

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.

<b>School Name</b>	Woodbridge Elementary School
<b>Address</b>	1290 Lilac Street Lodi, CA 95240
<b>County-District-School (CDS) Code</b>	39 68585 0111419
<b>Principal</b>	Christina Halsey
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	April 9, 2022
<b>Schoolsite Council (SSC) Approval Date</b>	April 19, 2022
<b>Local Board Approval Date</b>	June 14, 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

The Woodbridge Elementary School community promotes academic success for all students by valuing a safe, positive climate, and providing rigorous educational experiences to prepare students for middle and high school success as well as college and career readiness.

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

The central focus of the Woodbridge School is to identify areas of need for students in order to provide key instruction, and additional intervention support to ensure all students are prepared to leave for middle school at grade level in Reading, Writing, Math, and Science.

## School Profile

Woodbridge Elementary School has a 77% Free and Reduced Lunch population with 64% of the students being Latino/Hispanic, 25% White, 3% Asian, 2% African American and the final 6% making up a mixture of multiple races, Filipino, American Native and other.

## 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

The process for creating the Woodbridge School Plan for Student Achievement (SPSA) included input from teachers through the Leadership Team, (on 10/20/21) other staff including classified staff and other support personnel, parents, community members, and the School Site Council (10/27/21) made up of 3 teachers, one classified staff member, the principal, and a total of 5 parents, all of which were voted on by their peers.

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 1

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Woodbridge Elementary School will show a minimum 5% increase in proficiency on the following universal measures in English Language Arts:

- K-2 DIBELS assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 3rd- 6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	Students will exceed the baseline of 26% by 5%- 31% as measured by CAASPP	CAASPP Data not available due to changes in the Title One approval time line.
DIBELS (K-2)	Students will exceed the baseline of 39% by 5% - 44%as measured by DIBELS	Woodbridge Elementary K-2 students exceeded the EOY of 44%. In 2021-22 school year, Woodbridge K-2 students by the MOY were 50% proficient as measured by the DIBELS Assessment.
I Ready (3-6)	Students will exceed the baseline of 7% by 5% -13%as measured by I-Ready	In the 2021-22 school year, Woodbridge Elementary 3-6 students were 21% proficient as measured by the MOY iReady Diagnostic. Our school is on target to meet the EOY projected goals.
Reading Inventory (1st EOY- 6th grade)	Students will exceed the baseline of 31% by 5%- 36% as measured by Reading Inventory	Students exceeded/met the baseline of 31% - 6% to 37% as measured by Reading Inventory by the MOY.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills-phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.	This action was fully implemented in the 2021-22 school year.	.50 Intervention Teacher 1100 Teacher Title I 28509	.50 Intervention Teacher 1100 Teacher Title I 28509
		Benefits for all certificated employee costs 3000 Benefits Title I 16277	Benefits for all certificated employee costs 3000 Benefits Title I 16277

