



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodside K-8 School	34-67447-6097810	May 24, 2022	June 28th, 2022

Purpose and Plan Summary

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of student outcomes.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

This school plan aligns with the San Juan Unified Local Control Accountability Plan (LCAP) to eliminate gaps in student outcomes based on poverty, race or English language proficiency. All actions are directed toward accelerating learning and promoting social emotional wellness. The plan utilizes supplemental funding to provide for professional learning, student intervention, parental engagement and engaging supplemental materials and extra hours to mitigate learning loss during distance learning.

Site goals include actions, services and expenditures that meet the state and federal requirements.

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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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 School Site Council met in September, October, January, and March to analyze site data and to provide input for the development of the SPSA. The Site Leadership Team and staff met in September, March, and April to analyze data and to provide input for the development of the SPSA. The ELAC met in December, February, and April with opportunities to provide input for the development of the SPSA. Some recommendations included :

- increase family engagement
- increase a positive culture and climate
- allow for teachers to collaborate and attend training
- provide resources to help struggling students with tutoring/interventions
- allow for licenses/online subscriptions for instruction and interventions
- continue supporting PBIS, AVID, and GLAD, and funding for classroom libraries

Resource Inequities

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

Based on data analysis and root cause analysis, the following resource inequities were identified:

1. A need for math training, collaboration, and professional development for teachers, as well as intervention materials/resources to use with students.
2. A need for ELA training, collaboration, and professional development for teachers, as well as intervention materials/resources to use with students.
3. A need for ELD collaboration, training, and professional development for teachers.
4. A need for resources to support the Attendance Plan.
5. A need for resources to support climate through PBIS, PBIS training, and Restorative Practices.
6. A need for resources to support family and community engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Our caring staff actively builds community relationships, identifies assets and needs, and connects students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Empathy Gathering was used several times throughout the year through surveys, ELAC meetings, SSC meetings, and PTO meetings. The annual district survey was also used.

What worked and didn't work? Why? (monitoring)

Remote or online surveys sometimes bring less responses. Robocalls and reminders help get more input.

What modification(s) did you make based on the data? (evaluation)

Providing multiple ways to collect the data.

2021-22

Identified Need

Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

School Climate Survey - High Expectations / Caring Relationships

Overall Parent 86.8%, Student 83.3%, Staff 81.3%

To increase each by 1%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide opportunities for engagement of students and families for activities which may include but not limited to family nights, assemblies, and materials or supplies needed to build community and support learning.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Site Leadership Team, Secretary, Family Liaison	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School year 2022-23
1.2	Provide resources for	X All Students X English Learners	Principal, Secretary,	LCFF Supplement	500	School year 2022-23

	communication to families which may include but not limited to postcards, postage, or other materials to build community and support learning.	X Low-Income Students X Foster Youth Other	and Family Liaison	tal Site Allocation 4000-4999: Books And Supplies		
1.3	Provide online subscriptions or other materials to aid in communicating and translation with families which may include but not limited to smore subscriptions.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Secretary, Counselor	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	School year 2022-23
1.4	Provide planners to students to aid in communication between home and school, and to help with organization for	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Secretary, Family Liaison	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1800	School year 2022-23

	student success.					
1.5		All Students English Learners Low-Income Students Foster Youth Other				
1.6		All Students English Learners Low-Income Students Foster Youth Other				
1.7		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive Culture & Climate

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Empathy Gathering was used several times throughout the year through surveys, ELAC meetings, SSC meetings, and PTO meetings. The annual district survey was also used. The PBIS team analyzed data monthly. The MTSS team scheduled monthly meetings and had an student intervention document. The Intervention team monitored progress of student achievement.

What worked and didn't work? Why? (monitoring)

Analyzing data and collaboration was beneficial. The challenge was the lack of counseling/social worker staff due to absences that negatively impacted the progress.

What modification(s) did you make based on the data? (evaluation).

Increase collaboration to see that needs are met.

