom Teacher
Sarah Delap	Classroom Teacher
Rashele Farris	Other School Staff
Megan Sheley	Parent or Community Member
Donna Hutchins	Parent or Community Member
Penny Saiyarath	Parent or Community Member
Alan Rowlett	Parent or Community Member
Alexandra King	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5-21-25.

Attested:

Kristina Jordan	Principal, Kristina Jordan on 5-21-25
(signature)	SSC Chairperson, Sarah Delap on 5-21-25

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Twin Rivers Unified School District Comprehensive School Safety Plan

SB 187 Compliance Document
(Education Code Section 32280-32289.5 and 49390-49395)

2025-2026

School: Westside Elementary School_____

CDS Code: 34 76505 6033633_____

School Address: 6537 West Second St. Rio Linda, CA 95673_____

School Phone: 916-566-1990_____

Principal's Name: Kristina Jordan_____

Principal's Email: kristina.jordan@trusd.net_____

Date of Adoption by Board of Trustees: _____

2✎ Attach evac map & aerial view

Signatures:

Kristina Jordan	Principal	*Kristina Jordan*
Becky Bradford	SSC Chairperson	*Becky Bradford*
	Executive Director	

Table of Contents

Part I: Senate Bill 187: Comprehensive School Safety Plan Purpose and Vision

The California Education Code (sections 32280-32289.5 and 49390-49395) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999, and this legislation was perpetuated under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187 and AB 1747 and shall contain the following elements:
- Assessment of the current status of school crime committed on school campuses and at school-related functions
- Bullying prevention policies
- Key safety personnel
- Firearm safety notification procedures
- Threat reporting procedures
- Identification of the appropriate strategies and procedures to maintain a high level of school safety and the school's procedures for complying with existing laws related to school safety, which shall include the following:
  - A) Child abuse reporting procedures
  - B) Disaster and emergency procedures, including adaptations for pupils with disabilities
  - C) Earthquake emergency procedures
  - D) Use of facilities during emergencies
  - E) Suspension and expulsion policies
  - F) Notification of dangerous pupils
  - G) Discrimination, harassment, hate crime reporting
  - H) Dress code policies
  - I) Safe ingress and egress
  - J) School discipline procedures
  - K) Tactical response to criminal incidents
  - L) Prohibition of high-intensity drills
  - M) Reporting dangerous or unlawful activity
  - N) Sudden cardiac arrest response
  - O) Opioid overdose protocol
  - P) Instructional continuity plan
  - Q) Bullying prevention policy

The Comprehensive School Safety Plan requires that the School Site Council or school safety committee consult with a fire department and other first responder entities. Updates to the Plan must be shared with the law enforcement agency, the fire department, and the other first responder entities. The School Safety Plan will be reviewed and updated annually. An updated file of all safety-related plans and materials shall be readily available for public inspection.

Comprehensive School Safety Plan Vision
The Twin Rivers Unified School District has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations. This Plan is part of a comprehensive plan that includes a District Master Emergency Operations Plan prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System

(SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

Standardized Emergency Management System Plan provides staff, parent volunteers, and students with site-specific emergency instructions during an emergency crisis or disaster. Staff designated to carry out specific emergency responsibilities are expected to understand the policies, procedures, and system. Training and exercises are ongoing components of the Plan.

This Plan incorporates the Incident Command System (ICS). The District has established a plan for maintaining a liaison with any multi-agency EOC and the County Emergency Operations Center to help facilitate effective coordination of aid requests, resources, and the general flow of information among all agencies and jurisdictions within the region.

All emergency actions will be taken according to the following priorities:
1. Protection of life
2. Incident stabilization
3. Protection of property
4. Restoration of services

Part II: School Safety Committee and Plan Review, Evaluation, and Amendment Procedures

List names and place an X in the column representing each person's role.

School Safety Planning Committee Members (School Site Council Members or School Safety Committee, comprised of the members listed) Ed. Code 32281	Principal or designee	Teacher Rep. of Cert. Employees	Parent	Classified Employee	Other School Staff	Law Enforcement
Name						
Twin Rivers Police						X
Kristina Jordan	X					
Kristina Planting		x				
Tracy Roberts		x				
Tony Wood		x				
Sandy McBee		x				
Sarah Delap		x				

Date reviewed/amended: 11/06/2025 _____

Date communicated to the public: __11/19/2025_____

Comprehensive School Safety Plans are reviewed and updated at least once a year by the School Site Council or a school safety planning committee. The Plan must be presented at a public meeting prior to adoption. The School Site Council or school safety committee shall notify, in writing, the following persons and entities, if available, of the public meeting.

