

School Year: **2021-22**



# 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                  | 5/18/21                                | September 28, 2021        |

## 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)

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. Title I funded activities:

- 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.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Plan Summary ..... 1
- Table of Contents..... 3
- Stakeholder Involvement ..... 3
- Resource Inequities ..... 4
- Goals, Strategies, & Proposed Expenditures..... 5
  - SPSA/Goal 1 ..... 5
  - SPSA/Goal 2 ..... 9
  - SPSA/Goal 3 ..... 14
  - SPSA/Goal 4 ..... 20
- Budget Summary ..... 23
  - Budget Summary ..... 23
  - Other Federal, State, and Local Funds ..... 23
- Budgeted Funds and Expenditures in this Plan ..... 24
  - Funds Budgeted to the School by Funding Source..... 24
  - Expenditures by Funding Source ..... 24
  - Expenditures by Budget Reference ..... 24
  - Expenditures by Budget Reference and Funding Source ..... 24
  - Expenditures by Goal..... 25
- School Site Council Membership ..... 26
- Recommendations and Assurances ..... 27
  - Appendix A: Plan Requirements ..... 28
  - Appendix B: ..... 31
  - Appendix C: Select State and Federal Programs ..... 33

## 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 May to analyze site data and to provide input for the development of the SPSA. The Site Leadership Team and staff met in September and April to analyze data and to provide input for the development of the SPSA. The ELAC met in November with an opportunity 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 and professional development for teachers, as well as intervention materials/resources to use with students.
2. A need for ELA training 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 PBIS, PBIS training, and Restorative Practices.
6. A need for resources to support instruction during distance learning and possible hybrid/in-person learning.

# 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.

## 2020-21

### 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 2020-21                                 | Expected Outcome 2021-22 |
|--|--|--------------------------|
| School Climate Survey - High Expectations / Caring Relationships | Overall Parent 86.8%, Student 83.3%, Staff 81.3% | To increase each by 1%.  |
| Distance learning Attendance                                     | 8/31/20 distance learning attendance was 96.19%  | To increase 1% to 97.19% |

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, for distance learning, hybrid, or in-person learning. | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal, Site Leadership Team, Secretary, Family Liaison | LCFF Supplemental Site Allocation | 3000                | School year 2021-22     |
| 1.2    | Provide resources for communication to families which may include but not limited to postcards, postage, or other materials to build community for  | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal, Secretary, and Family Liaison                   | LCFF Supplemental Site Allocation | 500                 | School year 2021-22     |

|     |   |  |  |   |      |                        |
|-----|---|--|--|---|------|------------------------|
|     | distance learning, hybrid, or in-person learning.   |  |  |   |      |                        |
| 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, for distance learning, hybrid, or in-person learning. | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal,<br>Secretary,<br>Counselor      | LCFF<br>Supplemental Site<br>Allocation | 385  | School year<br>2021-22 |
| 1.4 | Provide planners to students to aid in communication between home and school, and to help with organization for distance learning, hybrid, or in-   | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal,<br>Secretary,<br>Family Liaison | LCFF<br>Supplemental Site<br>Allocation | 1738 | School year<br>2021-22 |

|     |                  |  |  |  |  |  |
|-----|------------------|--|--|--|--|--|
|     | person learning. |  |  |  |  |  |
| 1.5 |                  | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  |  |  |  |
| 1.6 |                  | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  |  |  |  |
| 1.7 |                  | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>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: 2020-21

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

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

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19 and the continuation with distance learning through most of March 2021. The strategies/activities that were implemented and effective were GLAD training, release time for teachers to collaborate, analyze data, and plan instruction, PBIS training, incentives, and support, .5 ELD teacher and BIA, ELD materials, additional counselor day, MTSS counselor 1 day, community engagement activities, attendance supporting resources, student planners, and rec aide meetings and trainings.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year and a move to hybrid learning in March of 2021. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning and the hybrid model.

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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving into the hybrid model of instruction.