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.</p>			
<p>All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students' readiness to read</p>	<p>DIBELS was implemented fully K-2. Due to change in administration, third grade was hesitant to implement DIBELS consistently this school year.</p>	<p>Licensing for DIBELS assessment with MClass 4375 Technology (under \$500) LCFF</p>	<p>Licensing for DIBELS assessment with MClass 4375 Technology (under \$500) LCFF</p>
<p>Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.</p>	<p>This action was fully implemented in the 2021-22 school year.</p>	<p>Time Card for Lead Teachers to schedule Universal Access time 1120 Teacher Temp Title I 5000</p>	<p>Time Card for Lead Teachers to schedule Universal Access time 1120 Teacher Temp Title I 5000</p>
<p>All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd-6th grade students to obtain an independent reading Lexile level.</p>	<p>This action was fully implemented in the 2021-22 school year.</p>	<p>Provide grade levels time to meet and conference regarding targeted student progress. 1150 Teacher Sub Title I 4500</p>	<p>Provide grade levels time to meet and conference regarding targeted student progress. 1150 Teacher Sub Title I 4500</p>
<p>All 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards</p>	<p>This action was fully implemented in the 2021-22 school year.</p>	<p>IReady being purchased by the district 4375 Technology (under \$500) LCFF</p>	<p>IReady being purchased by the district 4375 Technology (under \$500) LCFF</p>
<p>Purchase additional DIBELS licenses to assess and monitor progress of all 3rd grade</p>	<p>This action was fully implemented in the 2021-22 school year.</p>	<p>DIBELS additional licenses purchased by the district</p>	<p>DIBELS additional licenses purchased by the district 5875</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention.		5875 Technology Licenses LCFF	Technology Licenses LCFF
Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.	This action was fully implemented in the 2021-22 school year.	Provide grade levels time to meet and conference regarding targeted student progress. 1150 Teacher Sub Title I 4500	Provide grade levels time to meet and conference regarding targeted student progress. 1150 Teacher Sub Title I 4500
K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.	This action was fully implemented in the 2021-22 school year.	SIPPS intervention 1100 Teacher Title I	SIPPS intervention 1100 Teacher Title I
All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers	This action was fully implemented in the 2021-22 school year.	District has contracted with CORE consulting 5800 Prof and Operating/Consultants LCFF	District has contracted with CORE consulting 5800 Prof and Operating/Consultants LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.	This action was fully implemented in the 2021-22 school year.	District is funding this expenditure 4375 Technology (under \$500) LCFF	District is funding this expenditure 4475 Technology (\$500- \$9,999) LCFF
Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3	This action was fully implemented in the 2021-22 school year.	Our curriculum department pays for the coaches 1100 Teacher Title III	Our curriculum department pays for the coaches 1100 Teacher Title III
<p>MTSS Data Conferences: provide release time for teachers and admin:</p> <ul style="list-style-type: none"> <li>analyze the DIBELS, Reading Inventory, and CAASPP data.</li> <li>Collaborate, plan and respond with best practice</li> <li>Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child</li> </ul>	This action was fully implemented in the 2021-22 school year.	Subs for MTSS Data Conferencing 1150 Teacher Sub Title I 5000	Subs for MTSS Data Conferencing 1150 Teacher Sub Title I 5000
All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1	This action was fully implemented in the 2021-22 school year.	Provide grade levels time to meet and conference regarding targeted student progress. Title I 4500	Provide grade levels time to meet and conference regarding targeted student progress. 1150 Teacher Sub Title I 4500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
high quality first instruction.			
<p>AVID supplies and books for students. Teachers will implement the organizational component of AVID to support all learners. Every Student will have:</p> <p>Binders 4th-6th Dividers 4th-6th Pencil boxes 1st-6th Notebooks Journals Organizational materials</p>	<p>This action was fully implemented in the 2021-22 school year.</p>	<p>Materials to implement AVID strategies 4300 Materials Title I 12109</p>	<p>Materials to implement AVID strategies 4300 Materials Title I 12109</p>
<p>SEL- purchase and implement a social and emotional learning curriculum (SEL)</p>	<p>SEL curriculum has been purchased. Due to it's late arrival, we have not yet had teachers trained to implemented the curriculum.</p>	<p>Time Card for Lead Teachers to plan professional development in SEL 1120 Teacher Temp Title I 5000</p>	<p>Time Card for Lead Teachers to plan professional development in SEL 1120 Teacher Temp Title I 5000</p>
<p>Purchase additional materials SIPPS curriculum</p>	<p>On track for purchasing by the end of the 2021-22 school year.</p>	<p>SIPPS Materials 4300 Materials Title I 9990</p>	<p>SIPPS Materials 4300 Materials Title I 9990</p>
<p>Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten students letter naming, letter sounds and other early literacy skills needed and other technology licenses that would support the ELA program at Woodbridge.</p>	<p>On track for purchasing by the end of the 2021-22 school year.</p>	<p>ESGI licenses for Kinder and First 5875 Technology Licenses Title I 5000</p>	<p>ESGI licenses for Kinder and First 5875 Technology Licenses Title I 5000</p>
<p>Purchase Technology to support student learners K-6</p>	<p>Purchase Technology to support student learners K-6</p>	<p>Lap tops 4475 Technology (\$500-\$9,999) Title I 9991</p>	<p>Lap tops 4475 Technology (\$500-\$9,999) Title I 9991</p>



## Analysis

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

Overall, most of the strategies and activities were fully implemented at Woodbridge school.

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

Based on the DIBELS data action and strategies for early reading look to be effective. We set a baseline goal of 39% for K-2 at the beginning of the year. MOY scores are showing us at 50% .

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

At Woodbridge, we set a threshold of \$5000 for material differences. For this ELA goal, there were not any actions that had a material difference.

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.

Interventions and student achievement will be aligned with the Multi-Tier Systems and Supports Model in the area of ELA. Administration, teachers and staff will examine data through the PLC process to determine goals for achievement and decipher best teacher practices that support achieving goals for ELA. The changes will be reflected in the 2021-2022 SPSA under Goal 1: English Language Arts and Strategies

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 2

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Woodbridge Elementary School will show a 5% increase in proficiency on the following universal measures in Mathematics  
 k- 6th Grade Mathematics iReady Universal Screener  
 3rd-6th Grade CAASPP Mathematics

In addition, our students will complete an average of 8 lessons a week on Dreambox.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd-6th Grade CAASPP Mathematics	In 2021-2022 third through sixth grade students will increase percentage of students meeting or exceeding proficiency with standards by 5%	CAASPP Data not available due to changes in the Title One approval time line.
k- 6th Grade Mathematics iReady Universal Screener	By the end of the year (EOY) 11% of our students will be proficient in iReady	In the 2021-22 school year, Woodbridge Elementary K-6 students were 18% proficient as measured by the MOY iReady Diagnostic. Our school has exceeded the EOY projected goals.

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards	This action was fully implemented in the 2021-22 school year.	District purchased i-Ready to increase student achievement 5875 Technology Licenses LCFF 0	District purchased i-Ready to increase student achievement 5875 Technology Licenses LCFF 0
All k-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.	This action was fully implemented in the 2021-22 school year.	District purchased Dreambox to increase student achievement 5875 Technology Licenses LCFF 0	District purchased Dreambox to increase student achievement 5875 Technology Licenses LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
AVID student support (see ELA AVID goal)	This action was fully implemented in the 2021-22 school year.	AVID Organizational Materials (budgeted in ELA goal) 4300 Materials Title I 0	AVID Organizational Materials (budgeted in ELA goal) 4300 Materials Title I 0
<p>MTSS Data Conferences: provide release time for teachers and admin:</p> <ol style="list-style-type: none"> <li>analyze universal screeners iReady and CAASPP Math data.</li> <li>Collaborate, plan and respond with best practice</li> <li>Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child</li> </ol> <p>Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly</p>	This action was fully implemented in the 2021-22 school year.	Subs for MTSS Data Conferencing 1150 Teacher Sub Title I 0	Subs for MTSS Data Conferencing 1150 Teacher Sub Title I 0
Use of Math manipulatives and STEM materials for enhancing academic rigor and success.	This action was fully implemented in the 2021-22 school year.	Hands on manipulatives and materials purchased will be used in person for 2021-2022 school year 4300 Materials Title I 0	Hands on manipulatives and materials purchased will be used in person for 2021-2022 school year 4300 Materials Title I 0