      A)   A representative of the local school employee organization
      B)   A representative of each parent organization at the school site, including the parent-teacher association and parent-teacher clubs
      C)   A representative of each teacher organization at the school site
      D)   A representative of the student body government

During the annual review, local data is reviewed, such as the current status of school crime committed on school campuses, California Healthy Kids Survey results, suspension and expulsion data, chronic absenteeism rate, and discipline data, including bullying and harassment incidences. Established goals related to school safety are reviewed and revised annually. Appropriate action steps are outlined, resources and lead person(s) are identified, and an evaluation date is established.

Part III: Site Demographics and Assessment of School Safety

Number of Students	481
Number of Staff	63
Number of Disabled Students	0
Number of Disabled Staff	0
Site Square Acreage / Square Footage	3071
Number of Classrooms	23
Number of Other Rooms	5
Number of Parking Lots	1
Campus Safety Specialist (CSS) On-Site (Y/N)	N
Health Assistant On-Site (Y/N)	Y

2024 California School Dashboard	**% of Students**
Suspensions	6.3
Chronic absence rates	31.3
2024-25 School Climate Report Card (Elementary)	**% of Students**
School Connectedness	69
Academic Motivation	83

Meaningful Participation	34
Facilities Upkeep	29
Parent Involvement in Schooling	77
Social and Emotional Learning Supports	65
Antibullying Climate	67
Feel Safe at School	85
Cyberbullying	8
Rule Clarity	62

At _Westside Elementary School_____, we develop and maintain strategies and programs that provide and maintain a high level of school safety and comply with existing laws related to school safety.

Our school assesses the safety of students, staff, and families annually as part of our process to approve our Comprehensive School Safety Plan. We review and update our Single Plan for Student Achievement for the academic and social/emotional success of our students. We review Suspension/Expulsion data, Attendance rates/SARB data, Office Referrals, and the results from the California Healthy Kids Survey. We maintain a relationship with our local law enforcement agencies, including Twin Rivers Police, and know the procedures to report property damage or other criminal activity. In addition, all our staff comply with District and State requirements for Mandated Reporter Training and follow protocols for Child Abuse Reporting.

Creating a safe school requires putting in place many preventive measures for a student's mental and emotional well-being. Our school works to reduce the risk of violence by teaching students appropriate strategies for dealing with emotions, expressing anger in appropriate ways, and resolving conflicts. Our school uses a comprehensive approach to school violence prevention. Student needs are identified using measures such as teacher and staff observations, parent and community information, patterns of behavior, and counseling requirements and experiences.

Our school has a system of rules and procedures to ensure a safe and orderly environment that is conducive to learning. These rules outline our students' behavioral expectations throughout the school day and all around campus.

Our school has a program to ensure pupils and certificated and classified staff are aware of and trained in plans, procedures, and routines for disasters and emergencies. We rehearse these regularly. We include adaptations for pupils with disabilities. (See Part VII for specific emergency response protocols). Our District regularly consults with law enforcement agencies, Twin Rivers Police, and local fire departments to ensure proper planning and procedures are in place and utilized.

Our District has procedures to allow public agencies, including the Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

Our school follows all our District's Board Policies related to safety (see Part VIII: Strategies and Procedures for School Safety).