2021-22

Identified Need

Healthy Environments

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning. The intention is to decrease suspension rates for all students and increase a positive school culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Home Suspension Data	All 4.3% Homeless 25%	decrease all by 1% decrease Homeless by 5%
In School Suspension Data	6 incidents for 6 days	decrease all
Chronic Absenteeism Data	All 34% Black/African American 57.9%, Homeless 44%	decrease all by 10% decrease both by 10%
Attendance Data	All 91% Black/African American 86.4%, Homeless 88.7%	increase all by 4% increase both by 4%
Parent, Student, Staff Survey	School Culture 73.77% average	School Culture increase 2%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide incentives, supplies/resour	X All Students X English Learners X Low-Income Students	Principal, Secretary, PBIS	LCFF Supplement	2500	School year 2022-23

	ces, family events, assemblies, and training to support PBIS to promote a positive culture and climate.	X Foster Youth Other	Coordinator, Family Liaison	tal Site Allocation 4000-4999: Books And Supplies		
2.2	Provide materials and supplies to students to promote engagement, wellness, and a positive culture and climate, including but not limited to art supplies, SEL supplies, and incentives.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal and Secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1266	School year 2022-23
2.3		All Students English Learners Low-Income Students Foster Youth Other				
2.4		All Students English Learners Low-Income Students Foster Youth Other				
2.5		All Students English Learners				

		Low-Income Students Foster Youth Other				
2.6	Provide incentives and supplies or resources needed to improve school attendance.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Attendance Clerk, Secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022-23
2.7	Provide IA and recreation aides with training or additional assignments to ensure safety and improve the culture and climate of the school.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	946 3,412	School year 2022-23

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Intervention Data in 6 week cycles, Text Level, iReady at least every trimester.

What worked and didn't work? Why? (monitoring)

The Intervention Team kept great records and collaborated well with staff and families.

What modification(s) did you make based on the data? (evaluation)

Fine tune our learning cycles and SST process, and involve staff in structured time for data analysis.

2021-22

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter School Survey 2021-22 Climate of Academic Progress. Percent strongly agree/agree overall	Parents 81.8%, Students 81.2%, Staff 100%	Increase 1%
iReady Reading Assessment Winter 2022	39% At or Above Grade Level (-16.6% off Target) 29% One Grade Level Below 32% Two or More Grade Levels Below	Increase by 2% each trimester
iReady Math Assessment Winter 2022	27% At or Above Grade Level (-19.2% off Target) 45% One Grade Level Below 28% Two or More Grade Levels Below	Increase by 2% each trimester

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide materials and supplies needed for students to support student learning.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal and Secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2022-23

3.2	Provide substitute teachers and funding for teacher release time or compensate teachers for training, collaboration, data analysis, site visits, peer observations, conferences, and lesson planning.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Principal and Secretary	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3000	School year 2022-23
3.3	Purchase online subscriptions or materials, which may include but not limited to; IXL, Heggerty, to help promote skills and outcomes, and help assist teachers with assessing and identifying students in need of intervention,	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Principal and Secretary	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1500	School year 2022-23

	and to aid in providing interventions.					
3.4	Provide books to promote literacy for classroom libraries or student use (K-8th).	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal and Secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2022-23
3.5	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .375 FTE BIA	All Students X English Learners Low-Income Students Foster Youth Other	Principal and District	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	17,087	School year 2022-23

3.6	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	Principal and District	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	118,542	School year 2022-23
3.7	Provide resources for ELD students which may include, but not limited to books, dictionaries, and ipads for student learning.	All Students X English Learners Low-Income Students Foster Youth Other	Principal, Secretary, ELD Teacher	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022-23
3.8		All Students English Learners Low-Income Students Foster Youth Other				
3.9		All Students English Learners Low-Income Students Foster Youth Other				

3.10		All Students English Learners Low-Income Students Foster Youth Other				
3.11		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Ongoing Empathy Gathering, Annual District Survey, Naviance periodically

What worked and didn't work? Why? (monitoring)

The lack of counseling support staff available and needed to further this goal (Naviance lessons)

What modification(s) did you make based on the data? (evaluation)

Solidifying a counselor and collaborating to ensure this goal is being addressed

2021-22

Identified Need

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District School Climate Survey - College and Career - know what's needed to prepare for high school, college % yes	High School - Parent 60.1%, Student 50% College - 57.5%, Student 39.3%	Increase to 70%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide additional K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, parent and family relations, and social	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth Other	Administration, Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificate Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificate	15,160 12,187 5,281	School year 2022-23

	emotional learning. Targeted services under the framework of Multi-tiered Systems of Support (MTSS.) .4 FTE Counselor			d Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
4.2	Provide resources or supplies to support students and families for education of students' futures, including but not limited to events like career day or family education	X All Students X English Learners X Low-Income Students X Foster Youth Other	Administration, Counselor	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022-23

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$193,181.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$18,572.00
LCFF Supplemental English Learner Central	\$135,629.00
LCFF Supplemental Site Allocation	\$38,980.00