## Analysis

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

Overall, most of the strategies and activities were fully implemented at Woodbridge school. K-6 students were 18% proficient as measured by the MOY iReady Diagnostic. Our school has exceeded the EOY projected goals.

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

Based on the iReady data action and strategies for math look to be effective. We set a baseline goal of 11% for K-6 at the beginning of the year. MOY scores are showing us at 18% growth. CAASPP Data not available due to changes in the Title One approval time line.

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

At Woodbridge, we set a threshold of \$5000 for material differences. For this math goal, there were not any actions that had a material difference.

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.

Interventions and student achievement will be aligned with the Multi-Tier Systems and Supports Model in the area of math. Administration, teachers and staff will examine data through the PLC process to determine goals for achievement and decipher best teacher practices that support achieving goals for math. The changes will be reflected in the 2021-2022 SPSA under Goal 2: Math and Strategies

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 3

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, Woodbridge Elementary School will show a 5% increase in proficiency or an increase in growth for our English Learners on the following universal measures in English Language Arts:  
 K-2 DIBELS assessment  
 2nd - 6th Grade Reading Inventory (RI)  
 3rd- 6th Grade ELA iReady Universal Screener  
 3rd-6th Grade CAASPP English Language Arts

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DIBELS K-2 iReady ELA 3rd-6th RI 2nd-6th CAASPP 3rd-6th	See ELA expected outcome	See ELA outcome
Reclassification Data	Reclassify 10 out of 84 students based on 4 year average (10% average)	Data not available due to COVID -19.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilizing key AVID strategies, SIPPS early literacy and writing strategies, students will show growth in English language development.	This action was fully implemented in the 2021-22 school year.	Provide support beyond the school day from bilingual paraprofessional 2120 Para Temp Title I 2500	Provide support beyond the school day from bilingual paraprofessional 2120 Para Temp Title I 2500
All K-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above	This action was fully implemented in the 2021-22 school year.	Provide grade levels time to meet and plan targeted student progress. 1150 Teacher Sub Title I 4500	Provide grade levels time to meet and plan targeted student progress. 1150 Teacher Sub Title I 4500
Administrators will develop teachers' capacity to collect data	This action was fully implemented in the 2021-22 school year.	Provide grade levels time to meet and	Provide grade levels time to meet and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.</p>		<p>conference regarding targeted student progress. 1150 Teacher Sub Title I 4500</p>	<p>conference regarding targeted student progress. 1150 Teacher Sub Title I 4500</p>
<p>Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.</p>	<p>This action was fully implemented in the 2021-22 school year.</p>	<p>Time Card for Lead Teachers to schedule Universal Access time 1120 Teacher Temp Title I 5000</p>	<p>Time Card for Lead Teachers to schedule Universal Access time 1120 Teacher Temp Title I 5000</p>
<p>K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.</p> <p>The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.</p>	<p>This action was fully implemented in the 2021-22 school year.</p>	<p>SIPPS support provided by the district coaches 1100 Teacher Title III</p>	<p>SIPPS support provided by the district coaches 1100 Teacher Title III</p>
<p>All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers</p>	<p>This action was fully implemented in the 2021-22 school year.</p>	<p>Provide time to meet for PD's and conference regarding targeted student progress and planning. 1150 Teacher Sub Title I 4500</p>	<p>Provide time to meet for PD's and conference regarding targeted student progress and planning. 1150 Teacher Sub Title I 4500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.	This action was fully implemented in the 2021-22 school year.	iRead and Amplify software provided by the district 4475 Technology (\$500-\$9,999) LCFF	iRead and Amplify software provided by the district 4475 Technology (\$500-\$9,999) LCFF
Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3	This action was fully implemented in the 2021-22 school year.	ELA support provided by the district coaches 1100 Teacher Title III	ELA support provided by the district coaches 1100 Teacher Title III
<p>MTSS Data Conferences: provide release time for teachers and admin:</p> <ol style="list-style-type: none"> <li>1 analyze the DIBELS, Reading Inventory, and CAASPP data.</li> <li>2. Collaborate, plan and respond with best practice</li> <li>3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child</li> </ol>	This action was fully implemented in the 2021-22 school year.	Provide grade levels time to meet and conference regarding targeted student progress. 1150 Teacher Sub Title I 4500	Provide grade levels time to meet and conference regarding targeted student progress. 1150 Teacher Sub Title I 4500
<p>Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:</p> <ol style="list-style-type: none"> <li>1.Objective posted</li> <li>2. Front loading vocabulary</li> <li>3. Using complete sentences</li> </ol>	This action was fully implemented in the 2021-22 school year.	Provide grade levels time to meet and conference regarding targeted student progress. 4500	Provide grade levels time to meet and conference regarding targeted student progress. 1150 Teacher Sub Title I 4500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4. Think- pair - shared choral responses 5. Sentence frames 6. Use higher order questioning 7. Use wait time			
Embed ELD support from the bilingual para-educators	This action was fully implemented in the 2021-22 school year.	Provide support for ELD from bilingual paraprofessional	Provide support for ELD from bilingual paraprofessional 2120 Para Temp Title I