Part IV: Key Safety Personnel – Incident Command System

Westside Elementary School
_____
Incident Command System
Year: 2025-2026

Name	Work Phone	Cell Phone
COMMAND STAFF		
Incident Commander (Principal)		
Primary: Kristina Jordan	916-566-1990	916-612-4716
Alternate: Thomas Cope	916-566-1990	916-752-4422
GENERAL STAFF		
OPERATIONS SECTION		
Section Leader: Sara Rowlett	916-566-1990	916-402-2449
Alternate: Kelley Hicks	916-566-1990	916-432-7413
Accountability Unit		
Unit Leader: Kristina Jordan	916-566-1990	916-612-4716
Team 1: Kristina Planting		916-390-2962
Team 2:		
Medical Unit		
Unit Leader: Rebecca Cuneo	916-566-1990	916-664-1448
Triage Team: Mariela Sandoval	916-566-1990	916-200-8609
Treatment Team: Suman Lata	916-566-1990	916-233-8003
Search & Rescue Unit		
Unit Leader: Mario Ramirez	916-566-1990	916-390-2962
Team 1: Michelle Dice	916-566-1990	916-261-0192
Team 2: Tony Wood	916-566-1990	916-213-9939
PLANNING & INTEL SECTION		
Section Leader: Kristina Jordan	916-566-1990	916-612-4716
Alternate: Thomas Cope	916-566-1990	916-752-4422
Situation Unit		
Unit Leader: Kristina Jordan	916-566-1990	916-612-4716
Alternate: Sara Rowlett	916-566-1990	916-402-2449

LOGISTICS SECTION		
Section Leader: TRPD	916-566-2770	916-566-2770
Alternate: Kristina Jordan	916-566-1990	916-612-4716
Supply Unit		
Unit Leader: Kelley Hicks	916-566-1990	916-432-7413
Alternate: Sara Rowlett	916-566-1990	916-402-2449

_____

Incident Command System
Year: 2025-2026

EOC

Safety Officer
Police Services

→

Incident Commander (Principal)

Kristina Jordan

Logistics

TRPD

Supply Unit

Kelley Hicks

Planning & Intelligence

Kristina Jordan

Situation Unit

Thomas Cope

Operations

Sara Rowlett

Accountability Unit

Kristina Planting

Team 1
Kelley Hicks

Team 2
Kelly Pruitt

Medical Unit

Rebecca Cuneo

Triage Team
Mariela Sandoval

Treatment Team
Suman Lata

Search & Rescue Unit

Mario Ramirez

Team 1
Michelle Dice

Team 2
Tony Wood

RESPONSE DECISION FLOW AND RESPONSE STEPS

DECISION STEPS	EXAMPLE
ALLOW PRE-PLANNED / AUTOMATIC RESPONSE PROTOCOLS TO TAKE PLACE.	EVACUATION, LOCKDOWN, CALL FOR HELP
ESTABLISH AN INCIDENT COMMAND POST	GATHER TEAMS / DETERMINE CAPABILITIES AND CONDUCT A HASTY SITUATION ASSESSMENT.
DEVELOP AN INCIDENT ACTION PLAN	DETERMINE PRIORITIES AND OBJECTIVES AND OUTLINE RESPONSE STRATEGIES AND TACTICS.
INITIATE PLAN	DEPLOY RESPONSE TEAMS, DOCUMENT INCOMING INFORMATION. ADJUST PLAN AS NECESSARY. RE-EVALUATE AT THE BEGINNING OF EACH OPERATIONAL CYCLE.
ENTER INTO UNIFIED COMMAND	BRIEF EACH FIRST RESPONDER ELEMENT (FIRE, PARAMEDICS, POLICE) AS THEY ARRIVE AT THE INCIDENT COMMAND POST. ADJUST RESPONSE PLANS BASED ON FIRST RESPONDER CAPABILITIES AND RE-EVALUATION OF ELEMENT SPECIFIC (FIRE, POLICE, SCHOOLS) PRIORITIES AND OBJECTIVES.

PRIORITIES – OBJECTIVES – STRATEGIES – TACTICS MATRIX

Guidance Element	Description	Example
Priorities	Defines the intent of the Incident Commander, in general terms, with regard to the most important things that must be accomplished. They are generally expressed in terms of core capacities and capabilities.	What are the most important things to focus on immediately? Gain accountability of all students and staff within 10 minutes of the onset of the incident.
Objectives	Define what must be accomplished to achieve the priorities based on the knowledge of the current situation and the resources available. Objectives can be thought of as the "big picture" response mechanisms that allow the Incident Commander to address the defined priorities.	How do I address the identified priorities? 1) Conduct classroom-by-classroom accountability surveys at the Evacuation Assembly Area. 2) Conduct Search and Rescue Operations
Strategies	Plan of action to achieve one or more objectives. Strategies describe what actions and resources are required to achieve specific objectives. These should be re-evaluated at the beginning of each operational period.	What are the specific resources I need to deploy in order to accomplish the stated objectives? 1) Deploy Accountability Team to the Evacuation Assembly Area. 2) Deploy Search and Rescue Teams to selected areas.
Tactics and Tasks	Defines how specific actions will be performed to achieve the planning objective. Tactics specify who, what, when, and where when describing the deployment and direction of resources for implementing strategies to achieve incident objectives. These may be adjusted as necessary.	What are the specific task directives? 1) Accountability Teams 1 will survey each classroom assembly, acquire a class roster from the teacher and determine the number of missing students by name. 2) Team 2 will account for and identify by name all students and staff reporting to the casualty collection point. 3) Search and rescue Team 1 will clear and mark buildings 1 through 3, and Team 2 will clear and mark buildings 4 through 6. No entry into buildings 7 and 8 – fire location.

