



## School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

### CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

### ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
<b>West Wind Elementary</b>	6109276	05/13/2026	06/02/2026

## Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This school site plan will be utilized school wide to ensure all students have their educational goal and social and emotional needs met. To support student learning, Title 1 and LCFF funds will be used to positively impact and improve the quality of education for all students including social and emotional support. There will be a continued focus and support for those students with disabilities and other identified at-risk students.

## Educational Partner Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

Committee Name	Meeting Dates	Purpose of Meeting
School Site Council (SSC)	September , 2026 October , 2026 November , 2026 December , 2026 January , 2027 February , 2027 April , 2027 May , 2027	Is a group of teachers, parents, and classified employees who work with the school principal to develop, review, and evaluate school improvement programs and budgets.
Positive Behavior Interventions and Supports (PBIS)	August , 2026 September , 2026 October , 2026 November , 2026 December , 2026 January , 2027 February , 2027 March , 2027 April , 2027 May , 2027	Teachers, school counselor, school psychologist meet with administration team to review data for supporting students' behavioral, academic, social, emotional, and mental health. Goals are set and data is reviewed monthly to determine best practice in supporting all students.
English Language Advisory Council (ELAC)	September , 2026 November , 2026 January , 2027 March , 2027 May , 2027	Families meet monthly with school team to advise principal, staff and school site council on the needs of Multi-Language Learners and the programs and services designed to support them.
Parent Teacher Association (PTA)	Monthly until December and then bi-monthly	To create and support a strong partnership between parents and teachers to support the school and its students.
African American Advisory Council (AAAC)	October , 20256 February , 2027 May , 2027	To ensure the voices and needs of African-American students, families, and communities are heard and addressed within our school organization.
Instructional Leadership Team (ILT)	September , 2026 October , 2026 November , 2026 December , 2026 January , 2027 February , 2027 March , 2027 April , 2027 May , 2027	The purpose of this team is to implement distributed leadership within a school, expanding the impact of the vision and goals for student outcomes. This becomes a team approach that is then shared with the rest of the teaching staff.

APR/Working Group	January , 2027 April , 2027	The purpose of the annual progress review is to assess progress, provide feedback and plan for the future. Feedback from multiple stakeholder groups will be reviewed and shared to make informed decisions.

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

West Wind Computer Science Magnet School is a TK-5th grade elementary school located in the Antelope Valley High Desert in Southern California. The population of West Wind is 773 students and is reflective of the great diversity of the Antelope Valley. The ethnic composition of our school is 67% Hispanic, 9% White, 18% African American, and 5% identify as Asian/Filipino/Pacific Islander/Alaskan Native. To support our families, we have an after-school program that is free for students to attend. The West Wind staff is immensely proud of our school community and works collaboratively to ensure access to a guaranteed and viable curriculum each and every day.

West Wind has 1 principal, 1 assistant principal, 30 teachers, 2 RSP teachers, 1 school counselor, 1 psychologist, 2 speech and language pathologists, 1 instructional coach, 1 family ambassador, 1 community liaison and many support staff that help the campus run smoothly each day.

Our mission here at West Wind is to provide all students with a 21st century education and skills that will be needed to be independent critical thinkers in a changing global world.

Throughout the school year, our computer science program integrates coding skills and technology that encourages students to problem solve and collaborate with their peers as they navigate their learning. West Wind Computer Science Magnet School uses the state adopted curriculum and utilizes clear and rigorous teaching to address the varying academic needs of our students. Students in grades third through fifth grade have tutoring opportunities as well as coding a drone enrichment classes after school. We will be expanding both programs in the 2026-2027 school year to increase the number of students who can participate. We have implemented a Learning Center to provide additional support in building early literacy foundational skills which are essential for students in learning to read.

West Wind teachers participate in Professional Development during the school year and have opportunities each week to be part of a Professional Learning Community with their colleagues. Planning and designing of high-quality lesson plans and analyzing data in language arts and math take place regularly to ensure the needs of students are met each day.

Our efforts to address our academic goals are being met with growth in both language arts and math and this is an area where we will work to increase our level of rigor during instruction time in order to see more success when assessing students' knowledge of the standards.

We have continued to see a steady increase in daily attendance and are currently around 93% average daily attendance. Our goal is to reach 96% daily attendance, and we will continue to strive to meet this district expectation. Our partnerships with our parent groups such as School Site Council, ELAC, AAA, PTA and Parenting Partners, and our Working Group has played a vital role in increasing attendance each day as well as at school wide events and parent engagement.

We are a school-side Positive Behavior Interventions and Supports school. Our teachers and support staff have been trained in its practices and our students are explicitly taught the school expectations; BE Safe, BE Respectful, BE Responsible. These school-wide expectations are reviewed at school wide assemblies twice a year and then daily in each classroom and on the yard. We have worked diligently to provide additional support for those students who struggle with making positive choices at school. Identified school staff check in with specific students to increase their connection with their school and peers to develop a strong relationship to the school community.

West Wind is incredibly proud of our students and community and will continue to strive to meet the academic and social and emotional needs of each and every student. Student well-being and success is at the forefront each day. West Wind works hard in setting high expectations for our students and are dedicated to supporting students as they work to reach and surpass those expectations.

## CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN

The Lancaster Elementary School District (LANCSD) has embraced a collaborative approach by integrating the California Community Schools Partnership Program (CCSPP) Implementation Plan into the Single Plan for Student Achievement (SPSA). This collaborative effort aims to improve alignment and efficiency in meeting shared educational goals. The integration allows for streamlined strategies, reduced duplication, and better coordination of resources and interventions. It also simplifies progress tracking and reporting, supports continuous adjustments, and fosters stronger collaboration among educational partners. This inclusive approach ensures a comprehensive, community-focused strategy for student success, making everyone involved feel part of a unified team.

In Spring 2023, the Lancaster Elementary School District (LANCSD) was awarded 22 five-year (2023-2028) Community Schools Implementation Grants. These grants, in partnership with site leaders, staff, parents, students, and community partners, signify a significant step towards a unified vision of establishing community-based learning hubs. With the active involvement of our community partners, these hubs will offer students and families access to comprehensive support services and resources in a centralized location, fostering holistic growth and strengthening community engagement.

The California Community Schools Framework (CA CS Framework) defines essential elements for successful community schools, including Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. The Lancaster Elementary School District (LANCSD) has identified four key Community Schools priorities to improve student outcomes in alignment with this framework, as informed by the previous year's data analysis. These priorities are: (1) Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services; (2) Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education; (3) Building the capacity of educators and staff to meet the academic and developmental needs of students through a Multi-tiered System of Supports (MTSS); and (4) Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction. These priorities are fully aligned with the CA CS Framework and support the overarching goals of Lancaster Elementary School District's Local Control Accountability Plan (LCAP), which include promoting academic achievement, equitable learning practices, and creating safe, supportive environments.

To implement and continuously enhance a whole-child approach to school improvement across the Lancaster Elementary School District, each school will engage in ongoing evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant and beyond. This process will focus on assessing the fidelity of implementation and the impact of CCSPP investments and initiatives. In collaboration with LANCSD and various educational partners, each school will annually review and update the Implementation Plan to reflect the progress and evolving needs of the community schools. The results will inform this review of the Needs and Assets Assessment, and course corrections derived from continuous improvement efforts and school

community engagement. The annual review process will incorporate data from the School Plan for Student Achievement (SPSA), YouthTruth Survey results, local assessment results, California School Dashboard, evaluation reports from previous and current years regarding the Four Pillars of Community Schools, and the Capacity-Building Strategies (Shared Commitment, Understanding and Priorities, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships).

**COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:**

Priority	Outcome
<p><b>Priority 1:</b> Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services.</p>	<p>Success will be determined by comparing actual outcomes to baseline outcomes, including:</p> <ul style="list-style-type: none"> <li>• CAASPP and i-Ready Diagnostic Assessments to evaluate students’ academic achievement</li> <li>• YouthTruth Survey results to assess school climate, student engagement, and social-emotional development</li> <li>• Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/expulsion rates</li> </ul>
<p><b>Priority 2:</b> Empowering parents and families to contribute to their children’s success by providing access to community resources and fostering active engagement in education.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> <li>• Regularly administering surveys and conducting focus groups with parents, families, and community members to gather qualitative feedback on the perceived quality of community school services and the effectiveness of home-school-community engagement efforts</li> <li>• Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement</li> </ul>
<p><b>Priority 3:</b> Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).</p>	<p>Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.</p>

<p><b>Priority 4:</b> Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> <li>• Increases in annual attendance in expanded learning programs</li> <li>• Growth in the number of out-of-school activities and events offered</li> <li>• Improved academic performance and student behavioral outcomes among expanded learning program participants (EL, Homeless, Foster Youth), as measured by CAASPP, ELPAC, and i-Ready Diagnostic scores, as well as redesignation rates of English Learners to Fluent English Proficient (RFEP)</li> </ul>
--	---

**CCSPP WHOLE CHILD AND FAMILY SUPPORTS INVENTORY:**

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

<p><b>Potential Support</b></p>	<p><b>Are these whole child and family supports part of your Community Schools Implementation Plan/Needs and Assets Assessment?</b></p>
	<p><b>YES/NO</b></p>
<p>Health Screening and Services (vision, dental, hearing, neurological, physical health)</p>	<p>YES</p>
<p>Mental Health Screening and Services</p>	<p>YES</p>
<p>Nutrition Services and Support</p>	<p>YES</p>
<p>Academic Support (tutoring, specialist, etc.)</p>	<p>YES</p>
<p>Counseling/Wellness Center</p>	<p>YES</p>

Multi-Tiered System of Supports (MTSS)	YES
Coordination of Services Team (COST Team)	NO
Before School (times/services)	YES
After School (times/services)	YES
Summer/Intersession Programs	YES
During School (learning pathways, differentiated instruction, lab times, etc.)	YES
Teacher Leadership Development and Opportunities	YES
Parent Leadership Development and Opportunities	YES
Student Leadership Development and Opportunities	YES
Shared Decision-Making Bodies that center the voices of students, families, and community	YES
Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, regular class information & outreach)	YES

Home Visits	YES
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	YES
Positive Behavioral Interventions and Supports (PBIS)	YES
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, trauma-formed practices, CHK, conflict resolution, etc.)	YES
Programs and practices that teach social-emotional skills (e.g., SEL curriculum (Sown to Grow, Second Step, Wondergrove, Kelso's Choice), mindfulness practices, etc.)	YES
Project-Based Learning	YES
Culturally Sustaining and Responsive Curriculum and Pedagogy	YES
Community-Based Curriculum, Pedagogy, and Projects	YES
Personalized Learning Plans	YES
Performance Assessments (e.g., capstones, portfolios, etc.)	YES

Advisory System to ensure every student has a home base/family group and an advisor who knows them well	YES
Other: Write In	N/A
Other: Write In	N/A
Other: Write In	N/A

**STRATEGY 1: SHARED COMMITMENT, UNDERSTANDING, AND PRIORITY:**

**GOALS AND ACTIONS:**

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessment and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory.

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2026-2027 to meet this goal.
<p><b>Goal 1:</b> Promote community, student and family engagement through multiple communication modes.</p>	<p>YES</p>	<p>We met with our School Site Council to discuss current needs using data at the school and shared the proposed goal and it was approved by the SSC participants.</p>	<ul style="list-style-type: none"> <li>• Use of Parent Square</li> <li>• Phone calls</li> <li>• Email</li> <li>• Posters put up around campus</li> <li>• Parent meetings/Title 1 meetings</li> <li>• School-wide events</li> <li>• PTA Sponsored events</li> <li>• YouthTruth Survey administered to students in 3rd-5th, families and staff to gather data.</li> </ul>

<p><b>Goal 2:</b> Promote positive behavior interventions and supports, including PAWS Store, PAW tickets, and the 3 Bs. (Be Safe, Be Respectful, Be Responsible)</p>	<p>YES</p>	<p>We met with our School Site Council to discuss current needs using data at the school and shared the proposed goal and it was approved by the SSC participants.</p>	<ul style="list-style-type: none"> <li>• PBIS kick off at beginning and middle of year</li> <li>• Expectations reviewed by teachers and support staff.</li> <li>• Weekly reminders in the Monday video that is shared with students.</li> <li>• Daily message on PA system</li> <li>• Bi-Weekly Paws Store for students to “buy” items using their tickets.</li> <li>• Monthly recognition at assemblies and on PA system.</li> <li>• Lunch with the Principals</li> <li>• Opportunities for Game Truck for those who earn PAWS for positive behavior.</li> </ul>

<p><b>Goal 3:</b> Ensure academic success and support for all students.</p>	<p>YES</p>	<p>We met with our School Site Council and ELAC to discuss current needs using data at the school and shared the proposed goal and it was approved by the SSC participants.</p>	<ul style="list-style-type: none"> <li>• Multiple data sources used at designated times of year to review data</li> <li>• State testing data review</li> <li>• Partnered with RISE Tutoring for 3rd, 4th, 5th grade students to provide support in both language arts and math. This will continue into the 2026-2027 school year.</li> <li>• Professional Learning Community meetings with teacher teams to review data, create assessments, collaborate on lessons during the year.</li> </ul>

**GOAL ANALYSIS:**

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming school year that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal, as well as identified areas of growth and any solutions you developed. (300 words or less)

We continue to reflect on our practices to ensure our students have the opportunity to grow academically and socially with their peers at school. Our survey results and feedback from students, families and staff have shown growth in many areas and those areas where we did not see anticipated growth will be discussed with staff and families to reflect on current practices and to see where changes can be made to improve. Decisions that have been made and were beneficial will continued to be implemented to support all students. We continue to see that many of West Wind's students feel comfortable and safe on campus and have a sense of belonging, but there is growth to be had in this area to increase the percent positive response. We have also heard from families that school communication has increased, and they are positive about that. Much of this was due to the implementation of ParentSquare by the school district as its communication platform. This platform provides families the ability to communicate with their child's teacher, the administration and office staff at school and the district. Direct messaging can take place as well in case the parent/guardian needs to communicate with the teacher or the administration. This also provides families the ability to be kept updated on school and district events which is a vital component of community building and a sense of belonging. West Wind brought back its PTA during the 2024-2025 school year with huge success. The PTA continues to increase the number of events on campus and has encouraged more families to engage with the school. Academic rigor and engagement feedback from students and parents remained about the same We are completing the first school year standards-based report cards. A new and more rigorous math curriculum will begin in 2026,. We will continue to focus on our goal of seeing increased understanding and percentages of proficient students in both language arts and math. There will also be an increase in small group instruction for students who need additional academic support. Our Learning Center for students who meet set criteria in the area of reading has been implemented and has provided targeted small group instruction in early foundational literacy skills with strong success.

## Part B

**To increase our community involvement and feelings of connectedness to school, school administration will continue to host events throughout the school year to share important information with our families. For the 2026-2027, we will host parent meetings to provide school information so our parents/families feel part of the school community.**

- **Coffee with the Principals and Cocoa and Croissants Events -One held in the Fall and one in the Spring. This event brought in families to learn about the many resources available at the school site.**
  - **The school counselor spoke about services she provides in both classrooms and throughout the campus.**
  - **Attendance staff spoke about attendance process and the importance of keeping in contact with the office with absences and independent study.**
  - **Instructional Coach spoke about how she supports teachers with curriculum needs, professional development, etc...**
  - **Bilingual Paraeducator spoke about how she supports students with learning English and how she works with students in the classroom.**
  - **Family Ambassador and Community Liaison spoke about the parenting programs available throughout the year and the process they have in place for newly enrolled students and families.**
  - **PTA spoke about their role and how they provide support for school events and how to become involved in the school.**
  - **Assistant Principal spoke about Positive Behavior Interventions and Supports, Second Step and the behavior supports that are available on campus for students who struggle with decision making.**
  - **Principal spoke about Title 1 funding and how it provides additional programs and supports at the school site and the responsibility the school has for providing a guaranteed and viable curriculum to all students.**

## Part C

<p><b>Goal 1:</b> By June 2027, West Wind will increase community, student and family engagement through multiple communication modes. By doing so, student daily attendance will increase from 93% to 96%. Chronic absenteeism will decrease from 20.46% to 17%.</p>	<p><b>Yes</b></p>	<p>We met with our School Site Council to discuss current needs using data at the school and shared the proposed goal and it was approved by the SSC participants.</p>	<ul style="list-style-type: none"> <li>• Use of Parent Square</li> <li>• Phone calls</li> <li>• Email</li> <li>• Posters put up around campus</li> <li>• Parent meetings/Title 1 meetings</li> <li>• Attendance meetings and supports for students who are not coming to school regularly.</li> <li>• School-wide events</li> <li>• PTA Sponsored events</li> <li>• YouthTruth Survey administered to students in 3rd-5th, families and staff to gather data</li> </ul>
---	-------------------	--	---