## Analysis

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

Woodbridge school's overall implementation of strategies or activities was partially successful because at this reporting time period (MOY) Woodbridge school is on track to meet some of our articulated metrics. Since our Title 1 approval time line was changed, Woodbridge school is unable to report on the EL indicators/metrics listed.

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

Based on the DIBELS data action and strategies for early reading look to be effective. We set a baseline goal of 39% for K-2 at the beginning of the year. MOY scores are showing us at 50% . Data is not yet available for annual 21/22 RFEP and ELPAC Summative assessments. Woodbridge school had trouble implementing some strategies due to COVID 19.

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

At Woodbridge, we set a threshold of \$5000 for material differences. For this goal, there were not any actions that had a material difference.

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.

Interventions and student achievement will be aligned with the Multi-Tier Systems and Supports Model in the area of ELA. Administration, teachers and staff will examine data through the PLC process to determine goals for achievement and decipher best teacher practices that support achieving goals for our ELL's. The Academic Conferences will take a deeper dive into the data of our English Learners with additional teacher release time built into our programming in intervals to monitor progress and to ensure increased and improved services for our English Learners.



# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 4

Woodbridge School will continue to support effective relationships with Spanish speaking families of Woodbridge students, as well as families of students struggling with academic progress grades K-2.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Jump In to English for parents	10 additional parents will complete levels 1-3 of Jump into English	Due to COVID-19, we did not meet our goal of 10 additional parents completing levels 1-3 of Jump into English

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Bilingual language support will be provided for after school and evening events.	This action was fully implemented in the 2021-22 school year.	Additional hours of support from bilingual paraprofessional beyond the school day, for academic support to parents 2120 Para Temp Title I 1250	Additional hours of support from bilingual paraprofessional beyond the school day, for academic support to parents 2120 Para Temp Title I 3000
Provide English Language support for Spanish speaking parents through Jump in to English	This action was fully implemented in the 2021-22 school year.	Targeted Parent English Support 5800 Prof and Operating/Consultants Title I: Parent Involvement 1808	Targeted Parent English Support 5800 Prof and Operating/Consultants Title I: Parent Involvement 2188
Colored paper and other materials that can be purchased through the district warehouse to support communication with our Woodbridge families	This action was fully implemented in the 2021-22 school year.	Colored paper to use with parent communication 4328 Warehouse Supplies Title I 5000	Colored paper to use with parent communication 4328 Warehouse Supplies Title I 1500
Purchase planners for parent involvement	This action was fully implemented in the 2021-22 school year.	Planners 4300 Materials Title I: Parent Involvement 496	Planners 4300 Materials Title I: Parent Involvement 496

## Analysis

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

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited at the Middle of the Year testing time.

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

Even though Woodbridge did not meet our goal of adding 10 additional parents to Jump Into English levels 1-3, we did provide support for after school and evening events.

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

At Woodbridge, we set a threshold of \$5000 for material differences. For this goal, there were not any actions that had a material difference.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to increase our school to home connection by increasing parent involvement in community building activities. A specific focus will be geared towards reducing the chronic absenteeism rate at Woodbridge elementary through increased parent Involvement and school to home connection. We will also add a parent outreach coordinator to strengthen our involvement with parents.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 5

100% of our teachers will participate in differentiated Professional Development. The professional development will focus on: 1) Positive Behavior Intervention and Support and Social and Emotional Learning 2) Gain a deeper understanding of the ELA and Math CCSS with a focus on increasing instruction.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff meetings will focus on Professional Development and collaboration	80% of staff meetings will focus on professional development and collaboration	80% of staff meetings focused on professional development and collaboration

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide district level ELA/Math coach assist teachers with current techniques and strategies in core and supplemental programs during Common Planning (teacher directed) and staff meetings (leadership team directed)	This action was fully implemented in the 2021-22 school year.	Teachers will use SIPPS program for students during Universal Access time. 5800 Prof and Operating/Consultants LCFF 0	Teachers will use SIPPS program for students during Universal Access time. 5800 Prof and Operating/Consultants Title I 0
PBIS - Attend all the district PBIS trainings Create a plan to implement the elements of Tier 2 and Tier 3 PBIS Deliver Staff Development on Common Planning Days and staff meeting Utilize the district PBIS coordinator	This action was fully implemented in the 2021-22 school year.	PBIS Coach 1100 Teacher LCFF 0	PBIS Coach 1100 Teacher LCFF 0
ELA Common Core Standards - Implementation Develop a Professional Development plan with leadership during common planning days Focus on: ELD component - and instructional strategies to	This action was fully implemented in the 2021-22 school year.	AVID Coach 1100 Teacher LCFF 0	AVID Coach 1100 Teacher LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
reach our English Learners Embedding AVID instructional strategies Encourage attendance at LUSD professional development opportunities District Coaching through observation and lesson modeling Encourage teachers to attend SJCOE Common Core State Standards professional growth			
Purchase Social Emotional Curriculum and provide professional development	This action was partially implemented in the 2021-22 school year.	PATHs Social Emotional Learning 4300 Materials LCFF 0  PATHs , professional development for social emotional learning 5800 Prof and Operating/Consultants Title I 10,000	PATHs Social Emotional Learning 4300 Materials LCFF 0  PATHs , professional development for social emotional learning 5800 Prof and Operating/Consultants Title I 10,000
SIPPS training through CORE	This action was fully implemented in the 2021-22 school year.	CORE Consulting paid for by the district 5800 Prof and Operating/Consultants LCFF 0	CORE Consulting paid for by the district 5800 Prof and Operating/Consultants LCFF 0
PLC professional development	This action will be fully implemented in June of the 2021-22 school year.	Professional development to empower staff to lead school change to improve student outcomes 5220 Conference Title I 10,000	Professional development to empower staff to lead school change to improve student outcomes 5220 Conference Title I 10,000