INCIDENT COMMAND SYSTEM
POSITION DESCRIPTIONS

COMMAND STAFF

The Command Staff are incident management personnel that the Incident Commander or Unified Command assigns to directly support the command function. Command Staff positions are established by the Incident Commander or Unified Command as needed to support the management of an incident. Command staff report directly to the Incident Commander or Unified Command and are assigned assistants as necessary to perform their duties.

The ICS Command Staff includes:

Incident Commander (IC) (at the site Incident Command Post): The Incident Commander (at the site) has overall incident management responsibility and is responsible for all incident management decisions. When an incident occurs within a single jurisdiction, and there is no overlapping responsibility, the appropriate authority designates a single Incident Commander. When incident management crosses jurisdictional and/or functional agency boundaries, the various jurisdictions and organizations may still agree to designate a single Incident Commander, or they may enter into a Unified Command (See below).

When there is a single Incident Commander, that individual is solely responsible for the following:

- [ ] Establishing the incident objectives and priorities that guide incident action planning and operations
- [ ] Approving all response plans and strategies based on expert advice
- [ ] Approving all external messages
- [ ] Determining the operational cycle
- [ ] Assessing the situation
- [ ] Establishing an Incident Command Post (ICP)
- [ ] Establishing or modifying an appropriate organization
- [ ] Ensuring planning meetings are scheduled as required
- [ ] Coordinating activity for all Command and General Staff
- [ ] Coordinating with key people and District officials
- [ ] Approving requests for additional resources or for the release of resources
- [ ] Keeping District administration informed of incident status
- [ ] Approving the use of trainees, volunteers, and auxiliary personnel
- [ ] Order the demobilization of the incident when appropriate.

UNIFIED COMMAND

When multiple disciplines are involved in response efforts, they may enter into a Unified Command (UC). Unified Command is used to improve the unity of effort in multijurisdictional or multiagency incident management.

Unified Command enables different jurisdictions and organizations to jointly manage and direct incident activities through a common set of incident objectives, strategies, and a single incident action plan.

Each partner in the Unified Command maintains authority, responsibility, and accountability for its own personnel and other resources.

GENERAL STAFF SECTION

OPERATIONS

The Operations Section plans, performs, and supports tactical activities to achieve the incident objectives established by the Incident Commander (IC).

OPERATIONS SECTION CHIEF:
- ☐ Manage tactical operations at the site / Incident Command Post level.
- ☐ Interact with the next lower level of Section (Branch, Division/Group) to develop the operations portion of the Incident Action Plan
- ☐ Request resources needed to implement the Operation's tactics as a part of the Incident Action Plan development
- ☐ Assist in the development of the operations portion of the Incident Action Plan
- ☐ Supervise the execution of the Incident Action Plan for Operations
- ☐ Ensure safe tactical operations
- ☐ Request additional resources to support tactical operations
- ☐ Approve release of resources from assigned status (not release from the incident)
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Operations Section and maintain a Unit Log.

The Operations Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

ACCOUNTABILITY UNIT LEADER
- ☐ Gain accountability of all students, staff, visitors, and contractors at the Incident site
- ☐ Report accountability status to the Incident Command Post
- ☐ Organize and supervise the movement of personnel to transportation for movement during off-site evacuations
- ☐ Track movement of personnel to off-site reunification and conduct on-site parent release operations.