<p><b>Goal 2:</b> By June 2027, West Wind will have reduced the number of Office Discipline Referrals by continuing to implement positive behavior interventions and supports, including PAWS Store, PAW tickets, and the 3 Bs. (Be Safe, Be Respectful, Be Responsible). Office Discipline Referrals will decrease 20% from 331 down to 265 through multi-tiered systems of supports strategies and positive reinforcement of expected behaviors.</p>	<p><b>Yes</b></p>	<p>We met with our School Site Council to discuss current needs using data at the school and shared the proposed goal and it was approved by the SSC participants.</p>	<ul style="list-style-type: none"> <li>• PBIS kick off at beginning and middle of year</li> <li>• Expectations reviewed by teachers and support staff.</li> <li>• Weekly reminders in the Monday video that is shared with students.</li> <li>• Daily message on PA system</li> <li>• Bi-Weekly Paws Store for students to “buy” items using their tickets.</li> <li>• Monthly recognition at assemblies and on PA system.</li> <li>• Lunch with the Principals</li> </ul>
--	-------------------	--	--

<p><b>Goal 3:</b> By 2027, West Wind will ensure continued academic growth and success and support for all students as measured by a minimum of 3% growth in both reading and math for 3rd through 5th graders using the California Dashboard using assessment results on the CAASPP. Students will demonstrate an increase of 5 % using local benchmark measures such as i-Ready reading and math. Benchmark data will be taken at the beginning, middle, and end of year to monitor progress of students in kindergarten through fifth grade.</p>	<p><b>Yes</b></p>	<p>We met with our School Site Council and ELAC to discuss current needs using data at the school and shared the proposed goal and it was approved by the SSC participants.</p>	<ul style="list-style-type: none"> <li>• Multiple data sources used at designated times of year to review data</li> <li>• State testing data review</li> <li>• Partnered with Rise Tutoring for 3rd, 4th, 5th grade students to provide support in both language arts and math. This will continue into the 2026-2027 school year.</li> <li>• Professional Learning Community meetings with teacher teams to review data, create assessments, collaborate on lessons during the year.</li> </ul>
---	-------------------	---	--

**STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING:**

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

To effectively assist educators in learning about students and families, as well as understanding the theoretical roots and practical elements of community-based learning (CBL), a structured set of goals and action steps is essential. This approach ensures that educators are equipped with the knowledge and skills to engage with the diverse backgrounds of our students and their families. By focusing our efforts in both theory and practice, our goal is to create a more inclusive and supportive educational environment that acknowledges and values the contributions of each community member.

We have worked diligently to empower families to provide feedback and contribute to school decisions, ensuring a representative voice. By actively seeking and valuing the input of families, we work to create a collaborative atmosphere where all stakeholders feel heard, acknowledged and respected. This inclusive approach not only strengthens the decision-making process but also fosters a sense of ownership and partnership among families, which is crucial for the success of our students and the school community as a whole.

Creating welcoming spaces where families can interact with educators in informal, supportive settings is an additional way to build relationships between educators and families. These interactions provide opportunities for open dialogue and mutual understanding, allowing educators to gain deeper insights into the needs and aspirations of the families they serve. By fostering these connections, we are able to effectively build trust and collaboration, which are essential for creating a nurturing and effective learning environment.

Using and reflecting on our Youth Truth Survey results helps us gather insights into students' cultural backgrounds, languages spoken at home, traditions, and community values. This data-driven approach allows us to tailor our educational strategies to better meet the needs of our diverse student body. Additionally, it provides a platform for our older students to express their feelings about our school community and their sense of connectedness to the school and the staff. By listening to their voices, we can make informed decisions that enhance their educational experience and promote a positive school culture.

### **STRATEGY 3: COLLABORATION LEADERSHIP:**

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphics):

At our community school, the system of shared governance is designed to ensure that decision-making is a collaborative process involving various stakeholders. As the principal, I work closely with the instructional leadership team to set academic goals and develop strategies to enhance student learning. This team is composed of educators who bring a variety of perspectives and expertise to the table, allowing us to address the unique needs of our student body effectively.

The assistant principal plays a crucial role in our site-level leadership structure, supporting the implementation of school policies and managing day-to-day operations. Her involvement ensures that our school runs smoothly and that we maintain a focus on our educational objectives. Additionally, the school site council, which includes teachers, staff, parents, and community members, provides valuable input on school improvement plans and resource allocation, ensuring that our initiatives align with the community's needs and expectations.

The annual progress report committee is tasked with evaluating our school's performance and identifying areas for growth. This committee's work is vital in maintaining transparency and accountability, as it allows us to track our progress and make informed decisions about future directions. Open communication is essential in our governance model, as it fosters trust and collaboration among all parties involved. We actively encourage a partnership with families and school staff, recognizing that their engagement and support are critical to our students' success. By working together, we create a nurturing and effective educational environment that benefits everyone in our school community.

#### **STRATEGY 4: SUSTAINING STAFF AND RESOURCES:**

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

To ensure the sustainability of our initiatives beyond the life of our implementation grant, we are actively seeking to partner with local community businesses. By fostering these relationships, we can create a network of support that can provide experiences for our students and families. These partnerships will allow us to combine practical experiences into our curriculum and enrich the educational journey of our students and ensuring that our programs remain relevant and impactful.

We recognize the invaluable resource that our families represent, and we are committed to leveraging their knowledge, expertise, and time. By involving families in our educational processes, we not only strengthen the school community but also enrich our students' learning experiences. Parents and guardians can offer unique insights and skills that can be integrated into our programs, providing students with diverse perspectives and real-world applications of their studies.

Finally, we are reaching out to various non-profit organizations to support our students. These organizations can offer resources, mentorship, and additional learning opportunities that complement our educational offerings. By connecting with non-profits, we can provide our students with access to a broader range of services and support systems, ensuring that they have the tools they need to succeed both academically and personally. Through these strategic partnerships and community engagements, we are committed to building a sustainable future for our school and its students.

#### **STRATEGY 5: STRATEGIC COMMUNITY PARTNERSHIPS:**

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

At the beginning of the 2024-2025 school year, we successfully launched a Parent and Teacher Association (PTA) that has been instrumental in fostering collaboration between parents and educators as well as in providing engaging family events during the school year. This partnership is designed to continue into the new school year, ensuring that the voices of both parents and teachers are integral to our decision-making processes and aligned with our school's vision and priorities.

In collaboration with our Community School Liaison, we are actively working to establish partnerships with various community agencies for the upcoming school year. These partnerships are intended to enhance the resources available to our students, staff, and families, ensuring that our school remains responsive to the needs and aspirations of our community.

We have also seen a significant increase in parental involvement in our Parenting Partner meetings, School Site Council Meetings, and English Language Advisory Committee. This heightened engagement allows us to better understand and address the needs of our families, thereby creating more opportunities for community involvement and support. By fostering these connections, we are committed to building a school environment that is inclusive and reflective of the diverse needs of our community.

# Staffing and Professional Development

## Staffing and Professional Development Summary

West Wind Computer Science Magnet School is committed to focusing on state standards and building a deeper understanding of the California Common Core State Standards. This involves ensuring that our educators are well-versed in the expectations and requirements of these standards, enabling them to deliver high-quality instruction that meets the diverse needs of our students. By deepening our understanding, we aim to enhance our curriculum and instructional strategies to align more closely with these standards, ultimately improving student outcomes.

We continue to focus on professional development in the area of standards-based report cards. This training will equip our teachers with the skills necessary to effectively communicate student progress in relation to the standards. Additionally, we are increasing the use of Common Formative Assessments as a tool to connect these report cards with ongoing student assessment, providing a more comprehensive picture of student learning and growth. The first year of standards based report cards has provided an opportunity for parents to have a more rounded understanding of their child's learning and the ability for parents to ask specific questions in areas where their child may be demonstrating a challenge.

Our school is dedicated to fostering a culture of collaboration through Professional Learning Communities (PLCs). By working more collaboratively, our educators can share best practices, analyze student data, and develop strategies to address the unique challenges faced by our students. This collaborative approach is essential for creating a supportive and effective learning environment.

As we are finishing our third year of working within Professional Learning Communities, our focus has continued on the betterment of students and the provision of clear, rigorous instruction. Through PLCs, we are able to continuously refine our teaching practices, ensuring that all students receive the high-quality education they deserve. This ongoing commitment to collaboration and professional growth is central to our mission of achieving excellence in education.