## Analysis

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

Woodbridge school's overall implementation of strategies or activities was successful at this reporting time period (MOY). Woodbridge school has implemented most of our actions/services at this reporting time.

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

Woodbridge school's overall effectiveness of strategies or activities was successful at this reporting time period (MOY). Woodbridge school has implemented most of our actions/services at this reporting time.

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

At Woodbridge, we set a threshold of \$5000 for material differences. We expanded the number of staff attending conferences, to strengthen and enhance our PLC, adding funds to professional development.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, Woodbridge will be attending Ron Clark and PLC professional development for the 2022-23 school year.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 6

Woodbridge School will provide behavioral, social and emotional support for targeted students, with significant emotional barriers to academic success.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Behavioral Suspensions	Decrease suspensions either by total days, or total number of students by 10%.	Suspensions at Woodbridge increased. Suspensions in the 2020-21 school year were 0.7% . In the 2021-22 school year, they increased to 2.2%

## Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide Elementary individual and group Tier 1 support for targeted students with social emotional barriers to academic success	Action/Service fully implemented	Elementary Counselor providing targeted individual and social emotional support for targeted students 5800 Prof and Operating/Consultants LCFF	Elementary Counselor providing targeted individual and social emotional support for targeted students 5800 Prof and Operating/Consultants LCFF
		Individualized and group licensed clinical support for targeted students grades 1-6 5800 Prof and Operating/Consultants Title I 15000	Individualized and group licensed clinical support for targeted students grades 1-6 5800 Prof and Operating/Consultants Title I 15000
		Provide Social Emotional Support utilizing the Check Out model (CICO) as part of PBIS. 2120 Para Temp Title I 1250	Provide Social Emotional Support utilizing the Check Out model (CICO) as part of PBIS. 2120 Para Temp Title I 1250

## Analysis

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

Woodbridge school's overall implementation of strategies or activities was not successful at this reporting time period MOY because Woodbridge school has not meet most/all of the articulated goals. Woodbridge school had trouble implementing the following strategies due to impacts and effects of staffing due to COVID -19.

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

Due to COVID-19 and ramifications of student and staff absences, the effectiveness of our implementation appears to be limited at the Middle of the Year testing time.

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

At Woodbridge, we set a threshold of \$5000 for material differences. For this goal, there were not any actions that had a material difference.

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.

After careful analysis, teachers will participate in ongoing PBIS and SEL professional development at regular intervals throughout the school year; with an emphasis on collaboration, building capacity, developing consistency and confidence in PBIS and SEL at Woodbridge school.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

By March 31, 2023, with implementation of Multi-Tiered System of Support (MTSS), Woodbridge Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic measures in English Language Arts:

- K-2 DIBELS assessment
- 2nd - 6th Grade Reading Inventory (RI)
- 3rd- 6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready.

### Basis for this Goal

This goal is based on disaggregated data from 2020-2021 school from the universal measures DIBELS, Reading Inventory and California Assessment of Student Progress and Performance (CAASPP) data.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	26% meeting standards in CAASPP (2020-2021)	Students will exceed the baseline of 26% by 5%- 31% as measured by CAASPP
DIBELS (K-2)	50% meeting standards in DIBELS (MOY) (2021-2022)	Students will exceed the baseline of 50% by 5% - 55% as measured by DIBELS
I Ready (3-6)	21% meeting standards in iReady - Middle of the Year (MOY) (2021-2022)	Students will exceed the baseline of 21% by 5% -26%as measured by i-Ready
Reading Inventory (1st EOY- 6th grade)	37% meeting standards in Reading Inventory - Middle of the Year (MOY) (2021-2022)	Students will exceed the baseline of 37% by 5%- 42% as measured by Reading Inventory

### Planned Strategies/Activities

#### Strategy/Activity 1

Add 1.0 FTE to our existing staff to support our K-3 students who need additional support with early reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model. The intervention teacher will



support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools. The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools. Co-funded with Title1 Central.