Subtotal of state or local funds included for this school: \$193,181.00

Total of federal, state, and/or local funds for this school: \$193,181.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	38,980	0.00
LCFF Supplemental English Learner Central	135,629	0.00
LCFF Supplemental Centralized Services (District Only)	18,572	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	18,572.00
LCFF Supplemental English Learner Central	135,629.00
LCFF Supplemental Site Allocation	38,980.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	148,889.00
2000-2999: Classified Personnel Salaries	21,445.00
3000-3999: Employee Benefits	5,281.00
4000-4999: Books And Supplies	15,566.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	15,160.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	118,542.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	17,087.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	15,187.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	946.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	5,281.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	15,566.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,800.00
Goal 2	9,124.00
Goal 3	145,129.00
Goal 4	33,128.00

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
Jeannie Broyles	Principal
Karla Gonzalez	Classroom Teacher
Lyn Chapman	Classroom Teacher
Jacque Weaver	Parent or Community Member
Kristen Larsen	Parent or Community Member
Jaynie Scott	Parent or Community Member
Stephenie Carr	Parent or Community Member
Gerell Elliott	Classroom Teacher
Cortney Nusz	Other School Staff
Nicole Goss	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 May 24, 2022.

Attested:



Principal, Jeannie Broyles on 05/24/22



SSC Chairperson, Cortney Nusz (acting) on 05/24/22

Budget By Expenditures

Woodside School (K-8)

Funding Source: LCFF Supplemental Centralized Services (District Only) \$18,572.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$3,412.00	Positive Culture & Climate	
Provide additional K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, parent and family relations, and social emotional learning. Targeted services under the framework of Multi-tiered Systems of Support (MTSS.) .4 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$15,160.00	Clear Pathways to Bright Futures	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$18,572.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$135,629.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .375 FTE BIA	2000-2999: Classified Personnel Salaries	\$17,087.00	Engaging Academic Programs	
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$118,542.00	Engaging Academic Programs	

Woodside School (K-8)

LCFF Supplemental English Learner Central Total Expenditures: \$135,629.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$38,980.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide resources for ELD students which may include, but not limited to books, dictionaries, and ipads for student learning.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Provide resources or supplies to support students and families for education of students' futures, including but not limited to events like career day or family education	4000-4999: Books And Supplies	\$500.00	Clear Pathways to Bright Futures	
	1000-1999: Certificated Personnel Salaries	\$12,187.00	Clear Pathways to Bright Futures	
	3000-3999: Employee Benefits	\$5,281.00	Clear Pathways to Bright Futures	
Provide materials and supplies needed for students to support student learning.	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	
Provide substitute teachers and funding for teacher release time or compensate teachers for training, collaboration, data analysis, site visits, peer observations, conferences, and lesson planning.	1000-1999: Certificated Personnel Salaries	\$3,000.00	Engaging Academic Programs	
Purchase online subscriptions or materials, which may include but not limited to; IXL, Heggerty, to help promote skills and outcomes, and help assist teachers with assessing and identifying students in need of intervention, and to aid in providing interventions.	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Engaging Academic Programs	

Woodside School (K-8)

Provide books to promote literacy for classroom libraries or student use (K-8th).	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
Provide opportunities for engagement of students and families for activities which may include but not limited to family nights, assemblies, and materials or supplies needed to build community and support learning.	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities
Provide resources for communication to families which may include but not limited to postcards, postage, or other materials to build community and support learning.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Provide online subscriptions or other materials to aid in communicating and translation with families which may include but not limited to smore subscriptions.	5000-5999: Services And Other Operating Expenditures	\$500.00	Connected School Communities
Provide planners to students to aid in communication between home and school, and to help with organization for student success.	4000-4999: Books And Supplies	\$1,800.00	Connected School Communities
Provide incentives, supplies/resources, family events, assemblies, and training to support PBIS to promote a positive culture and climate.	4000-4999: Books And Supplies	\$2,500.00	Positive Culture & Climate
Provide materials and supplies to students to promote engagement, wellness, and a positive culture and climate, including but not limited to art supplies, SEL supplies, and incentives.	4000-4999: Books And Supplies	\$1,266.00	Positive Culture & Climate
Provide incentives and supplies or resources needed to improve school attendance.	4000-4999: Books And Supplies	\$1,000.00	Positive Culture & Climate
Provide IA and recreation aides with training or additional assignments to ensure safety and improve the culture and climate of the school.	2000-2999: Classified Personnel Salaries	\$946.00	Positive Culture & Climate

Woodside School (K-8)

LCFF Supplemental Site Allocation Total Expenditures: \$38,980.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Woodside School (K-8) Total Expenditures: \$193,181.00