

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	West Creek Academy
Address	28767 North West Hills Dr. Valencia, CA 91354
County-District-School (CDS) Code	19649980119230
Principal	Susan Bett
District Name	Saugus Union School District
SPSA Revision Date	June 6, 2022
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	June 6, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Our motto, "Tomorrow's Future Starts Today," is founded upon the deeply rooted belief that elementary school is the opportunity to equip young minds with solid foundational skills to be active 21st century learners. At West Creek Academy, our goal is to provide a nurturing, well-rounded education that meets the academic, social, and emotional needs of our students while creating a unique opportunity to apply the "Four Cs" - Critical Thinking, Communication, Collaboration, and Creativity. Since the opening of West Creek, as the Saugus Union School District's first focus school in the Arts, we have developed and sustained a unique arts-integrated curriculum requiring students to utilize the dimensions of depth and complexity that are specific to our Advanced Learning Process for Scholars (ALPS). All students are highly engaged in the areas of science, technology, engineering, art, and music classes through our classroom instruction and CalArts and LA Operat partnerships that are part of our STEAM Program. Teachers work together through Professional Learning Communities to see how they can best help all students. Behavior expectations are taught to our students through our Positive Behavior Interventions and Supports and highlight students as Honest Optimistic Willing Leaders. As each day dawns, students, teachers, administrators, and parents alike, rededicate themselves in our pledge to "pursue academic excellence and never settle for less than my best." Whether it be through daily collaboration, instruction, creativity, or leadership, we unite together to positively impact our students today, as they become tomorrow's 21st-century leaders.

School Profile

Parent Involvement

Our school is privileged to have a high level of parental support. Volunteers work at the school and in the classrooms on a daily basis. We have quickly established an excellent reputation due in part to the support we received from our parents and our community. Parents are kept informed of school events and news through ParentSquare. Parents interested in volunteering at our school should contact the school office for information.

School Safety

West Creek Academy provides a safe, clean environment for learning through proper facilities, maintenance, and campus supervision. West Creek Parent Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lockdown. West Creek Academy is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure. Classroom volunteers completed the district application, have a TB test, and attend a training with the Principal that includes school and district procedures and protocols. During the 2021-2022 school year all students, staff, and adults entering campus must complete the COVID screening on ParentSquare.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Below is the process for the SPSA and Annual review for the previous year.

On September 23, 2021, the SPSA was discussed with the ELAC committee.

On September 27, 2021, Site Council reviewed goals for Student Achievement (Goal 1), Attendance (Goal 2), ELD (Goal 3), and budget.

On October 11, 2021, Site Council reviewed goals for Wellness (Goal 2) and ELD (Goal 3).

On November 29, 2021, Site Council reviewed goals for Attendance (Goal 2).

On December 9, 2021, Attendance (Goal 2) and ELD (Goal 3) was discussed with the ELAC committee.

On January 24, 2022, Site Council reviewed goals for Student Achievement (Goal 1), Attendance (Goal 2), Wellness (Goal 2), and ELD (Goal 3).

On February 7, 2022, Site Council reviewed goals for Student Achievement (Goal 1), Attendance (Goal 2), and budget.

On March 21, 2022, Site Council reviewed goals for Student Achievement (Goal 1), Attendance (Goals 2), ELD (Goal 3), and Connectedness Survey Results (Goal 4).

On March 29, 2022, all goals were discussed with the ELAC committee.

On May 2, 2022, the leadership team reviewed the new 2022-2023 SPSA goals and provided input.

On May 3, 2022, teachers reviewed and provided input on the new 2022-2023 SPSA goals at the staff meeting.

On May 9, 2022, Site Council reviewed Student Achievement (Goal 1), Attendance (Goal 2), and School Connectedness (Goal 4). New 2022-2023 SPSA goals were discussed.

On May 27, 2022, new 2022-2023 SPSA goals were shared and discussed with the ELAC committee.

On June 6, 2022, a copy of the SPSA was shared with staff, leadership team and Site Council. The West Creek Site Council reviewed and approved the plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	169	148	90
Grade 1	140	148	65
Grade 2	122	148	86
Grade3	156	124	97
Grade 4	130	163	79
Grade 5	136	130	109
Grade 6	137	140	76
Total Enrollment	990	1,001	602

Conclusions based on this data:

1. In 2020-2021, West Creek Academy had 602 students who attended digitally from August through most of February and then returned in person for minimum days from February/March through June 2021. Around 400 of West Creek students attended Saugus' one year Saugus Digital Learning Academy where students attended digitally for the entire school year.
2. For the 2021-2022 school year, student enrollment has been around 960 students throughout the school year. We are ending our year with 954 students with the 28 TK students, 106 kindergarten students, 115 first grade students, 122 second grade students, 144 third grade students, 139 fourth grade, 131 fifth grade students and 169 sixth grade students.
3. West Creek Academy currently has 1,007 students enrolled for the 2022-2023 school year. There are currently 39 TK students, 111 kindergarten students, 121 first grade students, 130 second grade students, 146 third grade students, 161 fourth grade, 163 fifth grade students and 136 sixth grade students enrolled.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	125	95	34	12.6%	9.5%	5.6%
Fluent English Proficient (FEP)	94	126	61	9.5%	12.6%	10.1%
Reclassified Fluent English Proficient (RFEP)	16	41	18	12.2%	32.8%	18.9%

Conclusions based on this data:

1. The number of students in the English Learner program at West Creek decreased by 30 students when compared to the 2018 - 2019 school year. This was a decrease from 12.6% to 9.5% of students in the program.
2. 15 students reclassified in 2019- 2020 school year. 26 students have reclassified during the 2021-2022 school year and 17 student might be able to reclassify before the end of the school year.
3. In 2017 - 2018 14.7% of students were reclassified. In 2018-2019 school year 12.2% of students reclassified. In 2019-2020 school year 14.9% of students reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	128	157	99	128	156	0	128	156	0	100	99.4	0.0
Grade 4	142	128	86	141	128	0	141	128	0	99.3	100	0.0
Grade 5	140	137	111	137	134	0	137	134	0	97.9	97.8	0.0
Grade 6	136	139	81	134	137	0	134	137	0	98.5	98.6	0.0
All Grades	546	561	377	540	555	0	540	555	0	98.9	98.9	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2510.	2514.		66.41	65.38		19.53	19.87		7.81	11.54		6.25	3.21	
Grade 4	2525.	2537.		43.97	58.59		33.33	26.56		12.77	6.25		9.93	8.59	
Grade 5	2565.	2565.		51.82	41.04		26.28	38.81		14.60	11.19		7.30	8.96	
Grade 6	2595.	2587.		45.52	39.42		32.09	37.96		16.42	17.52		5.97	5.11	
All Grades	N/A	N/A	N/A	51.67	51.53		27.96	30.45		12.96	11.71		7.41	6.31	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	57.03	62.82		36.72	30.77		6.25	6.41	
Grade 4	42.55	53.91		48.94	39.06		8.51	7.03	
Grade 5	44.53	48.51		44.53	44.78		10.95	6.72	
Grade 6	47.01	35.77		41.79	53.28		11.19	10.95	
All Grades	47.59	50.63		43.15	41.62		9.26	7.75	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	60.94	60.90		31.25	33.97		7.81	5.13	
Grade 4	43.97	46.09		44.68	44.53		11.35	9.38	
Grade 5	56.20	55.97		35.77	35.07		8.03	8.96	
Grade 6	46.27	47.45		44.03	42.34		9.70	10.22	
All Grades	51.67	52.97		39.07	38.74		9.26	8.29	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	50.78	49.36		48.44	50.00		0.78	0.64	
Grade 4	36.88	40.63		58.87	56.25		4.26	3.13	
Grade 5	27.01	25.37		65.69	67.16		7.30	7.46	
Grade 6	32.84	28.47		61.19	65.69		5.97	5.84	
All Grades	36.67	36.40		58.70	59.46		4.63	4.14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	66.41	59.62		26.56	34.62		7.03	5.77	
Grade 4	35.46	44.53		56.03	44.53		8.51	10.94	
Grade 5	50.36	46.27		39.42	44.78		10.22	8.96	
Grade 6	63.43	43.07		29.10	48.18		7.46	8.76	
All Grades	53.52	48.83		38.15	42.70		8.33	8.47	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 82% of all students met or exceeded standards in 2018-2019. This was an increase of 2% from the previous school year. Students did not take the CAASPP test in 2019-2020 or 2020-2021.
- 51% of all students exceeded standards in 2018-2019. This was a decrease of 1% from the previous school year. Students did not take the CAASPP test in 2019-2020 or 2020-2021.