### Students to be Served by this Strategy/Activity

K-3 students who need Tier 2 and/or Tier 3 support

### Timeline

August 2022- May 2023

### Person(s) Responsible

Administration, teachers and classroom paraprofessionals

### Proposed Expenditures for this Strategy/Activity

Amount	30061
Source	Title I
Budget Reference	1100 Teacher
Description	.5 FTE Reading Intervention Teacher
Amount	18942
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for all certificated employee costs

### Strategy/Activity 2

All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students' readiness to read

### Students to be Served by this Strategy/Activity

All K-3 students

### Timeline

August 2022  
January 2023  
May 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

Source	LCFF
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**Budget Reference**

4375 Technology (under \$500)

**Description**

Licensing for DIBELS assessment with MClass

**Strategy/Activity 3**

All 2nd-6 teachers and 1st grade (MOY) will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading Lexile level.

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

2-6 Students

**Timeline**

Starting August 2022-May 2023

**Person(s) Responsible**

Teachers

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 4**

All 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards.

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

All students grades 3-6

**Timeline**

August 2022  
January 2023  
May 2023

**Person(s) Responsible**

Teachers

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 5**

Use DIBELS to assess and monitor progress of all 3rd grade students and 3rd-6th grade Tier 2 and Tier 3 students use Non-fluency assessment.

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

All 3rd -6th grade students

**Timeline**

August 2022, January and May 2023

**Person(s) Responsible**

Teachers

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 6**

Administrators and teachers will use universal Data Collection Template. Data will be collected . BOY, MOY and EOY disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

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

K-6 students

**Timeline**

Quarter 1  
Quarter 3

**Person(s) Responsible**

Teachers, Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Source</b>	LCFF
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	DIBELS additional licenses purchased by the district

**Strategy/Activity 7**

Universal Access time will be scheduled and protected from interruption for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

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

K-3 Students  
1st-2nd small SIPPS reading groups daily 30 minutes

**Timeline**

August 2022- May 2023

**Person(s) Responsible**

Teachers and Administrators

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 8**

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.

The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

### Students to be Served by this Strategy/Activity

K-3 students

Plus students who need additional Tier 2 support in early reading development

3rd grade whole class SIPPS/intervention supporting tier 2 students

### Timeline

August 2022- May 2023

### Person(s) Responsible

Teachers, Intervention teachers and Admin

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 9

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers to support implementation of SIPPS

### Students to be Served by this Strategy/Activity

K-3 students

### Timeline

August 2022- May 2023

### Person(s) Responsible

Teachers, Paras

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Budget Reference

5800 Prof and Operating/Consultants

Description

District has contracted with CORE consulting - ESSER Funded

### Strategy/Activity 10

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

### Students to be Served by this Strategy/Activity

K-2

### Timeline

August 2022- May 2023

### Person(s) Responsible

Teachers, Paras

### Proposed Expenditures for this Strategy/Activity

Source	LCFF
Budget Reference	4375 Technology (under \$500)
Description	District is funding this expenditure

### Strategy/Activity 11

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022-May 2023

### Person(s) Responsible

Coaches

### Proposed Expenditures for this Strategy/Activity

Source	Title III
Budget Reference	1100 Teacher
Description	Our curriculum department pays for the coaches

### Strategy/Activity 12

MTSS Data Conferences: provide release time for teachers and admin:

- analyze the DIBELS, Reading Inventory, and CAASPP data.
- Collaborate, plan and respond with best practice
- Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Quarter 2 and Quarter 3 (2022-2023)

### Person(s) Responsible

Teachers and Specialists

### Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Subs for MTSS Data Conferencing

### Strategy/Activity 13

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

### Students to be Served by this Strategy/Activity

K-6 Students

### Timeline

August 2022-June 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 14

AVID supplies and books for students. Teachers will implement the organizational component of AVID to support all learners.  
Every Student will have:

- Binders 4th-6th
- Dividers 4th-6th
- Pencil boxes 1st-6th
- Notebooks
- Journals
- Organizational materials

### Students to be Served by this Strategy/Activity

K-6 Students

### Timeline

August 2022-June 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10000
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials to implement AVID strategies
<b>Amount</b>	10146
<b>Source</b>	Title I
<b>Budget Reference</b>	4200 Books
<b>Description</b>	Books to support literacy

### Strategy/Activity 15

SEL- Implement a social and emotional learning curriculum (SEL)

#### Students to be Served by this Strategy/Activity

K-6 Students

#### Timeline

August 2022-June 2023

#### Person(s) Responsible

Admin and Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time Card for Lead Teachers to plan professional development in SEL

### Strategy/Activity 16

Kindergarten will assess students letter naming, letter sounds three times a year (Illuminate)

#### Students to be Served by this Strategy/Activity

Kindergarten Students

#### Timeline

August 2022- June 2023

#### Person(s) Responsible

Admin

#### Proposed Expenditures for this Strategy/Activity

**Amount**

0

**Source**

LCFF

**Strategy/Activity 17**

PBIS -Work with PBIS district coach to revise our matrix for the classroom.