MEDICAL UNIT LEADER

- ☐ At the scene of the incident, establish and manage the triage site and Casualty Collection Point
- ☐ Oversee the triage and medical treatment of all casualties
- ☐ Report casualty status and fatalities to the Incident Command Post
- ☐ Track movement of casualties and recommend mitigation strategies to the Incident Commander
- ☐ Liaise with medical first responder upon arrival and provide casualty status
- ☐ Request additional personnel and supplies as needed
- ☐ Liaise with the Coroner's Office on scene

SEARCH AND RESCUE UNIT LEADER

- ☐ Oversee all incident site search and rescue teams and operations at the direction of the Incident Commander.
- ☐ Develop and implement search and rescue plans
- ☐ Track search and rescue team activities
- ☐ Document team actions
- ☐ Ensure teams have appropriate equipment
- ☐ Make equipment and personnel requests to the Incident Commander, as necessary
- ☐ Report all information to the Incident Commander
- ☐ Assist fire department operations at their request
- ☐ Brief arriving fire department personnel as directed
- ☐ Assist medical teams with immediate intervention treatment as needed

PLANNING & INTELLIGENCE

The Planning Section collects, evaluates, processes, and disseminates information for use at the incident.

PLANNING & INTELLIGENCE SECTION CHIEF:

- ☐ Collect and process situation information
- ☐ Supervise the preparation of the Incident Action Plan
- ☐ Establish information requirements and reporting schedules for the Situation Unit
- ☐ Establish special information collection activities as necessary, e.g., weather, environmental, toxics, etc.
- ☐ Report any significant changes in incident status
- ☐ Compile and display incident status information
- ☐ Provide input to the Incident Commander and Operations Section Chief in preparing the Incident Action Plan
- ☐ Oversee preparation of Incident demobilization plan
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Planning & Intelligence Section,

□ Maintain a Unit Log

The Planning & Intelligence Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

SITUATION UNIT LEADER
 □ Maintain the Incident Command Post status board
 □ Responsible for documenting, managing, and displaying all incoming and outgoing incident information
 □ Document assignments and supply needs
 □ Notify the Incident Commander of pertinent information and status changes
 □ Establish information requirement
 □ Fill EOC information requests
 □ Maintains a master record of the incident

LOGISTICS

All incident material support and staffing needs are provided by the Logistics Section.

LOGISTICS SECTION CHIEF:

 □ Manage all incident logistics
 □ Provide logistical input to the Incident Commander in preparing the Incident Action Plan
 □ Brief other Section and Unit Leaders as needed
 □ Conduct logistical forecasting
 □ Identify anticipated and known incident service and support requirements
 □ Request additional resources as needed
 □ Review and provide input to all plans and planning subsections, as required
 □ Supervise requests for additional resources
 □ Direct and oversee the activation, operations, and demobilization of the Logistics Section
 □ Maintain a Unit Log.

The Logistics Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

SUPPLY UNIT LEADER
 □ Responsible for the immediate identification and local acquisition of equipment or supplies for the Incident Command Post and teams.

Part V: Firearm Safety Notification Procedures (California Education Code 49392)

In compliance with California Education Code Section 48986, the District provides annual written notification to parents and guardians of pupils in kindergarten through grade 12 regarding California laws relating to the safe storage of firearms. This notification is included in the District's Student and Family Handbook and serves to increase awareness and promote school and community safety.

Part VI: Threat Reporting Procedures (California Education Code 49393)

1. Purpose

These procedures are established to ensure the safety of all students, staff, and visitors by providing a clear, coordinated process for reporting, assessing, and responding to threats or incidents of violence, unlawful activity, or potential harm occurring:

- On school grounds
- During school-sponsored events
- On school transportation

These procedures fulfill the requirements of **Education Code sections 49390–49395**, as established by **Senate Bill 906**, effective January 1, 2023, and incorporate the use of **Catapult EMS** to support timely communication and incident management.

2. Definitions

- **Threat or perceived threat**: Any writing or action by a pupil that creates a reasonable suspicion the pupil is preparing to commit a homicidal act related to the school or a school activity. This includes depictions of firearms, ammunition, shootings, or related violent imagery in association with physical harm or death (e.g., on social media, journals, or class notes).
- **Dangerous or unlawful activity**: Any act or threat that could cause injury or violate local, state, or federal laws (e.g., possession of weapons, physical assault, drug activity, threats of harm).
- **LEA employee**: All certificated and classified staff, contractors, and governing board members who interact with students.