3. 94% of all students either nearly met, met, or exceeded standards in 2018-2019. This was an increase of 1% from the previous school year. Listening was the strongest area with 96% of students demonstrating effective communication skills at, near, or above standard. Students did not take the CAASPP test in 2019-2020 or 2020-2021.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	128	157	99	128	156	0	128	156	0	100	99.4	0.0
Grade 4	142	128	86	141	128	0	141	128	0	99.3	100	0.0
Grade 5	140	137	111	137	133	0	137	133	0	97.9	97.1	0.0
Grade 6	136	139	81	135	137	0	135	137	0	99.3	98.6	0.0
All Grades	546	561	377	541	554	0	541	554	0	99.1	98.8	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2500.	2501.		51.56	50.00		31.25	31.41		12.50	15.38		4.69	3.21	
Grade 4	2525.	2531.		36.88	39.84		37.59	39.84		21.28	14.06		4.26	6.25	
Grade 5	2555.	2552.		43.07	35.34		18.25	32.33		26.28	24.81		12.41	7.52	
Grade 6	2594.	2596.		48.15	48.91		19.26	21.17		27.41	16.06		5.19	13.87	
All Grades	N/A	N/A	N/A	44.73	43.86		26.62	31.05		22.00	17.51		6.65	7.58	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	68.75	71.15		22.66	20.51		8.59	8.33	
Grade 4	56.03	60.16		31.91	26.56		12.06	13.28	
Grade 5	48.18	45.86		35.77	39.10		16.06	15.04	
Grade 6	51.85	57.66		36.30	24.82		11.85	17.52	
All Grades	56.01	59.21		31.79	27.44		12.20	13.36	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	60.16	53.85		35.16	39.10		4.69	7.05	
Grade 4	43.97	46.09		46.10	42.19		9.93	11.72	
Grade 5	39.42	33.08		45.99	54.14		14.60	12.78	
Grade 6	45.93	46.72		42.96	37.23		11.11	16.06	
All Grades	47.13	45.31		42.70	42.96		10.17	11.73	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	59.38	53.85		34.38	41.03		6.25	5.13	
Grade 4	41.13	50.00		48.94	41.41		9.93	8.59	
Grade 5	38.69	29.32		45.26	60.15		16.06	10.53	
Grade 6	44.44	45.99		45.93	37.23		9.63	16.79	
All Grades	45.66	45.13		43.81	44.77		10.54	10.11	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- 75% of all students met or exceeded standards in 2018-2019. This was an increase of 4% from the previous school year. Students did not take the CAASPP test in 2019-2020 or 2020-2021.
- 44% of all students exceeded standards in 2018-2019. This was a decrease of 1% of the previous school year. Students did not take the CAASPP test in 2019-2020 or 2020-2021.
- 92% of all students either nearly met, met, or exceeded standards in 2018-2019. This was a decrease of 2% from the previous school year. Communicating Reasoning was the strongest area with 90% of students demonstrating at, near or above standard. Problem Solving was the second strongest area with 88% of students demonstrating ability to support mathematical conclusion at, near, or above standard. Students did not take the CAASPP test in 2019-2020 or 2020-2021.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1476.8	1444.4	*	1478.7	1450.3	*	1472.3	1430.4	*	32	27	5
1	1547.1	1476.9	*	1537.7	1465.6	*	1556.1	1487.9	*	30	18	5
2	1562.4	1532.5	*	1575.9	1515.4	*	1548.4	1549.2	*	16	18	4
3	1566.6	*	1545.2	1573.4	*	1545.1	1559.1	*	1544.9	16	10	11
4	*	*	*	*	*	*	*	*	*	*	7	4
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	7	*
All Grades										115	89	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	62.50	14.81	*	*	70.37	*	*	14.81	*	*	0.00	*	32	27	*
1	90.00	11.11	*	*	72.22	*		11.11	*	*	5.56	*	30	18	*
2	93.75	38.89	*	*	55.56	*		0.00	*		5.56	*	16	18	*
3	*	*	54.55	*	*	36.36		*	9.09		*	0.00	16	*	11
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	77.39	28.09	54.55	17.39	55.06	33.33	*	13.48	9.09	*	3.37	3.03	115	89	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	75.00	14.81	*	*	70.37	*		11.11	*	*	3.70	*	32	27	*
1	90.00	16.67	*	*	61.11	*		16.67	*	*	5.56	*	30	18	*
2	100.0	61.11	*		27.78	*		5.56	*		5.56	*	16	18	*
3	100.0	*	54.55		*	45.45		*	0.00		*	0.00	16	*	11
4	*	*	*		*	*		*	*		*	*	*	*	*
5	*	*	*		*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	86.96	34.83	57.58	*	48.31	33.33	*	12.36	6.06	*	4.49	3.03	115	89	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	59.38	18.52	*	*	55.56	*	*	25.93	*	*	0.00	*	32	27	*
1	86.67	11.11	*	*	55.56	*	*	27.78	*		5.56	*	30	18	*
2	75.00	33.33	*	*	61.11	*	*	0.00	*		5.56	*	16	18	*
3	*	*	36.36	*	*	45.45	*	*	9.09		*	9.09	16	*	11
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	66.09	25.84	36.36	18.26	49.44	39.39	14.78	20.22	15.15	*	4.49	9.09	115	89	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	90.63	14.81	*	*	81.48	*		3.70	*	32	27	*
1	96.67	77.78	*		22.22	*	*	0.00	*	30	18	*
2	100.00	72.22	*		22.22	*		5.56	*	16	18	*
3	87.50	*	63.64	*	*	36.36		*	0.00	16	*	11
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	90.43	47.19	60.61	*	48.31	39.39	*	4.49	0.00	115	89	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	53.13	14.81	*	40.63	77.78	*	*	7.41	*	32	27	*
1	80.00	0.00	*	*	94.44	*	*	5.56	*	30	18	*
2	100.00	22.22	*		72.22	*		5.56	*	16	18	*
3	93.75	*	72.73	*	*	27.27		*	0.00	16	*	11
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	79.13	28.09	54.55	18.26	66.29	39.39	*	5.62	6.06	115	89	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	3.70	*	46.88	92.59	*	*	3.70	*	32	27	*
1	90.00	27.78	*	*	61.11	*	*	11.11	*	30	18	*
2	87.50	27.78	*	*	66.67	*		5.56	*	16	18	*
3	*	*	45.45	*	*	45.45		*	9.09	16	*	11
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	65.22	22.47	39.39	32.17	68.54	51.52	*	8.99	9.09	115	89	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	65.63	62.96	*	*	37.04	*	*	0.00	*	32	27	*
1	73.33	22.22	*	*	66.67	*		11.11	*	30	18	*
2	*	33.33	*	*	66.67	*		0.00	*	16	18	*
3	*	*	54.55	*	*	36.36		*	9.09	16	*	11
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	62.61	46.07	45.45	34.78	50.56	45.45	*	3.37	9.09	115	89	33

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. A large majority of ELs at WCA are at the highest level on the 2018-2019 ELPAC.

2021-2022 ELD Students Summative Scores from 2020-2021

- 1- Level 1
- 8- Level 2
- 23- Level 3
- 4- Level 4

22 students took the summative for the 1st time between February and May 2022. 13 students were kindergarten students.