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

All students

**Timeline**

August 2022- June 2023

**Person(s) Responsible**

Teachers, Admin

**Proposed Expenditures for this Strategy/Activity**



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

By March 31, 2023, with implementation of Multi-Tiered System of Support (MTSS), Woodbridge Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic measures in Math:

K- 6th Grade Mathematics iReady Universal Screener  
3rd-6th Grade CAASPP Mathematics

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

Woodbridge students in grades 3-6 will increase math scores by 5% on the CAASPP. Woodbridge will also focus our school's attention on increasing the number of students meeting or exceeding standards on iReady by 5% in the 2022-23 school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
3rd-6th Grade CAASPP Mathematics	34% meeting standards on CAASPP (2020-2021)	In 2022-2023 third through sixth grade students will increase percentage of students meeting or exceeding proficiency with standards by 5%
K- 6th Grade Mathematics iReady Universal Screener	In beginning of year (BOY) 2021 iReady results indicated 6% of Woodbridge students proficient.	By the end of the year (EOY) 11% of our students will be proficient in iReady

### Planned Strategies/Activities

#### Strategy/Activity 1

All K-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards

#### Students to be Served by this Strategy/Activity

Students K-6

#### Timeline

August 2022  
January 2022

May 2022

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District purchased i-Ready to increase student achievement

### Strategy/Activity 2

All K-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

### Students to be Served by this Strategy/Activity

Students K-6

### Timeline

On Going

### Person(s) Responsible

Teachers, Administrator

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District purchased Dreambox to increase student achievement

### Strategy/Activity 3

Add 1.0 FTE to our existing staff to support our 3-6 students who need additional support with math skills. The intervention teacher will work with small groups mostly in a push-in model. The students' progress will be monitored to ensure students are making adequate progress. The students' progress will be monitored using DreamBox and iReady data.

### Students to be Served by this Strategy/Activity

Targeted students grades 3-6

### Timeline

August 2022-May 2023

### Person(s) Responsible

Teachers, Administrator

### Proposed Expenditures for this Strategy/Activity

Amount	0
Budget Reference	1100 Teacher
Description	District funded Math Intervention Teacher

### Strategy/Activity 4

MTSS Data Conferences: provide release time for teachers and admin:  
1. Analyze universal screeners iReady and CAASPP Math data.  
2. Collaborate, plan and respond with best practice.  
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child.  
Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly.  
Data Reflection sheet to reflect students' progress quarterly.

### Students to be Served by this Strategy/Activity

Students K-6

### Timeline

BOY, MOY, EOY

### Person(s) Responsible

Teachers, Administrator

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

Use of Math manipulatives and STEM materials for enhancing academic rigor and success.

### Students to be Served by this Strategy/Activity

Students grades K-6

### Timeline

August 2022-May 2023

### Person(s) Responsible

Teachers and Paraprofessionals

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	Hands on manipulatives and materials purchased will be used in person for 2021-2022 school year



# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS), Woodbridge Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

### LCAP Goal

Promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.

### Basis for this Goal

CAASPP

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DIBELS K-2 iReady ELA 3rd-6th RI 2nd-6th CAASPP 3rd-6th	50% meeting standards in DIBELS (MOY) (2021-2022) 21% meeting standards in iReady - Middle of the Year (MOY) (2021-2022) 37% meeting standards in Reading Inventory - Middle of the Year (MOY) (2021-2022) 26% meeting standards in CAASPP (2020-2021)	Increase the proficiency levels in all areas by 5% over the 2022-23 school year.
Reclassification Data	22 English Learner students reclassified (26%)	Reclassify 10 out of 84 students based on 4 year average (10% average)

### Planned Strategies/Activities

#### Strategy/Activity 1

All K-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

#### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2022- May 2023

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

5000

Source

Title I

Budget Reference

2120 Para Temp

Description

Provide support beyond the school day from bilingual paraprofessional

### Strategy/Activity 2

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

### Students to be Served by this Strategy/Activity

K-6 Students

### Timeline

Quarter 1  
Quarter 3

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 3

Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

Starting August 2022

### Person(s) Responsible

Teachers

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.

The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

### Students to be Served by this Strategy/Activity

K-3 students

Plus students who need additional Tier 2 support in early reading development

3rd grade whole class SIPPS/intervention supporting tier 2 students

### Timeline

Starting August 2022

### Person(s) Responsible

Teachers

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

All K-3 teachers, intervention, Special Education, and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

### Students to be Served by this Strategy/Activity

K-3 students

Teachers

Paras

### Timeline

August 2022 - May 2023

### Person(s) Responsible

Teachers, paras

## Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 6

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

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

K-2 Students

### **Timeline**

August 2022- May 2023

### **Person(s) Responsible**

Teachers

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 7**

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3.

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

All students

### **Timeline**

August 2022-May 2023

### **Person(s) Responsible**

Administrator

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 8**

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice.
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child.

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

All students

### **Timeline**

Quarter 1 & 2

### **Person(s) Responsible**

Teachers, Administrator

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 9**



Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

- 1.Objective posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

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

All Students

### **Timeline**

Starting in August 2022

### **Person(s) Responsible**

Teachers

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 10**

Embed ELD support from the Bilingual para-educators

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

English Learners

### **Timeline**

Starting in August 2022

### **Person(s) Responsible**

Para-educators

### **Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Involvement

### Goal Statement

By March 31, 2023, with implementation of Multi-Tiered System of Support (MTSS), Woodbridge Elementary School will show a minimum 5% increase in parent involvement on the:

- Parent Café Attendance

### LCAP Goal

LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

### Basis for this Goal

Low number of Spanish speaking parents access the support our school provides, which requires a concerted effort to reach out to parents. This is also true for families of students who are greatest at risk of not meeting grade level standards, K-3.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Café for parents	An average of 5 parents attended the Parent Café meetings in 2021-2022.	Increase Parent Café attendance by 50%.