3. Immediate Response and Reporting Protocol
      A. Staff Observations and Mandatory Reporting

- Any staff member who observes or becomes aware of a threat or perceived threat of a **homicidal act related to school or a school activity** must immediately:
    - **Report to site administration and**
    - **Notify local law enforcement, Twin Rivers Police** (or school resource officer)

- o **Submit an Action Alert (Code Red) through Catapult EMS**, which will simultaneously notify key response personnel, including administration and district-level safety officials
- Include all **available evidence** related to the threat (e.g., screenshots, notes, eyewitness statements).
- If multiple employees are aware of the same incident, a report by one satisfies the obligation for all; however, employees are encouraged to document/report individually when in doubt.

    B. Reporting Other Dangerous or Unlawful Activities

- Staff should report all observed or suspected incidents involving violence, weapons, or unlawful acts to site administration **and through Catapult EMS**.
- Site administrators will use Catapult EMS to:
    - o Track incident response in real-time
    - o Coordinate with district and law enforcement partners
    - o Document steps taken throughout the incident

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4. Administrative Investigation and Threat Assessment

- Upon receiving a report, school administration will:
    1. **Secure the immediate safety** of all individuals involved (e.g., initiate lockdown, call security, isolate the student).
    2. **Initiate a threat assessment** using District-adopted tools (e.g., Behavioral Threat Assessment model).
    3. **Collaborate with law enforcement**, per Ed. Code § 49394, to:
        - Conduct a timely investigation
        - Review the California DOJ firearm registry
        - Conduct a search of the school site if warranted by reasonable suspicion
- **All communication with internal response teams and documentation of investigative steps will be managed via Catapult EMS**, supporting transparency and centralized recordkeeping.

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5. Parent and Student Involvement

- Parents/guardians of involved students will be notified in a manner consistent with district policy and legal requirements.
- In cases involving threats of violence, mental health supports may be offered, including:
    - o Counseling referrals
    - o SST or IEP team review, if applicable
    - o Safety re-entry planning

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6. Documentation and Follow-Up

- All incidents and responses will be documented in both Aeries and Catapult EMS for tracking and legal compliance.
- School administrators will convene a follow-up meeting to:
    - o Review the adequacy of the response
    - o Ensure all supports and consequences were implemented appropriately
    - o Adjust safety protocols if needed

Part VII: Emergency Response Protocols

These Emergency Response Protocols are an excerpt from the larger Master Emergency Operating Plan (EOP) that is developed under the U.S. Department of Education's Emergency Response and Crisis Management Discretionary Program.

These Emergency Response Protocols are consistent with both the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security. The EOP presents specific standardized procedures to be used in preparing for and responding to school emergencies.

It is important to treat this plan as an evolving and living document that will be reviewed in detail annually and updated as required, especially after every incident that requires its use.

The main objectives of these Emergency Response Protocols are to establish policies, procedures, and an organizational structure for response to emergencies for:
- Protecting the life and safety of students and staff
- Protecting Twin Rivers Unified School District property and the environment
- Providing rapid resumption of normal school activities in a timely manner

These emergency protocols are organized into two sections:

1. **Part V.1: Common Response Actions:** Addresses immediate common response actions that may be applied to multiple incident types.

2. **Part V.2: Incident-Specific Response Actions:** Provides pre-incident prevention/mitigation, emergency response, and recovery guidelines for specific incident types.

    Each Section of the Incident-Specific Response Actions is divided into 3 subsections:

    A. Pre –Incident Prevention / Mitigation: Those actions, such as plans, training, equipment acquisitions etc., that will prepare schools to deal with emergencies.
    B. Emergency Response Guidelines: Those actions to be taken at the onset, during and at the immediate conclusion of an incident.
    C. Recovery: Those actions that promote continuity of operations and a return to normal operations and post-incident analysis.

The District's Emergency Response Protocols from the Master Emergency Operation Plan (EOP) are accessible online at this link.