2. More than half of all K ELs scored at the highest level on the 2017-2018 ELPAC. 70% of K students scored at level 3 in 2018-2019.
3. The total number of EL students dropped significantly which demonstrates a high rate of reclassification. The majority of students of EL students scored a level 3 on the 2018 - 2019 ELPAC.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
602	11.5	5.6	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	5.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	69	11.5
Students with Disabilities	56	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	3.2
American Indian or Alaska Native		
Asian	107	17.8
Filipino	43	7.1
Hispanic	131	21.8
Two or More Races	42	7.0
Native Hawaiian or Pacific Islander		
White	258	42.9

Conclusions based on this data:

1. West Creek's enrollment in 2020-2021 was impacted by 400 of West Creek Academy's student attending digital learning for the 2020-2021 school year. 602 students attended digitally from August 2020 through February/March 2021 and then attended school for minimum days in person. West Creek's enrollment increased by about 20

students in 2019-2020 in comparison to 2018-2019. West Creek's enrollment has stayed about the same over the 2017-2018 and 2018-2019 school year.

2. In 2019-2020, 5.6% of students were English Learners, In 2018 - 2019 7.3% of West Creek's population were English Learners. 11.5 % of students were socioeconomically disadvantaged, and 9.3% of students were students with disabilities. In 2018 - 2019 6.8% of West Creek's population was socioeconomically disadvantaged and that increased to 11.5% in 2019 - 2020.
3. In 2019-2020 42.9% of the student population were white, 21.8% of the population was Hispanic, 17.8% of the population was Asian, 7.1% of the population was Filipino, 7.0% of the population was two or more races, and 3.2% of the population was African American.





School and Student Performance Data

Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Blue		

Conclusions based on this data:

1. West Creek Academy scored blue for overall academic performance in English Language Arts and mathematics in the dashboard in 2019. This is the highest score possible.
2. West Creek Academy scored blue on the dashboard in 2019 for Chronic Absenteeism. This is the highest score possible.
3. West Creek Academy scored blue on the dashboard in 2019 for the suspension rate. This is the highest score possible.

School and Student Performance Data

Academic Performance English Language Arts

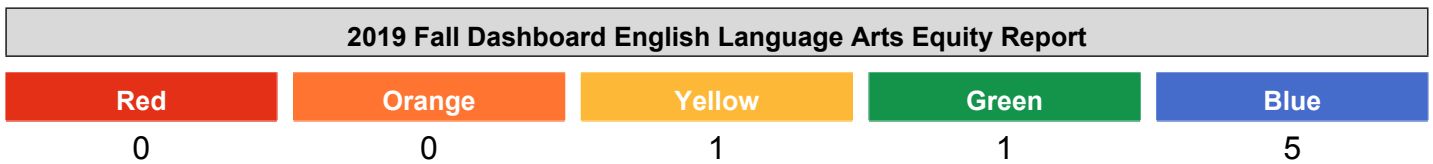
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Blue 67.4 points above standard Increased ++3.5 points 542	<p>English Learners</p> Blue 59.8 points above standard Increased ++3.4 points 74	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Green 24 points above standard Increased ++5.6 points 34	<p>Students with Disabilities</p> Yellow 11.4 points below standard Increased ++10.2 points 52

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0.1 points below standard Maintained -0.5 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 97.6 points above standard Increased ++4.2 points 145	 Blue 65.6 points above standard Increased ++9.2 points 57
Hispanic	Two or More Races	Pacific Islander	White
 Blue 45 points above standard Increased ++7.2 points 91	 No Performance Color 51.3 points above standard Declined Significantly -23.1 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 62.4 points above standard Maintained ++0.3 points 215

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
2.6 points below standard Declined Significantly -16.6 points 23	87.9 points above standard Maintained -1.7 points 51	63.9 points above standard Increased ++3 points 420

Conclusions based on this data:

1. In 2019 West Creek's students scored 67.4 points above standard in ELA, which increased by 3.5 points in 2018, which had also increased by 2.3 points in 2017.
2. In West Creek's English Learners maintained with a 59.8, which is a 3.4 point increase. Current English Learners are 2.6 points below the standards and declined significantly by 16.6 points. Reclassified EL's earned 87.9 points about standard and English Only students scored 63.9 points above the standard, which was a 3 point increase. All ethnicity subgroups scored blue on the dashboard.
3. West Creek's socioeconomically disadvantaged students scored 24 points above standard with a 5.6 points which is a green on the dashboard. Students with disabilities were 11.4 points below the standard and had an increase of 10.2 points on the dashboard.

School and Student Performance Data

Academic Performance Mathematics

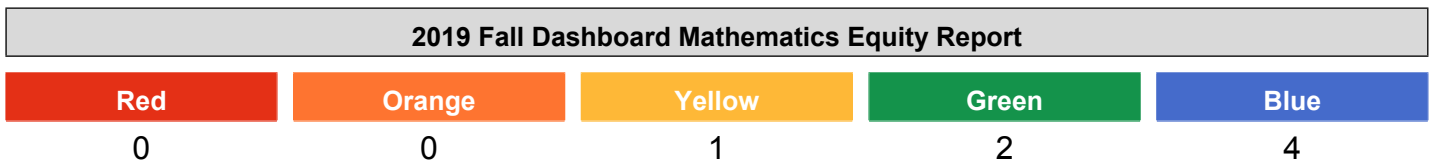
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Blue 46 points above standard Maintained ++2.8 points 540	<p>English Learners</p> Blue 48.7 points above standard Increased ++5.2 points 74	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Yellow 4.6 points below standard Declined -4 points 34	<p>Students with Disabilities</p> Green 19 points below standard Increased Significantly ++10.2 points 52

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0.1 points above standard Increased Significantly ++27.2 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 76.7 points above standard Maintained -0.9 points 145	 Blue 56.1 points above standard Increased ++8.4 points 57
Hispanic	Two or More Races	Pacific Islander	White
 Blue 32 points above standard Increased Significantly ++17.7 points 91	 No Performance Color 29.5 points above standard Declined Significantly -26.7 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 32.5 points above standard Declined -3.6 points 213

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
13.1 points below standard Declined Significantly -23.4 points 23	76.6 points above standard Increased ++7 points 51	41.6 points above standard Increased ++3.5 points 418

Conclusions based on this data:

- In 2019, overall our students scored 46 points above standard in Math with a 2.8 point increase which was a blue on the dashboard.
- In 2019 our current West Creek English Learners scored 13.1 points below standard in Math which was a significant decline with our reclassified students scoring 76.6 points above standard increase 7 points and our English Learners increased by 5.2 points above standard which was a blue on the dashboard. Asian, Filipino, and Hispanic subgroups scored blue on the dashboard and the white subgroup scored green on the dashboard.
- In 2019 West Creek's socioeconomically disadvantaged students scored 4.6 below standards in math which put them in yellow on the dashboard. Students with disabilities scored 19 points below the standard which was an increase of 19.2 points and green on the dashboard.

School and Student Performance Data

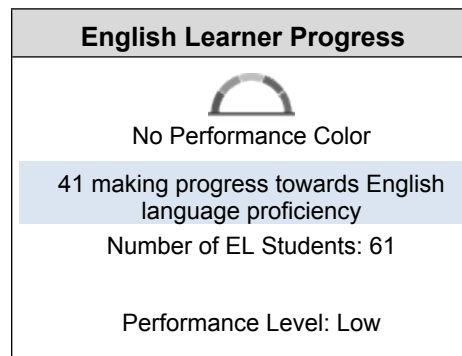
Academic Performance English Learner Progress

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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
40.9	18.0	27.8	13.1

Conclusions based on this data:

1. According to the Fall 2019 Dash board 41 students are making progress towards English Language Proficiency.
2. 27.8% of students maintained a level 4 and 13.1% of students progressed at least one ELPI level.
3. 40.9% of students decreased on ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

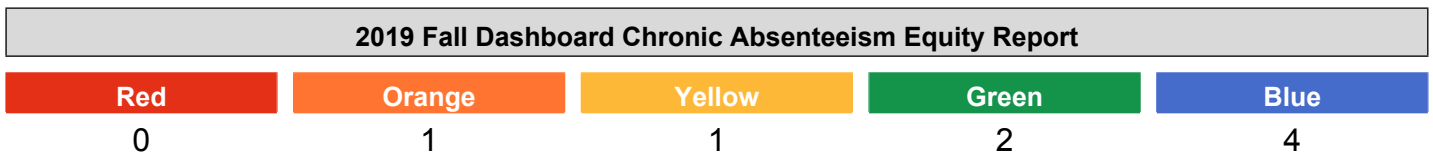
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Blue 2.3 Maintained +0.1 1014	<p>English Learners</p>  Blue 0.8 Declined -4.5 128	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Yellow 4.2 Increased +2 72	<p>Students with Disabilities</p>  Blue 2.3 Maintained +0.1 88

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 3.4 Increased +0.8 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 1.1 Declined -1.1 270	 Blue 0 Maintained 0 103
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.4 Maintained 0 179	 Orange 6.1 Increased +6.1 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 2.6 Maintained +0.1 382

Conclusions based on this data:

1. Overall West Creek Academy students are blue on the dashboard.
2. Socioeconomically disadvantage had 4.2 and were yellow on the dashboard.
3. In 2019 Asian and Filipino subgroups were blue on the dashboard, hispanic and white subgroups were green on the dashboard, and two or more races as orange on the dashboard.