### Planned Strategies/Activities

#### Strategy/Activity 1

Bilingual language support will be provided for after school and evening events.

#### Students to be Served by this Strategy/Activity

Targeted students

#### Timeline

August 2022-May 2023

#### Person(s) Responsible

Bilingual Paraprofessional

#### Proposed Expenditures for this Strategy/Activity

Amount

0

<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	additional hours of support from bilingual paraprofessional beyond the school day, for academic success - See ELA Goal 1

## Strategy/Activity 2

Provide English Language support for Spanish speaking parents through Jump in to English

### Students to be Served by this Strategy/Activity

Targeted students

### Timeline

August 2022-2023

### Person(s) Responsible

Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1808
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Targeted Parent English Support

## Strategy/Activity 3

Purchase planners for parent involvement

### Students to be Served by this Strategy/Activity

Parents of K-6 students

### Timeline

August 2022- May2023

### Person(s) Responsible

Admin

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	667
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Planners

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

By March 31, 2023, with implementation of Multi-Tiered System of Support (MTSS), Woodbridge Elementary School will have 100% of teachers participating in the following Professional Development in:

- K-6 MTSS Framework
- K-2 The Consortium On Reading Excellence (CORE)- SIPPS
- K-6 iReady - Math

### LCAP Goal

Promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities and Career Technical Education to prepare our students to be college and career ready.

### Basis for this Goal

iReady data, DIBELS and Reading Inventory data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Staff meetings will focus on Professional Development and collaboration.	80% of staff meetings will participate in professional development and collaboration.	100% of teachers will participate in professional development and collaboration.

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide district level ELA/Math coach assist teachers with current techniques and strategies in core and supplemental programs during Common Planning (teacher directed) and staff meetings (leadership team directed).

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2022- May 2023

#### Person(s) Responsible

Administration, grade level teams, district coaches, leadership team

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants
Description	teachers will use SIPPS program for students during Universal Access time.

### Strategy/Activity 2

PBIS - Attend all the district PBIS trainings  
Create a plan to implement the elements of Tier 2 and Tier 3 PBIS  
Deliver Staff Development on Common Planning Days and staff meeting  
Utilize the district PBIS coordinator

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022- May 2023

### Person(s) Responsible

Administrators, Leadership Committee, PBIS District Coach

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	PBIS Coach

### Strategy/Activity 3

ELA Common Core Standards - Implementation  
Develop a Professional Development plan with leadership during common planning days  
Focus on:  
ELD component - and instructional strategies to reach our English Learners  
Embedding AVID instructional strategies  
Encourage attendance at LUSD professional development opportunities  
District Coaching through observation and lesson modeling  
Encourage teachers to attend SJCOE Common Core State Standards professional growth

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2022- May 2023

### Person(s) Responsible

Administrators

Avid Committee  
Teachers  
AVID Coaches and other LUSD Coaches

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	AVID Coach

### Strategy/Activity 4

Provide professional development for professional learning and teacher collaboration.

### Students to be Served by this Strategy/Activity

All students will benefit

### Timeline

August 2022- May 2023

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount	0
Amount	37000
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Learning Tree Solution

### Strategy/Activity 5

SIPPS training through CORE

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2022- May 2023

### Person(s) Responsible

Admin  
Genevieve Thomas  
Ann Leon  
Ed Services

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	CORE Consulting paid for by the district - Funded through ESSER

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity



# Form C: 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	128,624.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	126,149	0.00
Title I: Parent Involvement	2,475	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	0.00
Title I	126,149.00
Title I: Parent Involvement	2,475.00

### Preliminary Plan

### Final Plan

	05/09/2022 12:00 am		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	05/09/2022 12:00 am		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/17/2022 03:30 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
		0.00
1100 Teacher		0.00
5800 Prof and Operating/Consultants		0.00
	LCFF	0.00
1100 Teacher	LCFF	0.00
5800 Prof and Operating/Consultants	LCFF	0.00
5875 Technology Licenses	LCFF	0.00
1100 Teacher	Title I	30,061.00
1120 Teacher Temp	Title I	5,000.00
1150 Teacher Sub	Title I	10,000.00
2120 Para Temp	Title I	5,000.00
3000 Benefits	Title I	18,942.00
4200 Books	Title I	10,146.00
4300 Materials	Title I	10,000.00
5800 Prof and Operating/Consultants	Title I	37,000.00
4300 Materials	Title I: Parent Involvement	667.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,808.00

# FORM D: 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
- 10 Total

Name of Members	Role
Christina Halsey	Principal
Stacy Musson	Parent or Community Member
Martin Phillips	Classroom Teacher
Sarah Fogelberg	Classroom Teacher
Rosalina Haro	Parent or Community Member
Staci Bechtold	Classroom Teacher
Leslie Crosby	Parent or Community Member
Melissa Fritz	Parent or Community Member
Cortney Reynolds	Parent or Community Member
Laura Cunningham	Other School Staff

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.

# FORM E: Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on April 19, 2022.

Attested:

**Preliminary Plan**

**Final Plan**



05/09/2022 03:00 pm

*Principal*

*Date*

*Principal*

*Date*



05/09/2022 03:00 pm

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*



05/17/2022 03:30 pm

*Program Manager*

*Date*

*Program Manager*

*Date*