Off-Site Evacuation Locations

<table>
<tr><td colspan="4" align="center">1st OFF-SITE EVACUATION LOCATION</td></tr>
</table>

1st OFF-SITE EVACUATION LOCATION			
Name of Evacuation Facility:	Westside Park		
Contact Person:		**Phone:**	916-991-5929
Address:	6601 W 2nd St., Rio LInda, CA 95673		
Special Conditions of Facility Owner:	N/A		
2ND OFF-SITE EVACUATION LOCATION			
Name of Evacuation Facility:	Rio LInda Public Library		
Contact Person:	N/A	**Phone:**	916-264-2920
Address:	6724 6th St., Rio Linda, CA 95673		
Special Conditions of Facility Owner:	N/A		

Part VIII: Strategies and Procedures for School Safety

School Plan for Student Achievement: Title I Funded Program Evaluation

Westside Elementary

Monitoring and Evaluation Template

Goal #1

Improve academic performance in ELA on CAASPP by 10%. 56% of students will be proficient at the end of the second trimester ELA benchmark in 2024-2025.
Improve academic performance in Math on CAASPP by 10%. 57% of students will be proficient at the end of the second trimester Math benchmark in 2024-2025.
English Language Learners: 56% of our English Learners are making progress. We will provide additional high quality first instruction and ELD support to improve that percentage by 10%.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
91206 Add Row 14 rows remaining.	1.1 We will be providing a .5 student support teacher to provide targeted interventions for reading instruction.	Funds spent accordingly as of 11/19/25. **Budget has exact expenditure amount on any given day.	We were able to fund a part-time SST that has implemented reading intervention with small groups K-6 during WIN (What I Need) time and various other times during the day. Each student in the lowest achievement level receives SST support 3x a week. This meets our goal as this money is directly used to pay our SST.	We will continue to fund the part-time SST including both salary and benefits.

Goal #4

For the 2024-2025 school year, Westside will focus on family/community outreach and involvement opportunities to increase parent participation in student achievement, community partnerships and parent involvement. This included but is not limited to communication, progress monitoring, learning partnerships, family events, volunteerism, Principal coffee table and school decision making. The percentage of parents attending BTSN will have an expected increase to 70% from 60% and parent conference attendance will increase to 95% from 92%.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
2000 Add Row 14 rows remaining.	Families will be provided with regular communication to promote learning. Specific planned expenditures include the printing of communications, creating parent folders, newsletters, and sending mailings.	We have not spent these funds as of 11/19/25.	As our communications continue to move to more digital platforms, our need for printing communications has decreased.	We will be modifying our cost for printing communications for parents and spending the allocated money on planners for families to use at home.
495 Add Row 14 rows remaining.	Light refreshments for Principal Coffee Table/Family Nights and Parent Involvement	We have not spent these funds as of 11/19/25.	Our parent events have been scheduled for later in this school year.	We will continue with this goal as written.

Westside Elementary SPSA Addendum #1 25-26

As of 11/19/25

Goal #1: Increase Academic Achievement & Decrease Disproportionalities

Goal #4: Families will be engaged with school and students through family involvement strategies in the areas of communication, progress monitoring, learning partnerships, family events, volunteerism and school decision making.

What	Current	Proposed Change	After Change	Total Allocation
1.1 We will be providing a .5 student support teacher to provide targeted interventions for reading instruction. Extra funds are allotted to substitute coverage, extra hours, materials and supplies	Title 1 Basic: $58,429 + $20,071 = $78,500.00 (salaries + benefits) $1,000 (Materials & Supplies) $9571 (Extra Duty Hours) $2,135 (Extra Duty Benefits) = $12,706	Title 1 Benefits/Salary: $-1,117	$90,089	$90,089
4.1 Families will be provided with regular communication to promote learning. Specific planned expenditures include the printing of communications, creating parent folders, newsletters, and sending mailings.	Title 1 Parent Family Engagement (PFE): $2,000			$2,000
4.2 2 Light refreshments for Principal Coffee Table/Family Nights and Parent Involvement	Title 1 Parent Family Engagement (PFE): $495	Title 1 PFE: -$31.00		$464
Total	Title I basic: **$91,206** $78,500 + $12,706 Title I Parent Involvement: **$2,495** $2,000 + $495	Title I basic: **$90,089** ($57,312 + $20,071) Materials & Supplies: $12,706 Title I Parent Involvement: **$2,464** ($2,000 + $464)	Title I basic: $90,089 Title I Parent Involvement: $2,464	**GRAND TOTAL: $92,553**