School and Student Performance Data

Conditions & Climate Suspension Rate

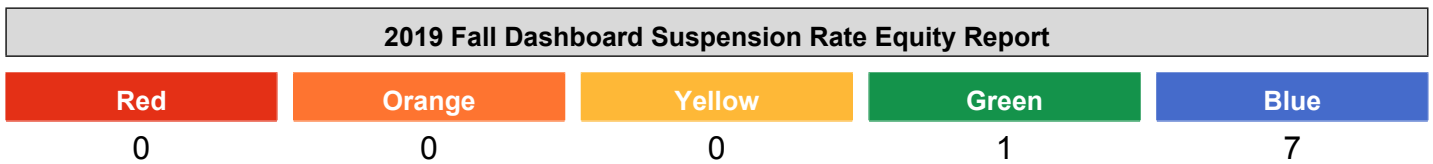
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.1</p> <p>Maintained +0.1</p> <p>1014</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>128</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>72</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>88</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 29	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 270	 Blue 0 Maintained 0 103
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 179	 Blue 0 Maintained 0 49	 No Performance Color Less than 11 Students - Data 1	 Green 0.3 Increased +0.3 382

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.1

Conclusions based on this data:

- West Creek Academy remained blue on the dashboard for overall suspensions. For subgroups ELs, socioeconomically disadvantaged students with disabilities were blue on the dashboard. For race and ethnicity Asian, Filipino, Hispanic, and 2 or more races were blue. White was green on the dashboard.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Achievement GAP - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas English Language Arts (ELA) and Mathematics,

Goal Statement

Close the Achievement Gap in Language Arts

Increase the number of students who are proficient in English Language Arts to 90% of students who are proficient in language arts by June 2023.

Decrease the number of students who are two, three or more years behind in language arts on iReady to less than 5% by June 2023.

Increase the number of students who are proficient in Comprehension of Informational Text to 90% of students who are proficient in language arts by June 2023.

Close the Achievement Gap in Math

Increase the number of students who are proficient in Math from 43% to 85% of students who are at grade level in language arts by June 2022.

Decrease the number of students who are two, three or more years behind in math on iReady from 9% to 5% by June 2022.

Increase the number of students who are proficient in Geometry from 46% to 85% of students who are proficient in math by June 2022.

Decrease the number of students who are two, three or more years behind in geometry on iReady from 13% to 5% by June 2022.

LCAP Goal

Achievement GAP - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas English Language Arts (ELA) and Mathematics.

Basis for this Goal

The basis for the goal is that we want to close the achievement gap of our students in Language Arts and Math. For this upcoming year we will use CAASPP assessment and iReady data. We are looking at both overall language arts and math as well as the domains that were weakest in each area. We are also focusing on our students who are two, three, or more grade levels behind in the different subjects.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Overall Language Arts	84% of students were on grade level in language arts iReady 3rd Diagnostic in May 2022. 75% of students were at grade level in language arts iReady 2nd Diagnostic Assessment in January 2022. (1st Diagnostic 2021 - 61%)	90% to meet or exceed standards
iReady Overall Math	82% of students were at grade level in math on the iReady 3rd Diagnostic in May 2022. 67% of students were at	85% to meet or exceed standards

Metric/Indicator	Baseline	Expected Outcome
	grade level in math in the iReady 2nd Diagnostic Assessment in January 2022. (1st Diagnostic 2021 - 45%)	
iReady Language Arts- Two, Three or more years behind	1% of students were two, three, or more years behind on the iReady 3rd diagnostic in May 2022. 4% of students were two, three, or more years behind in the iReady 2nd Diagnostic in January 2022. (1st Diagnostic 2021 - 9%)	1% or less of students were two, three, or more years behind
iReady Math-Two , Three, or more years behind	1% of students were two, three, or more years behind in the iReady 3rd diagnostic in 2022. 3% of students were two, three, or more years behind in math in the iReady 2nd Diagnostic Assessment in January 2022. (1st Diagnostic 2021 - 9%)	2% of students were two, three, or more years behind
Language Arts Domain-Increase students who are proficient (at grade level) in comprehension informational text	78% of students were at grade level or above in comprehension informational test on the third iReady Diagnostic in May 2022. 69% or students were proficient in comprehension of informational text on the iReady 2nd Diagnostic (1st Diagnostic 2021 - 57%)	80% of students were proficient (at grade level or above) in comprehension informational text.
Math Domain- Increase students who are proficient in geometry	78% of students were proficient 61% of students are proficient in geometry in iReady 2nd Diagnostic (1st Diagnostic 2021 - 46%)	80% of students proficient (at grade level or above) in geometry.
Decrease number of students who are two, three, or more years behind in geometry	4% of students were two, three, or more grade levels behind in geometry on the 3rd iReady Diagnostic 7% of students are two, three, or more years behind in geometry. (1st Diagnostic 2021 - 13%)	5% of student two, three, or more years behind in geometry.
LCAP Goal Systemic Intervention My child's school provides regular systemic intervention support to close learning gaps of individual students and increase their academic success.	Students (357) - 83% Staff (46) - 81% Parents (205) - 74%	80% or more of students, parents, and staff as measured on the 2023 LCAP Survey.
Regularly Administered Assessments My child's school uses regularly administered assessments to determine learning needs and provide feedback to parents on student progress.	Student (391) - 91% Staff (50) - 88% Parents (233) - 84%	90% or more of students, parents, and staff as measured on the 2023 LCAP Survey.
Digital Resources for Individual Learning needs in Reading and Math My child's school provides digital resources to support individual	Students (351) - 82% Staff (45) - 79% Parents (209) - 75%	80% or more of students, parents, and staff as measured on the 2023 LCAP Survey.

Metric/Indicator	Baseline	Expected Outcome
learning needs of students in reading and math.		
Decrease number of students who are two, three, or more years behind in comprehension informational text.	5% of students were two, three or more grade levels behind in comprehension of informational text on the 3rd Diagnostic in iReady. 8% of students were two, three or more grade levels behind in comprehension of informational text on the 2nd Diagnostic in iReady. (1st Diagnostic 2021 - 12%)	3% of students two, three, or more grade levels below.

Planned Strategies/Activities

Strategy/Activity 1

Professional Development

West Creek Academy has been working towards improving English Language Arts and Math achievement through developing Professional Learning Communities. The four questions that continue to drive the work of our PLC are: What do we want our students to learn? How will we know if each student learned it? How will we respond when some students do not learn it? How can we extend and enrich the learning for students who have demonstrated proficiency? A team of admin and PLC lead teachers will attend the CAPS training and meet after school to look at our PLC data and next steps. A focus for PLC time and Intervention time will be Comprehension of Informational Text. Leadership team meetings will also focus on the PLC data and the MTSS process.

Our goal for the 2022-2023 school year is for our teachers to continue to prioritize the essential standards and create "I can statements." Teachers will work in grade-level teams to unwrap and unpack the standards, plan lessons using the standards and curriculum, develop the pacing of standards while incorporating the district pacing guide to create common assessments and look at the depth of knowledge and rigor of instruction.