## Staffing and Professional Development Strengths

At our school, collaboration and a focus on student success is at the heart of everything we do. Teachers work closely together, sharing insights and strategies to enhance the learning experience for all students. This collaborative focus fosters a dynamic and inclusive environment where ideas are encouraged and exchanged, leading to innovative teaching practices that benefit our entire school community.

Our faculty is composed of experienced teachers who bring a wealth of knowledge and expertise to the classroom. Their years of experience allow them to effectively engage students and adapt to various educational challenges. This depth of experience is invaluable in creating a stable and nurturing learning environment where students can thrive.

We are deeply committed to the principle of lifelong learning, both for our students and our staff. Many of our teachers seek out and participate in professional development opportunities to refine their skills and stay abreast of the latest educational research and methodologies. This dedication ensures that our teaching practices remain current and effective, providing our students with the best possible education.

Our school is proud to offer robust support for students with differing learning needs. We recognize the importance of personalized education and strive to provide resources and strategies that cater to the diverse abilities of our students. By doing so, we ensure that every student has the opportunity to succeed and reach their full potential.

Finally, our educators are always willing to assist their colleagues, fostering a supportive and collegial atmosphere. This willingness to help one another not only strengthens our teaching community but also enhances the overall educational experience for our students. By working together, our teachers create a cohesive and supportive environment that benefits everyone involved.

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** Students in all grade levels have demonstrated growth in English Language Arts and Math, however, they remain below the state average in proficiency.

**Root Cause/Why:** While there have been modest increases in student achievement, there is a need for further teacher professional development in the area of rigorous teaching of the California Common Core State Standards in all grade levels.

**Needs Statement 2 (Prioritized):** Students in 5th grade participate in the California State CAST assessment which measures proficiency in understanding the science standards taught. Currently, the 5th grade students are points below the state average and the goal is to continue to close the achievement gap.

**Root Cause/Why:** There remains a need to increase the rigor in teaching and assessing the Next Generation Science Standards to the 5th grade students. Students need more opportunities for hands-on exploration activities and experiments to better grasp the content standards that are addressed on the CAST.

# Teaching and Learning

## Teaching and Learning Summary

Each year, there is a continued focus to monitor the progress of our students and we continue to see that all grade levels are demonstrating an increase in proficiency in both English Language Arts and Math. The hard work and dedication of our students and teachers continue to be a factor in this growth. Our families are kept informed of their child's progress throughout the school year. Teaching staff diligently focuses on enhancing their teaching skills with updated curriculum and strategies.

To continue our efforts in closing the achievement gap, multiple grade levels are administering Standards Mastery assessments and Common Formative Assessments on a weekly/end of unit basis. These assessments are crucial in monitoring student understanding and providing immediate feedback, allowing teachers to tailor their instruction to meet the needs of each student effectively.

Furthermore, data chats within these grade levels are proving to be highly beneficial, as they facilitate meaningful discussions about student performance and growth. These conversations enable teachers to identify areas of strength and areas needing improvement, thereby fostering a collaborative environment focused on student success.

Fourth and fifth grade growth has been less significant, and we are committed to engaging in thoughtful conversations to understand the underlying reasons. By identifying the factors contributing to slower progress, we can implement targeted interventions designed to address specific challenges and ultimately increase proficiency across all grade levels.

## Teaching and Learning Strengths

West Wind Computer Science Magnet School has shown slow but consistent progress in both English Language Arts and Mathematics, with all grade levels demonstrating growth. This indicates that our instructional strategies and curriculum enhancements are effectively supporting student learning across the board. The decrease in the number of students significantly below grade level is a testament to our targeted interventions and support systems, which are successfully addressing the needs of our struggling learners and helping them to achieve academic success.

Particularly noteworthy is the performance of our 3rd-grade students, who have demonstrated the largest increase in proficiency in both English Language Arts and Mathematics. This remarkable achievement highlights the effectiveness of our early literacy and numeracy programs, as well as the dedication of our 3rd-grade teachers in fostering a strong foundation for our students. Over the last three years, 3rd grade has consistently shown the most increase in proficiency, underscoring the sustained impact of our educational initiatives and the commitment of our staff to continuous improvement.

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** Math proficiency in fourth and fifth grade continues to remain below the state average which is a contributing factor to the academic achievement gap from the state average.

**Root Cause/Why:** While teachers are teaching the state standards, more targeted small group instruction is needed to address specific skills for those who are demonstrating mastery of the standard. Students are in need of having multiple opportunities to collaborate and use UDL to demonstrate their level of understanding needs and must be provided in all classrooms.

**Needs Statement 2 (Prioritized):** English Language Arts proficiency in grades 3rd, 4th, and 5th has remained below the state average creating a widening gap from the state average.

**Root Cause/Why:** More targeted small group instruction is needed to address specific skills for those who are not demonstrating mastery of the standard. Students are in need of having multiple opportunities to collaborate and use UDL to demonstrate their level of understanding needs and must be provided in all classrooms.

**Needs Statement 3 (Prioritized):** Multi-Language Learners have demonstrated consistent growth in their acquisition of English. While many are demonstrating growth, there are many students who are not demonstrating an increase in their proficiency level as measured by the ELPAC Summative Assessment and continue to need additional support.

**Root Cause/Why:** Teachers have been trained in teaching and implementing SDAIE and standards based instruction. There needs to be more emphasis on foundational skills and academic language in all content areas to help support those students who are struggling to make growth. Small group instruction to support those students needs to take place more often to reinforce content that has been taught whole class.

# Parental Engagement

## Parental Engagement Summary

West Wind Computer Science Magnet School continues to see a consistent increase in student attendance and is maintaining a similar attendance percentage as last year. This continued positive outcome is in part due to our concerted efforts to create a welcoming and engaging learning environment that encourages students to be present and participate actively in their education. This effort is further supported by our families who are engaging with us in conversations regarding the direct correlation between good school attendance and both academic and social and emotional well-being of our students.

We are also encouraged to see a growing number of families attending school-wide events, both during and after school hours. This increased participation reflects the strong sense of community we are fostering and highlights the importance our families place on being involved in their children's educational journey. Our Community Liaison and Family Ambassador have played a vital role in supporting new families and encouraging them to join school-wide events and committees.

The Parent Teacher Association (PTA) has also seen an increase of family involvement at meetings and events. This participation is crucial as it strengthens the partnership between home and school, ensuring that we work collaboratively to support our students' success.

Our school day activities have been met with positive feedback from both students and staff. This feedback is invaluable as it confirms that our efforts to provide enriching and enjoyable educational experiences are resonating well with our school community.

Additionally, there has been a noticeable increase in parent attendance at various meetings, including the School Site Council, English Learner Advisory Committee (ELAC), PTA meetings, and Parenting Partner programs. This engagement is vital for fostering open communication and collaboration, allowing us to better address the needs and aspirations of our students and their families.

## Parental Engagement Strengths

Our school-day activities and family events has contributed to the increase in daily and family attendance. This fosters a stronger sense of community and engagement within our school. These events provide valuable opportunities for families to connect with one another, engage with school staff, and participate actively in their children's educational journey. By creating a welcoming and inclusive environment, we are able to strengthen the partnership between home and school, which is essential for student success.

Our PTA's initiative to offer hybrid meetings has been instrumental in ensuring that all parents have the opportunity to participate, regardless of their ability to attend in person. This flexibility accommodates diverse schedules and commitments, allowing more parents to be involved in school activities and decision-making processes. By leveraging technology, we are able to reach a broader audience and ensure that every voice is heard, ultimately enhancing our collaborative efforts to support our students.

The increase in parent volunteers is a testament to the growing commitment of our families to support the school community. West Wind's PTA and volunteers play a crucial role in enriching the educational experience for our students. By assisting in classrooms, organizing events, and providing additional resources, their involvement not only benefits the students but also strengthens the bond between the school and the community, creating a supportive and nurturing environment for all.

The district's communication platform ParentSquare, provides an easy mode for communication between teachers and parents. The platform has been highly

beneficial for both academic and behavioral support as well as for communicating school and district information. This platform facilitates timely and effective communication, allowing teachers to share important information, updates, and feedback with parents. In turn, parents are better equipped to support their children's learning and address any concerns promptly. By maintaining open lines of communication, we are able to work collaboratively to ensure the best possible outcomes for our students.