During administrative-directed CIP, teachers will collaborate and work together to analyze assessments and use the assessments to guide re-teaching, intervention, enrichment, and extension of the grade-level standards.

Teachers will attend professional development training to improve language arts and math instruction (PLC, rigor, ALPS, Getting Reading Right, iReady, Studies Weekly).

Opportunities will be available for additional planning time and professional development with extra duty/extra pay.

Teachers have access to language arts, math, and 21st Century TOSAs.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023 School Year

Person(s) Responsible

West Creek Site Council
 West Creek Leadership Team
 West Creek Staff
 Saugus Union School District

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PLC Professional Development including Grade Level PLC Leaders

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies or Books

Amount	400
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	504 Coordinator 1 hour per student (Allocated for 10 students)

Amount	1,600
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SST Coordinator 1 hour per student (allocated for 40 students)

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Multi-sensory Letter Tubs for ELA for K https://www.lakeshorelearning.com/products/language/alphabet/alphabet-sounds-teaching-tubs/p/LC856/

Strategy/Activity 2

Intervention
 Students scoring below 80% on the iReady reading and mathematics assessments will have another opportunity to learn the information and participate in another assessment. Teachers, grades K-6, create instruction based on knowledge attained from district and site staff development and assessments. Teachers will use manipulatives, graphic organizers, technology (student computers, computer lab, etc.), and visual aides to support student learning. Instructional Assistants provide support in TK/Kindergarten classes to facilitate the implementation of standards-based instruction in ELA and math.

Intervention provided by staff will include flex intervention, re-teaching, and students practicing the standards. Research-based intervention will include PALS, Read Naturally and Read Live. Schedules and lessons will look at maximizing the Optimal Window of Learning. Our Intervention and Instructional Assistant TOSAs will assist with learning loss and help our students become proficient in language arts and math.

Students to be Served by this Strategy/Activity

Students scoring below 80% on the iReady reading and/or mathematics assessments

Timeline

2022-2023 School Year

Person(s) Responsible

West Creek Site Council
West Creek Leadership Team
West Creek Staff
Saugus Union School District

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Enrichment
Students showing an understanding of 80% or more on the iReady reading or mathematics assessments will be provided instruction and activities to enrich and extend their learning.

Students to be Served by this Strategy/Activity

Students showing an understanding of 80% or more on the iReady reading or mathematics assessments

Timeline

2022-2023 School Year

Person(s) Responsible

West Creek Site Council
West Creek Leadership Team
West Creek Staff
Saugus Union School District

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Attendance

Goal Statement

Student Attendance- Decrease chronic absenteeism from 3.25% in 2019-2020 and 3.5% in 2021-2022 to 3.00% in 2022-2022.

Decrease chronic absenteeism from 5% in May 2022 to 3.00% for the overall school year.

LCAP Goal

By 2023-2024 the LCAP district goal is to have 98% or more of students in attendance and 2 % or less of students chronically absent.

Basis for this Goal

Students being in school allows students to make the greatest academic progress.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase Meaningful and purposeful student engagement	<p>LCAP Survey-Looks forward to attending school 2021-2022 My child regularly looks forward to attending school. Students (271) - 63% Staff (38) - 69% Parents (245) - 90% LCAP Student Survey - 52% of the students agreed or strongly agreed they enjoyed coming to school on the end of year survey in May 2021.</p> <p>West Creek School Survey for Primary students about their child looking forward to attending school. (After 1st and 2nd trimester).</p>	<p>The percentage of students who agree or strongly agree they enjoy coming to school on the end of the year survey in May 2023 will increase by from 63% to 70%.</p> <p>The overall percentage of students who strongly agree that they enjoy coming to school will be 75%.</p>
SART/DART Letters and Meetings	<p>Attendance for 2021-2022 School Year Attendance letters - 227 for 3+ unexcused absences Other attendance letters - 63 for 10+ excused absences Tardy letters - 75 letters for 7+ tardies</p>	<p>Decrease attendance letters and meetings by 10%</p>

Metric/Indicator

Baseline

Expected Outcome

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	<p>DART meetings - 8 meetings for 14+ tardies SART meetings - 26 meetings for 6+ unexcused absences No SARB meetings</p> <p>For 2020-2021 School Year Attendance letters - 121 for 3+ unexcused absences Other attendance letters - 21 for 10+ excused absences Tardy letters - 47 letters for 7+ tardies DART meetings - 4 meetings for 14+ tardies SART meetings - 3 meetings for 6+ unexcused absences No SARB meetings</p> <p>For 2019-2020 school year Attendance letters - 121 for 3+ unexcused absences Other attendance letters - 20 for 10+ excused absences Tardy letters - 47 letters for 7+ tardies DART meetings - 6 meetings for 14+ tardies SART meetings - 3 meetings for 6+ unexcused absences SARB meetings=0</p> <p>For the 2017-2018 School Year, we had the following SART/DART activity: SART/DART letters sent - 386 letters DART Meetings held - 25 meetings SART Meetings held - 15 meetings SARB Meetings held - 0 meetings</p> <p>For the 2018-2019 School year from August to April 2019 we have had the following: SART/DART letters sent - 132 letters DART Meetings held - 7 meetings SART Meetings held - 2 meetings SARB Meetings held - 0 meetings</p>	
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Absences		
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Absences	<p>Chronic Absenteeism (>10% Chronic Excused Absences) (16-17) 2.96% Chronic Absenteeism (>10% Chronic Excused Absences) (18-19) 2.2% Chronic Absenteeism (>10% Chronic Excused Absences) (19-20) 2.3% Chronic Absenteeism (>10% Chronic Excused Absences) (20-21) Chronic (>10% Chronic Excused Absences) (21-22) 4.8% Truancy Rate (16-17) 21% Truancy Rate (18-19) Truancy Rate (19-20)</p>	
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Absences		<p>Decrease chronic absenteeism to under 2% Absent rate to be between 97 - 98%</p>
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Metric/Indicator	Baseline	Expected Outcome
	*Attendance reports Attendance Rate (16-17) > 97% Attendance Rate (17-18) 96.9% Attendance Rate(19-20) 96.75% Attendance Rate (20-21) 98.72% Attendance Rate August 10-September 20, 2021- 96.16%	
ISCs Complete	540 ISC Total Days Completed 2018-2019 442 ISC Total Days Complete 2019-2020 438 ISC Total Days Complete 2020-2021 595 ISC Total Days Complete 2021-2022 93 ISC Contracts 2018-2019 62 ISC Contracts 2019-2020 63 ISC Contracts 2020-2021 87 ISC Contracts 2021-2022 592 STISS Contracts	Students attend ISC when out of town for 3 or more days
Suspension Rate	2019-2019 0.0% 2019-2020 0.1% 2020-2021 0.0%	Aim to be at 0%
School-wide Survey		

Planned Strategies/Activities

Strategy/Activity 1

Incentives for Students for Attendance
 Individual student incentives for 95% of attendance or more (monthly)
 Grade level incentive for highest percentage (weekly)
 Individual class incentive for highest percentage (weekly)

Students to be Served by this Strategy/Activity

Students
 Parents
 Staff
 District Staff
 PTA

Timeline

2022-2023 School Year

Person(s) Responsible

West Creek Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies, including supplies needed for Attendance

Strategy/Activity 2

Pupil Engagement is of utmost importance. In order to engage and communicate with students and parents, and keep them informed and in school, West Creek Academy utilizes notices in the school newsletter, and a school-wide video broadcast. Parents are also notified regularly regarding student attendance, and administration meets with parents to discuss attendance concerns through SART, DART, and SARB meetings as necessary.

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023 School Year

Person(s) Responsible

West Creek Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

West Creek Academy continually works to provide a positive school climate. West Creek Academy's PBIS program includes school and classroom behavior expectations and is reinforced by the HOWL behavior tickets.

During Virtual Learning, students will be recognized for being Honest Optimistic Willing Leaders and Virtual Learners through the HOWL and Wolfie's Virtual Learner Awards.

West Creek Academy also provides a security/traffic control officer to improve traffic flow during arrival times.