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** We have seen a consistent increase in parent and family engagement over the last two years with the addition of our Parent and Teacher Association. There is still a need to increase engagement with many of our families which will be a continued need each year.

**Root Cause/Why:** While the overall increase is encouraging, there are families who struggle to feel connected to the school community for a variety of reasons. Continued outreach with the school's Community Liaison and Family Ambassador along with the school administration team will encourage parents to become more involved in school events and activities.

# School Culture and Climate

## School Culture and Climate Summary

Reflecting on this year's YouthTruth survey results, we have seen that a majority of our students in 3rd, 4th, and 5th grades continue to express that they feel safe within our school environment. The school staff works diligently each day to create a secure and welcoming environment for our students. It is important to acknowledge that there is a percentage of students who do not share this perspective. This information is important as it reflects the needs for staff to collaborate and work on implementing additional support measures to ensure that every student feels safe and secure. Our goal is to increase the overall percentage of students who feel safe, and we are committed to taking the necessary steps to address this concern. An in-depth review of student responses from our YouthTruth Survey, which is administered to third, fourth, and fifth graders each year will be shared with staff to share the successes and to look for trends where we can put in place additional programs and/or supports for those student groups that are indicating a need for more support.

## School Culture and Climate Strengths

Over the past three years, we have observed a consistent increase in student attendance. This upward trend is a positive outcome to our concerted efforts to create a welcoming and engaging learning environment that encourages students to be present and participate actively in their education. We are also encouraged to see a growing number of families attending school-wide events, both during and after school hours. This increased participation reflects the strong sense of community we are fostering and highlights the importance our families place on being involved in their children's educational journey.

The Parent Teacher Association (PTA) has seen a significant rise in family involvement. This surge in participation is crucial as it strengthens the partnership between home and school, ensuring that we work collaboratively to support our students' success. Our school day activities have been met with positive feedback from both students and staff. This feedback is invaluable as it confirms that our efforts to provide enriching and enjoyable educational experiences are resonating well with our school community.

Additionally, there has been a noticeable increase in parent attendance at various meetings, including the School Site Council, English Learner Advisory Committee (ELAC), PTA meetings, and Parenting Partner programs. This heightened engagement is essential for fostering open communication and collaboration, allowing us to better address the needs and aspirations of our students and their families.

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Overall, students in 3rd, 4th, and 5th grade feel safe at school. While a significant amount of students feel safe, there are some who do not feel safe which may indicate additional supports may be needed to increase the overall percentage of students who feel safe.

**Root Cause/Why:** Students may not feel safe at school due to outside factors that impact their overall ability to feel safe in a variety of environments. In-depth review of YouthTruth Survey results will be shared with staff to identify trends in areas where more support is needed for students to feel safe.

**Needs Statement 2 (Prioritized):** The average attendance of students has increased over the past three school years and is projected to continue to increase

during the 2025-2026 school year. While the overall attendance has increased, there is a need to address chronic absenteeism with students in all grade levels due to various reasons.

**Root Cause/Why:** Some families struggle with transporting their child/children to school and walking is not an option due to the distance. Others have shared that their child does not like attending school so they do not want to force them.

**Needs Statement 3 (Prioritized):** Through the use of Positive Behavior Interventions and Supports, SEL, and Capturing Kids Hearts in all areas of campus, students have demonstrated more positive behavior choices in their classrooms and on the playground. Teachers will receive Prof. Dev. in the area of trauma informed practices in order to be able to better understand and support students.

**Root Cause/Why:** While we have seen a continued increase in positive behavior at school, some students continue to struggle with good decision making and require additional behavioral supports.

**Needs Statement 4 (Prioritized):** Student attendance has increased over the past three years, however, Fridays continue to have a higher absence rate than other school days. By providing targeted art instruction on Fridays, the goal is to see a higher overall attendance rate on Fridays where art lessons are being taught through a partnership with an outside art company.

**Root Cause/Why:** Fridays tend to have a higher absenteeism rate throughout the school year.

**Needs Statement 5 (Prioritized):** By providing more opportunities for students to have access to enrichment activities before and/or after school, student social and emotional well-being as well as positive interactions will increase. Students will also have opportunities to participate in learning new computer science skills, dance skill, etc...

**Root Cause/Why:** Students need more opportunities to connect with school and build a sense of school community. Through offering more programs for students, they will develop a more positive relationship with peers and the school community.

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

Goal #	Description
Goal 1.1	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: We will see an increase in student achievement by continuing to offer tutoring services for 3rd, 4th, and 5th graders in the area of language arts using Community School Funds. Academics - By May 2027, students will demonstrate growth towards mastery of English Language Arts Common Core State Standards as measured by a variety of common and formative assessments and state assessment.

## 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.

Students in all grade levels have demonstrated growth in English Language Arts and Math, however, they remain below the state average in proficiency.

English Language Arts proficiency in grades 3rd, 4th, and 5th has remained below the state average creating a widening gap from the state average.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP-English Language Arts (All Students 3-5)		-30.0 (Yellow)
CAASPP-English Language Arts- Multi-Language Learners		-38.6 (Yellow)
CAASPP-English Language Arts- African American		-57.2 (Yellow)
CAASPP-English Language Arts- Foster Youth	Fewer than 11 students (No data available)	N/A
CAASPP-English Language Arts- Homeless		-9.1 (No Performance Color)

CAASPP-English Language Arts- Socio-Econ. Disadvantaged		-34.5 (Yellow)
CAASPP-English Language Arts- Students with Disabilities		-87.2 (Red)
i-Ready Reading (All Students)	2026 MOY- 33% 2026 EOY- 51%	2027 EOY-55%
i-Ready Reading- Multi-Language Learners	2026 MOY- 17% 2026 EOY- 27%	2027 EOY- 30%
i-Ready Reading- African American	2026 MOY- 25% 2026 EOY- 46%	2027 EOY- 50%
i-Ready Reading- Foster Youth	2026 MOY- 14% 2026 EOY- 33%	2027 EOY- 37%
i-Ready Reading- Homeless	2026 MOY- 24% 2026 EOY- 33%	2027 EOY- 42%
i-Ready Reading- Socio-Econ. Disadvantaged	2026 MOY- 27% 2026 EOY- 46%	2027 EOY- 50%
i-Ready Reading- Students with Disabilities	2026 MOY- 12% 2026 EOY- 22%	2027 EOY- 26%
Learning Center was added during the 25-26 school year to focus on small group instruction in Language Arts and provide support with Early Foundational Reading Skills.	Data and assessment results administered throughout the school year show significant increase in students learning and mastering literacy skills that are needed to support reading for comprehension and access to grade level content.	By May 2027, students will demonstrate a increase in common core state standards as measured by progress monitoring, formative and summative assessments.

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

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Continuing in the new school year, students will use reading skills to support student growth in English Language Arts. Students in kindergarten through 3rd grade will participate in SIPPS and kindergarten through 2nd will participate Heggerty lessons to build early literacy foundational skills. Students who need additional support in 4th and 5th will participate in small group SIPPS instruction to increase their proficiency in early literacy. Teachers will participate in Professional Learning Communities to continue to support high quality teaching of state standards. Teachers will collaborate on Learning Intentions, Success Criteria and align it with common formative assessments, summative assessments as well as small group and whole class instruction.	All Students	\$11,000  \$6,000  \$3,986.82  \$7,500  \$26,000  \$6,658	Title 1 Account Code: 4000–4999 Books and Supplies  Title 1  Title 1 Account Code: 4000–4999 Books and Supplies  LCFF - Base Account Code: 5000–5999 Services and Other Operating Expenditures  LCFF - Base Account Code: 4000–4999 Books and Supplies  LCFF S/C Account Code: 4000–4999 Books and Supplies
1.1.2	The Learning Center has been designed with a focus to help students in kindergarten through fifth grade who need Tier 2 academic support in English Language Arts based on multiple data sets such as i-Ready, SIPPS assessments, Common Formative Assessments and Standards Mastery.	All Students	\$99,144.02	Title 1
1.1.3	Continued implementation of Learning Center designed to help students who need Tier 3 academic support in English Language Arts based on multiple data sets such as i-Ready, SIPPS small group instruction, Common Formative Assessments and Standards Mastery. Students identified in Tier 3 and who have IEPs will have pull in and pull out academic support as well as time in the Learning Center.	All Students	\$20,000	LCFF S/C Account Code: 4000–4999 Books and Supplies

1.1.4	Purchase and support of View Sonics, technology and Chromebooks to support student learning and to provide access to online learning and platforms	All Students	\$23,327.19	LCFF - Base Account Code: 4000-4999 Books and Supplies
-------	--	--------------	-------------	---

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Academics- Every student will demonstrate growth towards mastery of Common Core State Standards as measured by a variety of formative and summative assessments a designated times of the school year. Students who participated in the Learning Center made significant gains in Early Foundational Literacy skills. Most students improved their attendance as well which was a positive sign that they were learning new skills and were engaged. Teacher Clarity professional development will continue into the 2026-2027 school year to delve deeper into providing higher levels of rigor into teaching state standards and to support students' abilities to demonstrate mastery.

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

There has been an increase in small group differentiated instruction this school year and will continue into the 2026-2027 school year. Kindergarten through 5th grade will also continue using Learning Intentions and Success Criteria to support the learning and success of all students.

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.

An increase of data reviews, common formative assessments and more professional development in the area of rigor in both language arts and math will allow for a deeper understanding of the concepts being taught in the classroom.

## Goal 1.2

Goal #	Description
Goal 1.2	CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities: We will see an increase in student achievement by continuing to offer tutoring services for 3rd, 4th, and 5th graders in the area of mathematics using Community School Funds. Academics - By May 2027, students will demonstrate growth towards mastery of Mathematics Common Core State Standards as measured by a variety of common and formative assessments and state assessment.

### 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.

Students in all grade levels have demonstrated growth in English Language Arts and Math, however, they remain below the state average in proficiency.

Math proficiency in fourth and fifth grade continues to remain below the state average which is a contributing factor to the academic achievement gap from the state average.

English Language Arts proficiency in grades 3rd, 4th, and 5th has remained below the state average creating a widening gap from the state average.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP-Mathematics- (All Students 3-5)		-48.0 (Orange)
CAASPP-Mathematics- Multi-Language Learners		-47 (Orange)
CAASPP-Mathematics- African American		-81.8 (Yellow)
CAASPP-Mathematics- Foster Youth	Fewer than 11 students (No Performance Color)	N/A
CAASPP-Mathematics- Homeless		-37.1 (No Performance Color)
CAASPP-Mathematics- Socio-Economically Disadvantaged		-54.9 (Orange)

CAASPP-Mathematics- Students with Disabilities		-91.4 (Orange)
i-Ready Mathematics (All Students)	2026 MOY- 17% 2026 EOY- 39%	2027 EOY- 43%
i-Ready Mathematics- Multi-Language Learners	2026 MOY- 7% 2026 EOY- 16%	2027 EOY- 20%
i-Ready Mathematics- African American	2026 MOY- 10% 2026 EOY- 33%	2027 EOY- 37%
i-Ready Mathematics- Foster Youth	2026 MOY- 0% 2026 EOY- 33%	2027 EOY- 37%
i-Ready Mathematics- Homeless	2026 MOY- 14% 2026 EOY- 30%	2027 EOY- 33%
i-Ready Mathematics- Socio-Economically Disadvantaged	2026 MOY- 14% 2026 EOY- 35%	2027 EOY- 40%
i-Ready Mathematics- Students with Disabilities	2026 MOY- 4% 2026 EOY- 22%	2027 EOY- 27%
Learning Center will be added to focus on small group instruction in Language Arts	No baseline is available as the learning center will not begin until the 2025-2026 school year.	By May 2027, students will demonstrate a increase in common core state standards as measured by progress monitoring, formative and summative assessments.

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

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.2.1	Students in all grade levels will use adopted curriculum and the supplemental program NextGen Mathematics to increase their proficiency in Mathematics.	All Students	\$15,407.75	Title 1

1.2.2	Implementation of Learning Center designed to help students who need Tier 2 academic support in Foundational Literacy Skills will assist in reading and understanding the Mathematics standards based on multiple data sets such as i-Ready, Common Formative Assessments and Standards Mastery.	All Students	\$3,500	Title 1
1.2.3	Continued implementation of Learning Center designed to help students who need Tier 3 academic reading support in Mathematics based on multiple data sets such as i-Ready, Common Formative Assessments and Standards Mastery. By building Early Learning Foundational reading skills, students will increase their academic language and understanding of the math content. Students identified in Tier 3 and who have IEPs will have pull in and pull out academic support as well as time in the Learning Center.	All Students	\$1,500	Title 1 Account Code: 4000–4999 Books and Supplies
1.2.4	Students in all grade levels will participate in multiple-step problem solving math coding activities to increase their proficiency in Mathematics.	All Students	\$3,000	Title 1 Account Code: 4000–4999 Books and Supplies

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Academics- Every student will demonstrate growth towards mastery of Common Core State Standards as measured by a variety of formative and summative assessments a designated times of the school year. The implementation of Learning Intentions and Success Criteria will continue into the 2026-2027 school year to increase a deeper understanding of the state standards by students. Teachers will also continue to provide higher levels of rigor into teaching state standards and to support students' abilities to demonstrate mastery.

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

There has been an increase in small group differentiated instruction this school year and will continue into the 2026-2027 school year. Kindergarten through 5th grade will also continue using Learning Intentions and Success Criteria to support the learning and success of all students. For the area of Mathematics, a new curriculum will begin in the new school year with teachers receiving professional development before the school year begins as well as opportunities for grade levels to collaborate and develop Common Formative Assessments that are aligned with the state standards. We will continue the use of the supplemental online

program, NextGen Math, to further support student achievement.

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.

While we have seen continued growth in 3rd grade, 4th and 5th grade have not made the anticipated growth so additional professional development will be provided to the teachers in order to provide more targeted instruction in all areas of math.

### Goal 1.3

Goal #	Description
Goal 1.3	Academics: By May 2027, Multi-Language Learners will demonstrate growth and will increase their level of English proficiency as measured by the ELPAC Summative Assessment.

### 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.

Multi-Language Learners have demonstrated consistent growth in their acquisition of English. While many are demonstrating growth, there are many students who are not demonstrating an increase in their proficiency level as measured by the ELPAC Summative Assessment and continue to need additional support.

### 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
Dashboard English Language Progress Indicator		56%
Reclassification Rates	EOY 2026	EOY 2027

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

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.3.1	Students who have been identified as Multi-Language Learners will have designated ELD instruction differentiated by ELPAC level at the beginning of the school day and Integrated ELD strategies will be taught in all content areas.	English Learners	\$2,500  \$4,000	Title 1 Account Code: 4000-4999 Books and Supplies  LCFF S/C Account Code: 4000-4999 Books and Supplies

1.3.2	All Multi-Language Learners will receive high quality, rigorous first instruction to increase proficiency in the English language. Dedicated ELD instruction will take place in alignment of district requirements.	English Learners		
-------	---	------------------	--	--

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Students have made continued growth throughout the school year with the addition of ELPAC Essentials, a supplemental program taught during Designated ELD time to focus on the specific ELD standards that are tested on the Summative ELPAC.

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

No additional expenditures are anticipated at this time as we have already purchased the necessary materials. Starting earlier in the year will assist students in having more time to develop the assessed skills for the Summative ELPAC Assessment.

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 major difference in the 2026-2027 school year is the use of ELPAC Essentials earlier in the school year as well as after school tutoring for English Learners. This is found in Goal 1.

## Goal 1.4

Goal #	Description
Goal 1.4	Academics: By May 2027, Fifth grade students will demonstrate an increase their understanding of Next Generation Science Standards and concepts through the use of rigorous clear instruction. Students in kindergarten through fourth grade will have received the NGSS standards-based instruction on their grade level's content in order to support the CAST assessment that is administered to 5th graders.

### 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.

Students in 5th grade participate in the California State CAST assessment which measures proficiency in understanding the science standards taught. Currently, the 5th grade students are points below the state average and the goal is to continue to close the achievement gap.

### 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
Science-CAASPP (5th Grade Students)		-16.5

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

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.4.1	Teachers will provide Next Generation Science Standards instruction to all fifth grade students using rigorous and clear teaching. AVID strategies will be incorporated by those teachers who have been trained.	All Students	\$3,000	LCFF S/C

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Teachers in 5th grade do teach the NGSS standards through the use of videos and informational packets which reflect comprehension of some skills.

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

More hands-on opportunities for application of skills is needed for students to be able to apply what they have learned on both common formative assessments and the CAST which is administered in the Spring of each year.

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.