Students to be Served by this Strategy/Activity

Timeline

2022-2023 School Year

Person(s) Responsible

West Creek Staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
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Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Traffic Control Officer, if funded

Strategy/Activity 4

For school safety, our school will practice monthly Lock Downs and Fire Drills. Earthquake Drills will also be practiced with students and staff. The safety plan includes consultation with local law enforcement officials.

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

2022-2023

Person(s) Responsible

Admin, Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learner Achievement Needs

Goal Statement

50% of English Learners will improve in their English language proficiency by at least one level as measured by the Summative ELPAC and our reclassification rate.

LCAP Goal

English Learner Achievement Needs- Provide instructional opportunities necessary to ensure English Learner Academic Achievement and their appropriate acquisition of English.

Basis for this Goal

To ensure English Language Arts and Math Achievement for our English Learners

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reclassification Rate	2018-2019 Total Students 125, Reclassified 37 students 2019-2020 Total Students 87 students, Reclassified 11 students 2020-2021 Total Students 88, 18 students to reclassify 2021-2022 Total Students 68	Reclassify 10-20% of our ELD students
ELPAC Scores	2018-2019 Summative Scores 1- 3 students 2- 2 students 3- 15 students 4 -84 students 2019-2020 Summative Scores 1- 3 students 2- 9 students 3- 49 students 4-16 students 2020-2021 Summative and Initial Scores Scores 1- 1 student 2- 8 students 3- 29 students 4- 30 students 2021-2022 Summative and Initial Scores 26 Students have reclassified	2022-2023 25% of students to receive a 4 on the summative.

Metric/Indicator	Baseline	Expected Outcome
	<p>58 Current EL students-17 in the process of reclassification</p> <p>2021 Summative Results for Current English Learners 1- Level 1 8- Level 2 23- Level 3 4- Level 4</p> <p>2022 Summative Results for English Learners 4- Level 1 3- Level 2 19- Level 3 21- Level 4</p> <p>22 will take the summative for the 1st time between February and May. 13 students are kindergarten students.</p>	

Planned Strategies/Activities

Strategy/Activity 1

Provide additional Instruction for ELD students including designated and integrated ELD instruction and individual/small group instruction.

Students to be Served by this Strategy/Activity

English Learners

Timeline

Individual and small group instruction with teachers as needed
 Daily Integrated and designated instruction with teachers
 August 2022 - June 2023

Weekly extra support from the instructional assistant

Teachers trained in EL Achieve and EL instructional strategies
 Times vary based on hire dates

Person(s) Responsible

Teachers
 Campus Supervisors
 Administrators
 Classified Staff
 Families

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistant Support
Amount	2000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff Development- Substitutes
Amount	2,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff Support for Program

Strategy/Activity 2

Staff will participate in on going professional development and utilize planning time to review assessments and plan instruction for English Learners.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2022-2023 School Year

Person(s) Responsible

West Creek Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELD Professional Development
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

School Connectedness, Diversity and Inclusiveness

Goal Statement

Increase the percentage of students and families who see their family's culture represented in the school and the academic content taught from 64% to 75% as measured by the End of Year Parent Survey.

LCAP Goal

Increase School Connectedness by ensuring equity and diversity.

Basis for this Goal

Students and their families will feel more connected to their school when their family's culture is represented. Provide opportunities for students/families to see themselves represented in our schools and understand the contributions all people make to the world and those differences.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Site Survey Family Culture Represented My child sees our family's culture represented in the school and the academic content taught.	Students (258) - 60% Staff (46) - 62% Parents (180) - 65% (Spring 2021 64%)	In Spring 2023, increase the percentage of students and families who see their family's culture represented in the school and the academic content taught to at least 75% as measured by the End of Year Parent Survey.

Planned Strategies/Activities

Strategy/Activity 1

Teachers, Administrators, the Library Media Specialist and staff will create lessons and opportunities for students to learn about different cultures and observances and also see their own family's culture represented in their school and the academic content taught. Each month WC will focus on a different culture in accordance to the District Calendar of Cermonies and Observations.

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-2022 School Year

Person(s) Responsible

Administrators, Teachers, Library Media Specialist Staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

None Specified

Budget Reference

None Specified

Strategy/Activity 2

Parent Involvement

1. Provide online meetings for the parent community.
2. Encourage parent involvement in district-wide meetings/committees through use of ParentSquare communication to parents.
3. Provide instructional resources to parents and families in weekly bulletins.

Students to be Served by this Strategy/Activity

TK/Kindergarten through 6th Grade

Timeline

2021-2022

Person(s) Responsible

Administrators, Teachers and Parents

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Sanford Harmony Lessons weekly
social-emotional lessons
HOWL Hangouts with counselor offered to all students weekly
Engagement Plan for students not connecting with school
Cohort for students to return
PBIS Check in/Check out; PBIS Student Leaders
Howl and virtual learner awards
Many Miles Challenge
Talent Show
Spirit Days (dress up days)
The Great Kindness Challenge
Red Ribbon Week
6th grade broadcast
Green Team Student Leaders
PTA Events - Dances, Spirit Days, Career Day, International Week, Festivals

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Student Engagement and Wellness

Goal Statement

Student Engagement & Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

LCAP Goal

Student Engagement & Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Basis for this Goal

Student Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Social Emotional Learning provides a foundation for safe and positive learning enhancing students' ability to be successful in school, careers, and life.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Mental Health and Well-being The staff creates a school environment where mental health and well-being are as important as academic achievement.	2021-2022 LCAP Survey Results Student (332) - 77% Staff (45) - 79% Parents (231) - 81%	85% of students, staff and parents agree the school environment where mental health and well-being are as important as academic achievement.
Health and Physical Safety The staff ensure that health and physical safety measures are followed to prevent illness and injury while at school.	2021-2022 LCAP Survey Results Students (337) - 87% Staff (53) - 93% Parents (246) - 86%	90% of students, staff and parents agree that staff ensure that health and physical safety measures are followed to prevent illness and injury while at school.
SEL-My child's school provides appropriate social-emotional learning activities that promote mental health and wellness for academic success.	2021-2022 Survey Results Students (314) - 73% Staff (42) - 74% Parents (229) - 80%	75% of students, staff and parents agree that our school provides appropriate social-emotional learning activities that promote mental health and wellness for academic success.

Planned Strategies/Activities

Strategy/Activity 1

PBIS Team Planning for Student Behavior and Wellness

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023 School Year

Person(s) Responsible

PBIS Team

Proposed Expenditures for this Strategy/Activity

Amount

2000

Source

LCFF - Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

PBIS Team Planning; Summer \$400, School Year \$1600

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Parent Engagement

Goal Statement

Parent Engagement- Create school environments that connect and engage parents in their child's learning, involvement in their school and decisions that impact the programs offered at the school.

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Prompts all Stakeholders My child's school promotes all stakeholders (parents, employees, and students) in decisions that impact the program offered at the school.	Students (294) - 69% Staff (40) - 73% Parents (204) - 74%	75% of student, staff and parents agree school promotes all stakeholders (parents, employees, and students) in decisions that impact the program offered at the school.
School is welcoming.	Students (389) - 91% Staff (51) - 91% Parents (233) - 92%	95% of students, staff and parents feel welcomed at school.

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

Close the Achievement Gap in Language Arts
 Increase the number of students who are proficient in English Language Arts from 61% to 90% of students who are proficient in language arts by June 2022.
 Decrease the number of students who are two, three or more years behind in language arts from 9% to 5% by June 2022.
 Increase the number of students who are proficient in Comprehension Informational Text from 57% to 90% of students who are proficient in language arts by June 2022.