To assist with more hands-on learning opportunities for students, purchasing of supplemental science activities will take place. By doing so, students will apply their knowledge in a more meaningful way through a variety of learning opportunities.

## Goal 1.5

Goal #	Description
Goal 1.5	Fiscal Solvency

### 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.

Students in all grade levels have demonstrated growth in English Language Arts and Math, however, they remain below the state average in proficiency.

### 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

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

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.5.1	Fiscal Solvency-Operational Expenditures	All Staff	\$4,500	LCFF - Base Account Code: 4000-4999 Books and Supplies

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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 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.

## Goal 2.1

Goal #	Description
Goal 2.1	CCSPP Strategy 2: Centering Community-Based Learning: Community schools will help support students through professional development with teachers on how to build classroom communities that are welcoming and inclusive for all students. By May 2027, students will increase their level of Social and Emotional well-being while at school.

### 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 have seen a consistent increase in parent and family engagement over the last two years with the addition of our Parent and Teacher Association. There is still a need to increase engagement with many of our families which will be a continued need each year.

Overall, students in 3rd, 4th, and 5th grade feel safe at school. While a significant amount of students feel safe, there are some who do not feel safe which may indicate additional supports may be needed to increase the overall percentage of students who feel safe.

Through the use of Positive Behavior Interventions and Supports, SEL, and Capturing Kids Hearts in all areas of campus, students have demonstrated more positive behavior choices in their classrooms and on the playground. Teachers will receive Prof. Dev. in the area of trauma informed practices in order to be able to better understand and support students.

By providing more opportunities for students to have access to enrichment activities before and/or after school, student social and emotional well-being as well as positive interactions will increase. Students will also have opportunities to participate in learning new computer science skills, dance skill, etc...

### 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
Suspension Rate-All	3 students	0.8% (Yellow)
Suspension Rate- African American	2 students	1.0% (Yellow)
Suspension Rate- English Learner	1 student	0% (Blue)
Suspension Data- Foster	0%	0% (Blue)
Suspension Rate- Homeless	0%	1.0% (Yellow)

Suspension Rate- Socio-Economically Disadvantaged	3 students	1.0% (Yellow)
Chronic Absenteeism-All	20.07% (Yellow)	17% (Green)
Suspension Rate- Students with Disabilities	1 student	1.2% (Yellow)
Chronic Absenteeism- African American	24.1% (Orange)	20% (Yellow)
Chronic Absenteeism- English Learner	15.8% (Yellow)	12% (Green)
Chronic Absenteeism- Foster	8.7% (No Performance Color)	5% (No Performance Color)
Chronic Absenteeism- Homeless	22.2% (Orange)	19% (Yellow)
Chronic Absenteeism- Socio-Economically Disadvantaged	23.2% (Yellow)	20% (Green)
Chronic Absenteeism- Students with Disabilities	26% (Orange)	22% (Yellow)
Youth Truth Belonging- (Elementary Students) - "Do you feel like an important part of your school?"	38%	41%
Youth Truth Relationships- (Elementary Students) "Is your teacher fair to you?"	68%	71%%
Youth Truth Culture- (Elementary Students) "Do students behave in class?"	15%	25%

Youth Truth Resource- (Families) - "My school has the resources necessary to achieve learning goals."	81%	84%
Youth Truth Engagement- (Families) "Parent/ family members are included in planning school activities."	60%	63%
Youth Truth Safety- (Families) "My child's learning environment is safe."	84%	87%
Youth Truth Culture- (Families) "My school creates a friendly environment."	79%	85%
Youth Truth Relationships- (Families) "I feel comfortable approaching teachers about my child's progress."	90%	93%
Youth Truth Communication and Feedback - (Families) "Teachers communicate expectations for my child's progress."	86%	89%%

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

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	By May 2027, students will increase their ability to use multiple strategies such as Kelso's Choice, seeking an adult for assistance for support and Capturing Kids Hearts strategies while at school.	All Students		

2.1.2	<p>CCSPP Strategy 5: Strategic Community Partnerships: We will see an increase in positive behavior across all areas of campus with the continued focus on behavior support and family partnerships.</p> <p>By May 2027, the number of office referrals will decrease through the continued implementation of Positive Behavior Interventions and Supports in all classrooms and areas of campus. There will also be a decrease in the number of suspensions of students.</p>	All Students	\$5,000 \$4,000 \$6,000	LCFF S/C LCFF - Base LCFF S/C
2.1.3	<p>By May 2027, students will increase their sense of belonging while at school as measured by multiple data sources. The school counselor, community liaison and family ambassador, with the support of administration, has planned scheduled activities to occur during the recess and lunch times to reflect the monthly focus of Women in History, Black History Month, Red Ribbon Week, Autism Awareness Month, Holidays Around the World, etc.. These activities will align with the district calendar for celebrating the contributions of others. Students who see themselves in those who are being recognized and celebrated may feel more of a connection to school. This is one of the many ways West Wind will be increasing a sense of self and belonging for our students.</p>	All Students	\$5,000 \$4,000 \$4,000	LCFF - Base LCFF - Base LCFF - Base
2.1.4	<p>West Wind has implemented some new strategies this year to help increase students having a positive experience at school, and will continue to do so in the 2026-2027 school year. Through intentional decision making based on data, all students will have an opportunity to participate and enjoy their time at school. Our Community Liaison and Family Ambassador have asked students during the school year and have collected data to share what they want to see as well which will help provide with decisions that are made for the new year.</p>	All Students		
2.1.5	<p>CCSPP Strategy 2: Community-Based Learning Opportunities: West Wind Computer Science Magnet School will continue to develop and support programs for all students to participate and to enhance their learning. This includes Extended Learning Opportunities during before and after school programs as well as weekend programs when applicable.</p>	All Students	\$50,000	ELO-P
2.1.6	<p>CCSPP Strategy 3: Collaborative Leadership: West Wind Computer Science Magnet School will continue to focus on increasing family participation/ engagement with after school/evening/Saturday events and will continue to support families in order to meet the academic and social emotional needs of all students through a variety of programs and opportunities.</p>	All Students	\$50,000	California Community Schools Partnership Program

# Annual Review

## SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Overall, we continued to see a strong attendance percentage during the school year. Many students participated in activities that were offered during morning recess and were supported by the school counselor as well as our PTA, Community Liaison and Family Ambassador.

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

At this time, there does not appear to be something not working as students from all grade levels joined in to the activities during their morning recess time.

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.

As this was well-received by students, there will be an effort to increase these engaging opportunities in the 2026-2027 school year.

## Goal 2.2

Goal #	Description
Goal 2.2	By May 2027, students in grades kindergarten through 5th grade will demonstrate increase in VAPA standards and an increase in understanding different art mediums and art styles through targeted art instruction.

### 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.

Student attendance has increased over the past three years, however, Fridays continue to have a higher absence rate than other school days. By providing targeted art instruction on Fridays, the goal is to see a higher overall attendance rate on Fridays where art lessons are being taught through a partnership with an outside art company.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance percentages on Fridays	EOY 2026	An increase of 3% on Fridays where art lessons are being taught

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

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.2.1	Students in grades kindergarten through 5th grade will participate in art instruction sessions using different art mediums and styles that reflect VAPA standards and reflect a variety of cultures. Students in some classes will participate in Story Maker which is a partnership that provides experiences for students in writing, speaking and digital arts.	All Students	\$71,217	Prop 28: Arts & Music in Schools 20%

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

This year, students participated in scheduled art lessons with Jodee Luna Arts and we will continue this into the next school year. Many of the art lessons were built with a focus on different cultures. With Prop 28 funds, teachers were able to choose a variety of art and music related materials with which to use with students.

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

For the 2026-2027 school year, the implementation plan will remain the same. If the opportunity presents itself, more lessons will be provided to students.

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.

None at this time. Most lessons were scheduled for Fridays to help increase the day's attendance.

## Goal 2.3

Goal #	Description
Goal 2.3	By June 2027, the school will reduce the chronic absenteeism rate by a minimum of 3% with focused improvement among all student groups, supported in part through increased participation in after-school programming.

### 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.

The average attendance of students has increased over the past three school years and is projected to continue to increase during the 2025-2026 school year. While the overall attendance has increased, there is a need to address chronic absenteeism with students in all grade levels due to various reasons.

Student attendance has increased over the past three years, however, Fridays continue to have a higher absence rate than other school days. By providing targeted art instruction on Fridays, the goal is to see a higher overall attendance rate on Fridays where art lessons are being taught through a partnership with an outside art company.

### 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
Lancaster Interactive Dashboard/ CAASPP Dashboard		15.43%

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

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.3.1	Increase student attendance and reduce chronic absenteeism by implementing engaging after-school enrichment programs, consistent family communication, positive attendance incentives, and targeted outreach that motivates students to attend school regularly and remain connected to campus throughout the day.	All Students		

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Throughout the 2025-2026 school year, after school enrichment clubs were provided to students in 3rd-5th grade. In the spring, two enrichment clubs were offered for 1st and 2nd grade with good participation.

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

Next year, ELOP will take over all the after school clubs to streamline the process. There will be a limit on 5 clubs per offering to help manage the number of students participating and to help reduce students being signed up for more than one club at a time.

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 plan for the 2026-2027 school year is to provide ELA and Math tutoring with RISE and to offer more after school club opportunities for our students in 1st and 2nd grade as this was an interest mentioned in our YouthTruth Family survey comments. This will be found in Goal 1 for academics as well as in the ELOP section.

### Goal 3.1

Goal #	Description
Goal 3.1	CCSPP Strategy 3: Collaborative Leadership: We will continue to partner with our families and community resources to provide a welcoming environment for all and will see an increase in daily average attendance. West Wind will have a safe, warm welcoming and responsive climate for all students, staff, and families that promotes student well-being, strong attendance and an overall feeling of connectedness and belonging. All students will be engaged in learning and demonstrate positive behavior while at school. West Wind will use Second Step (SEL), Capturing Kids Hearts strategies and Positive Behavior Interventions and Supports in all areas of the campus.

### 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 have seen a consistent increase in parent and family engagement over the last two years with the addition of our Parent and Teacher Association. There is still a need to increase engagement with many of our families which will be a continued need each year.

Overall, students in 3rd, 4th, and 5th grade feel safe at school. While a significant amount of students feel safe, there are some who do not feel safe which may indicate additional supports may be needed to increase the overall percentage of students who feel safe.

The average attendance of students has increased over the past three school years and is projected to continue to increase during the 2025-2026 school year. While the overall attendance has increased, there is a need to address chronic absenteeism with students in all grade levels due to various reasons.

### 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
Year to Date Attendance Percentage-All students		96.00%
Office Referrals (Major and Minor)	EOY 2026	EOY 2027

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

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	By May 2027, there will be an increase in the amount of students who report feeling welcome and safe while at school, both in classrooms and on the playground.	All Students	\$5,000 \$4,700	LCFF - Base  Unrestricted State Lottery Account Code: 4000-4999 Books and Supplies
3.1.2	West Wind Computer Magnet School will increase daily attendance rates and decrease chronic absenteeism. Through implementing a Positive Behavior and Incentives framework focused around social emotional health, students will increase their attendance on a daily basis.	All Students		
3.1.3	West Wind is dedicated to promoting a strong school and community partnership where students and parents are an integral part of our community and report feeling safe and supported while at school. In partnering with our PTA and Parenting Partner groups, we will increase school events that focus on community building and ways to connect our families to our school community. Our Community Liaison and Family Ambassador have conducted surveys with parents and students to see what they would be interested in seeing at West Wind for the upcoming school year.	All Students	\$15,000 \$8,000	California Community Schools Partnership Program  California Community Schools Partnership Program

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Our efforts in providing more community resources and opportunities for family involvement has yielded positive results and feedback from families. Both our Family Ambassador and Community Liaison work daily to sign up for a variety of parent programs, join PTA, come to family events in the evening and at larger PTA sponsored events. The Community Liaison collects data on participation, feedback and meets regularly with admin to add to our current programs.

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

No major differences in expenditures were identified.

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

We will not be making changes at this time as we have seen positive engagement and involvement throughout the school year.

## Goal 3.2

Goal #	Description
Goal 3.2	CCSPP Strategy 4: Sustaining Staff and Resources and Strategy 5: Strategic Community Partnerships: Through continued partnership with our families and communities, an increase in connectedness will be evident throughout all areas of campus. By December 2027, when the annual Youth Truth Survey is administered, there will be increases in all areas indicated above. These questions will be shared with staff and stakeholder groups to develop ways to increase staff, student, and family engagement and connection to the school and its community.

### 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.

Overall, students in 3rd, 4th, and 5th grade feel safe at school. While a significant amount of students feel safe, there are some who do not feel safe which may indicate additional supports may be needed to increase the overall percentage of students who feel safe.

Through the use of Positive Behavior Interventions and Supports, SEL, and Capturing Kids Hearts in all areas of campus, students have demonstrated more positive behavior choices in their classrooms and on the playground. Teachers will receive Prof. Dev. in the area of trauma informed practices in order to be able to better understand and support students.

### 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
Youth Truth Qualitative Survey (Staff) "My professional development over the last year has provided me with content support."	52%	59%
Youth Truth Qualitative Survey (Staff) Culture Question - "My school runs smoothly"	57%	62%
Youth Truth Qualitative Survey (Staff) Question - "My school's employees are committed to the success of my school"	79%	83%
Youth Truth (Student) Relationship Elementary Question - "Does your teacher give you extra help if you need it?"	33%	40%

Youth Truth (Family) Engagement Question "I feel empowered to play a meaningful role in decision-making at my school."	56%	60%
--	-----	-----

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

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.2.1	Continue implementation of school-wide Positive Behavior Interventions and Supports that recognizes and rewards students for demonstrating behaviors that contribute to a safe and supportive environment.	All Students		

## Annual Review

### SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

We did see some positive growth in our student engagement and attendance this year. The YouthTruth Student Survey continues to show that our 3rd grade students feel more connected to school and their teachers. Students continue to enjoy earning PAWS to spend at the PAW store. Our monthly PBIS and Student of the Month assemblies are well attended.

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

At this time, there are no anticipated changes to the budget.

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

We will look at meeting with 5th grade students to see if there is a pattern to the decline in the percent positives in the YouthTruth Student data that can be identified and worked on to increase for the 2026-2027 school year.

### Goal 3.3

Goal #	Description
Goal 3.3	Staff will increase their capacity in understanding and implementing trauma informed practicing to support students who demonstrate a need for additional support.

#### 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.

Overall, students in 3rd, 4th, and 5th grade feel safe at school. While a significant amount of students feel safe, there are some who do not feel safe which may indicate additional supports may be needed to increase the overall percentage of students who feel safe.

Through the use of Positive Behavior Interventions and Supports, SEL, and Capturing Kids Hearts in all areas of campus, students have demonstrated more positive behavior choices in their classrooms and on the playground. Teachers will receive Prof. Dev. in the area of trauma informed practices in order to be able to better understand and support students.

#### 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
ODR (Major and Minor)	Major Minor	Reduction in ODRs

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

#### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.3.1	Teachers and staff will use Positive Behavior Supports and Interventions strategies to support students in making safe and appropriate decisions at school, both in the classroom and on the playground.	All Students		

### Annual Review

#### SPSA Year Reviewed: 2025-2026

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

An Analysis of how this goal was carried out in the previous year.

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

Teachers participated in the sessions throughout the school year and were able to share their current practices and strategies in their classrooms for students who may be struggling. Teachers asked questions and requested new ideas that they had not thought of. Many of the teachers at West Wind are veteran teachers so there was not as much learning as anticipated.

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

No expenditure changes for this.

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.

Due to the professional development sessions being offered after school, only 1 staff member participated. We will look to see if there are other opportunities for classified staff to participate but due to this being outside of their working hours, this may be difficult to do.

# 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 Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$146,038.59
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$472,940.78

## 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 1	\$146,038.59
Comprehensive Support and Improvement (CSI)	\$0.00
Title I Centralized Services	\$0.00

Subtotal of additional federal funds included for this school: \$146,038.59

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

State or Local Programs	Allocation (\$)
LCFF S/C	\$55,551.46
LCFF - Base	\$83,327.19
California Community Schools Partnership Program	\$164,957.80
Prop 28: Arts & Music in Schools 20%	\$71,217.00
Equity Multiplier	\$0.00
Unrestricted State Lottery	\$4,700.00

ELO-P	\$100,000.00
Donations	\$0.00

Subtotal of state or local funds included for this school: \$479,753.45

Total of federal, state, and/or local funds for this school: \$625,792.04

## 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
Tina Lopez	ELAC

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 05/13/2026.

Attested:

Principal, Michelle White on 05/13/2026

SSC Chairperson, Leslie Ortega-Romero on 05/13/2026