Close the Achievement Gap in Math
 Increase the number of students who are proficient in Math from 43% to 85% of students who are at grade level in language arts by June 2022.
 Decrease the number of students who are two, three or more years behind in math on iReady from 9% to 5% by June 2022.
 Increase the number of students who are proficient in Geometry from 46% to 85% of students who are proficient in math by June 2022.
 Decrease the number of students who are two, three or more years behind in geometry on iReady from 13% to 5% by June 2022.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Overall Language Arts (1st Diagnostic 2021 61%)	90% to meet or exceed standards	84% of students were on grade level in language arts iReady 3rd Diagnostic in May 2022. 75% of students were at grade level in language arts iReady 2nd Diagnostic Assessment in January 2022. (1st Diagnostic 2021 - 61%)
iReady Overall Math (1st Diagnostic 2021 45%)	85% to meet or exceed standards	82% of students were at grade level in math on the iReady 3rd Diagnostic in May 2022. 67 % of students were at grade level in math in the iReady 2nd Diagnostic Assessment in January 2022. (1st Diagnostic 2021 - 45%)
iReady Language Arts- Two, Three or more years behind (1st Diagnostic 2021 9%)	5% or less of students were two, three, or more years behind	1% of students were two, three, or more years behind on the 3rd diagnostic in May 2022. 4% of students were two, three, or more years behind in the iReady 2nd Diagnostic in January 2022. (1st Diagnostic 2021 - 9%)
iReady Math- Two, Three, or more years behind (1st Diagnostic 2021 9%)	5% of students were two, three, or more years behind	1% of students were two, three, or more years behind in the iReady 3rd diagnostic in 2022. 3% of students were two, three, or more years behind in math in the iReady 2nd Diagnostic Assessment in January 2022. (1st Diagnostic 2021 - 9%)

Metric/Indicator	Expected Outcomes	Actual Outcomes
Language Arts Domain-Increase students who are proficient in comprehension informational text (1st Diagnostic 2021 57%)	90% of students proficient in comprehension informational text	78% of students were at grade level or above in comprehension informational test on the third iReady Diagnostic in May 2022. 69% or students were proficient in comprehension of informational text on the iReady 2nd Diagnostic (1st Diagnostic 2021 - 57%)
Math Domain- Increase students who are proficient in geometry (1st Diagnostic 2021 - 46%)	90% of students proficient in geometry.	78% of students were proficient 61% of students are proficient in geometry in iReady 2nd Diagnostic (1st Diagnostic 2021 - 46%)
Decrease number of students who are two, three, or more years behind in geometry (1st Diagnostic 2021 - 13%)	5 % of student two, three, or more years behind in geometry.	4% of students were two, three, or more grade levels behind in geometry on the 3rd iReady Diagnostic 7% of students are two, three, or more years behind in geometry. (1st Diagnostic 2021 - 13%)

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Development</p> <p>West Creek Academy has been working towards improving English Language Arts and Math achievement through developing Professional Learning Communities. The four questions that will drive the work of our PLC are: What do we want our students to learn? How will we know if each student learned it? How will we respond when some students do not learn it? How can we extend and enrich the learning for students who have demonstrated proficiency?</p> <p>Our goal for the 2021-2022 school year is for our students to prioritize the essential standards and create "I can statements." Teachers will work in grade-level</p>		PLC Professional Development 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 4000	Instructional Supplies, including Copier/Printer Contracts 4000-4999: Books And Supplies Unrestricted 58,140
		Supplies or Books 4000-4999: Books And Supplies LCFF - Supplemental 1,000	PTA provided books for library 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 4,000
			K/TK Instructional Instructional Assistants 2000-2999: Classified Personnel Salaries Unrestricted 12,105
			Admin Dues, Memberships, Conference Costs 0000: Unrestricted Unrestricted 3,000
			Scholastic News TK-6 Parent-Teacher Association (PTA) 9,133.55

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>teams to unwrap and unpack the standards, plan lessons using the standards and curriculum, develop the pacing of standards while incorporating the district pacing guide to create common assessments and look at the depth of knowledge and rigor of instruction.</p> <p>During administrative-directed CIP, teachers will collaborate and work together to analyze assessments and use the assessments to guide re-teaching, intervention, enrichment, and extension of the grade-level standards.</p> <p>Teachers will attend professional development training to improve language arts and math instruction (PLC, rigor, ALPS, Getting Reading Right, iReady, Studies Weekly).</p> <p>Opportunities will be available for additional planning time and professional development with extra duty/extra pay.</p> <p>Teachers have access to language arts, math and technology TOSAs.</p>			
<p>Intervention Students scoring below 80% on the iReady reading and mathematics assessments will have another opportunity to learn the information and</p>			<p>ELD Staff Development and Teacher Planning including PLC- 1 day release per teacher 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>participate in another assessment. Teachers, grades K-6, create instruction based on knowledge attained from district and site staff development and assessments. Teachers will use manipulatives, graphic organizers, technology (student computers, computer lab, etc.), and visual aides to support student learning. Instructional Assistants provide support in TK/Kindergarten classes to facilitate the implementation of standards-based instruction in ELA and math.</p>			<p>LCFF - Supplemental 7500</p> <p>Teacher Release Time for ELPAC & other testing 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3500</p> <p>PLC Training for PLC Team 0000: Unrestricted LCFF - Supplemental 900</p> <p>Instructional Assistants in K, grade 1, grade 2, grade 3 & grade 4 classes with EL students 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3861</p>
<p>Intervention provided by staff will include flex intervention, re-teaching, and students practicing the standards. Research-based intervention will include PALS, Read Naturally and Read Live. Schedules and lessons will look at maximizing the Optimal Window of Learning. Our Intervention and Instructional Assistant TOSAs will assist with learning loss and help our students become proficient in language arts and math.</p>			<p>ELD Instructional Supplies and Support Materials 4000-4999: Books And Supplies LCFF - Supplemental 802</p> <p>Substitutes for Teachers for PLC Training 4000-4999: Books And Supplies LCFF - Supplemental 2000</p> <p>PLC Team Summer Planning 3 hours 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 288</p>
			<p>Certificated and Classified Benefits for Subs for Staff Development 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,212</p>
<p>Enrichment Students showing an understanding of 80% or more on the iReady</p>			<p>STEMscopes Technology and Materials Parent-</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reading or mathematics assessments will be provided instruction and activities to enrich and extend their learning.			Teacher Association (PTA) 4,789.75
			Mystery Science Parent-Teacher Association (PTA) 999
			Field Trips and Programs Parent-Teacher Association (PTA) 6,739.98
			Contract with CalArts Parent-Teacher Association (PTA) 42,135
			Contract with LA Phil/COC- \$1500 In School Opera; \$3000 Voices for Tolerance \$6700 9,700
			Contract with Hip Hop Universal Parent-Teacher Association (PTA) 4,000
			6th Grade Theater- Theseus Play 800
			After School Theater Parent-Teacher Association (PTA) 675
	GATE Materials and Supplies 4000-4999: Books And Supplies General Fund 200		
	GATE Parent Meetings 4000-4999: Books And Supplies General Fund 100		
	GATE Staff Development and Testing and Meetings Substitute 1000-1999:		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			Certificated Personnel Salaries General Fund 400

Analysis

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

Strong direct instructional lessons, PLCs that included reteaching and extending, intervention lessons, and the use of iReady all contributed to the significant increase in students reaching grade level in language arts and math.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our students went from 61% to 84% at grade level in language arts and from 45% to 82% at grade level in math. Our students decrease from 9% of students two or more grade levels below in math and in language arts to 1% two or more grade levels below in each area.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our PLC team was not able to attend the trainings due to a shortage of subs. We created a PLC lead team afterwards and paid extra duty pay for our teachers.

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 have kept most of our goals similar for the upcoming year. We have added a focus on comprehension of informational text as that is the lowest area for our students in reading. This will be a strong area of focus in our PLCs and Intervention.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Student Attendance- Decrease chronic absenteeism from 3.25% in 2019-2020 to 3.00% in 2021-2022.
Decrease chronic absenteeism from 3.73% the first month of the school year to 3.00% for the overall school year.

Student Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Provide opportunities for students/families to see themselves represented in our schools and understand the contributions all people make to the world and those differences.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase Meaningful and purposeful student engagement	The percentage of students who agree or strongly agree they enjoy coming to school on the end of the year survey in May 2022 will increase by 10%.	<p>The percentage of students who agree or strongly agree they enjoy coming to school on the end of the year LCAP survey in May 2022 increased by 11% (63%) from the end of year LCAP survey in 2021 (52%).</p> <p>LCAP Survey-Looks forward to attending school 2021-2022 My child regularly looks forward to attending school. Students (271) - 63% Staff (38) - 69% Parents (245) - 90%</p>
SART/DART Letters and Meetings	Decrease attendance letters and meetings by 10%	<p>We did not decrease our attendance letters and meetings by 10%. This school year was different from any other school year, with students missing the first couple weeks if they were close contacts, students not coming to school with COVID symptoms, and adjustments along the way with COVID protocols. Students did have the opportunity to join our digital school STISS when they had symptoms or were sick, but felt well enough to come to school.</p> <p>Attendance for 2021-2022 School Year Attendance letters - 227 for 3+ unexcused absences Other attendance letters - 63 for 10+ excused absences Tardy letters - 75 letters for 7+ tardies</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>DART meetings - 8 meetings for 14+ tardies SART meetings - 26 meetings for 6+ unexcused absences No SARB meetings</p> <p>For 2020-2021 School Year Attendance letters - 121 for 3+ unexcused absences Other attendance letters - 21 for 10+ excused absences Tardy letters - 47 letters for 7+ tardies DART meetings - 4 meetings for 14+ tardies SART meetings - 3 meetings for 6+ unexcused absences No SARB meetings</p> <p>For 2019-2020 school year Attendance letters - 121 for 3+ unexcused absences Other attendance letters - 20 for 10+ excused absences Tardy letters - 47 letters for 7+ tardies DART meetings - 6 meetings for 14+ tardies SART meetings - 3 meetings for 6+ unexcused absences SARB meetings=0</p>
Absences	Decrease chronic absenteeism to under 2% Absent rate to be between 97 - 98%	Our absences remained in the 96% range throughout the school year. It was the highest in the district.
ISCs Complete	Students attend STISS and provided ISC when out of town for 5 or more days	87 ISC Contracts 2021-2022 592 STISS Contracts
Suspension Rate	Aim to be at 0%	Our suspension rate was less than 1% (0.004%)

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Sanford Harmony Lessons weekly Counselor teaching social-emotional lessons HOWL Hangouts with counselor offered to all students weekly Engagement Plan for students not connecting with school		Supplies, including supplies needed for PE and Wellness None Specified LCFF - Supplemental 1,000	Translation 2000-2999: Classified Personnel Salaries District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Cohort for students to return PBIS Check in/Check out; PBIS Student Leaders Teacher led virtual recess Counselor check ins and counseling Howl and virtual learner awards Flipgrid/Seesaw lessons Many Miles Challenge Talent Show Spirit Days (dress up days) The Great Kindness Challenge Red Ribbon Week 6th grade broadcast Green Team Student Leaders PTA Events - Virtual Dance, Spirit Days, Career Day, International Cookbook</p>			
<p>Pupil Engagement is of utmost importance. In order to engage and communicate with students and parents, and keep them informed and in school, West Creek Academy utilizes notices in the school newsletter, and a school-wide video broadcast. Parents are also notified regularly regarding student attendance, and administration meets with parents to discuss attendance concerns through SART, DART, and SARB meetings as necessary.</p>			
<p>West Creek Academy continually works to provide a positive school climate. West Creek Academy's PBIS program includes school and</p>		<p>Traffic Control Officer, if funded 5800: Professional/Consulting Services And Operating</p>	<p>Traffic Control Officer, if funded 5800: Professional/Consulting Services And Operating</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>classroom behavior expectations and is reinforced by the HOWL behavior tickets.</p> <p>During Virtual Learning, students will be recognized for being Honest Optimistic Willing Leaders and Virtual Learners through the HOWL and Wolfie's Virtual Learner Awards.</p> <p>West Creek Academy also provides a security/traffic control officer to improve traffic flow during arrival times.</p>		Expenditures District Funded	Expenditures District Funded
<p>For school safety, our school will practice monthly Lock Downs and Fire Drills. Earthquake Drills will also be practiced with students and staff. The safety plan includes consultation with local law enforcement officials.</p>			

Analysis

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

An attendance committee was created with parents and staff members and incentives were given to individuals (celebration tags), classes (certificates and coding/art lessons), and grade levels (extra recess). Attendance was reviewed during our attendance committee meetings, our Site Council meetings, and our staff meetings. Information was shared regularly with parents in ParentSquare messages.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Incentives did help, but we continued to have difficulty with attendance starting in late March through the end of the school year. When talking with families and staff, illness played a significant role with absences.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We rearranged money to include attendance incentives this school 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.

We will be giving individual incentives for 95% attendance each month instead of 100% attendance each 10 days.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

50% of English Learners will improve in their English language proficiency by at least one level as measured by the Summative ELPAC and our reclassification rate.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification Rate	Reclassify 25 to 30 students	26 students have been reclassified 17 students eligible for reclassification
ELPAC Scores	2021-2022 25% of students to receive a 4 on the summative.	2021 Summative Results for Current English Learners 1- Level 1 8- Level 2 23- Level 3 4- Level 4 2022 Summative Results for English Learners 4- Level 1 3- Level 2 19- Level 3 21- Level 4

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide additional Instruction for ELD students including designated and integrated ELD instruction and individual/small group instruction.		Instructional Assistant Support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 4,093	
		ELPAC testing-Substitutes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000	
		Staff Support for Program 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff will participate in on going professional development and utilize planning time to review assessments and plan instruction for English Learners		ELD Professional Development 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5000 None Specified None Specified	

Analysis

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

Our teachers worked on their integrated and designated ELD instruction. We were able to hire an ELD instructional assistant to support students while teachers worked with their designated ELD students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Reclassification and ELPAC scored demonstrated the success of the program.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We did not use money for subs and did pay certificated personal pay for our ELD coordinator for the areas she helped out in the program.

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 may slightly adjust how our ELD instructional assistant supports our ELD students.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Increase the percentage of students and families who see their family's culture represented in the school and the academic content taught from 64% to 75% as measured by the End of Year Parent Survey.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Site Survey	In Spring 2022, increase the percentage of students and families who see their family's culture represented in the school and the academic content taught to at least 75% as measured by the End of Year Parent Survey.	Students (258) - 60% Staff (46) - 62% Parents (180) - 65% (Spring 2021 64%)
Site Survey.		

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers, Administrators, the Library Media Specialist and staff will create lessons and opportunities for students to learn about different cultures and observances and also see their own family's culture represented in their school and the academic content taught. Each month WC will focus on a different culture in accordance to the District Calendar of Cermonies and Observations.		None Specified None Specified 0	
Parent Involvement 1. Provide online meetings for the parent community. 2. Encourage parent involvement in district-wide meetings/committees through use of ParentSquare			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
communication to parents. 3. Provide instructional resources to parents and families in weekly bulletins.			

Analysis

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

Our teachers brought the different cultures into their academic instruction, especially during the months that cultures are celebrated and recognized. Individuals and their contributions were part of library and our parent communication on ParentSquare. While our teachers noticed an increase in students seeing their families culture being represented, our students and parents did not see as much when looking at the percentage of students and parents who disagreed.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

While overall we took steps forward as a school, we plan to have teachers check in each month with their students about whether they saw their families culture represented during the school day and if not teachers will look specifically at that student's cultures.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

NA

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 plan to have teachers check in each month with their students about whether they saw their families culture represented during the school day and if not teachers will look specifically at that student's cultures.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	19,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	19,000.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,000.00
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	3,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	12,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,000.00
None Specified	None Specified	0.00

School Site Council Membership

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

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

Name of Members	Role
Sue Bett	Principal
Elizabeth Robinson	Classroom Teacher
Connie Lindsay	Classroom Teacher
Amanda Roberti	Classroom Teacher
Juanita Gomez	Other School Staff
Sarah Whitehurst	Parent or Community Member
Kevin Tung	Parent or Community Member
Matt Wong	Parent or Community Member
Matthew Nonemacher	Parent or Community Member
Ji Ae Jeong	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 6/6/2022.

Attested:



Principal, Susan Bett on 6/6/2022



SSC Chairperson, Matthew Nonemacher on 06/06/22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program