**2020-21**

**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 2020-21             | Expected Outcome 2021-22                 |
|-------------------------------|------------------------------|--|
| Home Suspension Data          | All 6.49%<br>SWD 12.73%      | decrease all by 1%<br>decrease SWD by 2% |
| In School Suspension Data     | All 1.34%<br>SWD 0%          | decrease all<br>maintain SWD             |
| Chronic Absenteeism Data      | All 12.8%<br>SWD 21.4%       | decrease all by 1%<br>decrease SWD by 3% |
| Attendance Data               | All 95.3%<br>SWD 94.3%       | increase all by 1%<br>increase SWD by 1% |
| Parent, Student, Staff Survey | School Culture 81.4% average | School Culture increase 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 |
|--------|--|--|--|---|---------------------|-------------------------|
| 2.1    | Provide incentives, supplies/resources, and training to support PBIS to promote a positive culture and climate during distance learning, hybrid, or in-person learning.  | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal, Secretary, PBIS Coordinator, Family Liaison | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1200                | School year 2021-22     |
| 2.2    | Provide art materials and supplies to students to promote engagement, as well as a positive culture and climate during distance learning, hybrid, or in-person learning. | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal and Secretary                                | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 2000                | School year 2021-22     |
| 2.3    |  | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth                  |  |   |                     |                         |

|     |   |  |  |   |             |                     |
|-----|---|--|--|---|-------------|---------------------|
|     |   | Other  |  |   |             |                     |
| 2.4 |   | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other         |  |   |             |                     |
| 2.5 |   | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other         |  |   |             |                     |
| 2.6 | Provide incentives and supplies needed to improve school attendance during distance learning, hybrid, or in-person learning.                        | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal,<br>Attendance Clerk,<br>Secretary | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies   | 1000        | School year 2021-22 |
| 2.7 | Provide recreation aides with training or additional assignments to ensure safety and improve the culture and climate of the school during distance | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal                                    | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries<br>LCFF Supplemental Centralized | 500<br>3000 | School year 2021-22 |

|  |  |  |  |   |  |  |
|--|--|--|--|---|--|--|
|  | learning, hybrid, or in-person learning. |  |  | Services (District Only)<br>2000-2999:<br>Classified Personnel Salaries |  |  |
|--|--|--|--|---|--|--|

# 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: 2020-21

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

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

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19 and the move into the hybrid model. The action steps and assessments to determine effectiveness were halted in response to COVID 19. The strategies/activities that were implemented and effective were Guided Language Acquisition and Design (GLAD) training, release time for teachers to collaborate, analyze data, and plan instruction, online subscriptions and licenses, adding to classroom libraries, conferences for teacher training, .5 ELD teacher and BIA, ELD materials, additional counselor day, Multi-tiered Systems of Support (MTSS) counselor 1 day, Positive Behavior Intervention Support (PBIS) resources, community engagement activities, attendance supporting resources, student planners, and recreational aide meetings and trainings.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning and into the hybrid model.

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.

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.

**2020-21**

**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 2020-21       | Expected Outcome 2021-22      |
|---|------------------------|-------------------------------|
| Winter School Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall | Students Overall 88.4% | Increase 1%                   |
| iReady Reading Assessment   | Not Available          | Increase by 2% each trimester |
| iReady Math Assessment  | Not Available          | 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 through distance learning, hybrid, or in-person learning.  | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal and Secretary | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies              | 2000 | School year 2021-22 |
| 3.2 | Provide substitute teachers and funding for teacher release time or compensate teachers for collaboration, data analysis, site visits, peer observations, conferences, and lesson planning during distance learning, hybrid, or in-person learning. | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal and Secretary | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 2500 | School year 2021-22 |
| 3.3 | Purchase online subscriptions or materials,   | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth          | Principal and Secretary | LCFF Supplemental Site Allocation  | 2500 | School year 2021-22 |



|     |   |  |                         |  |        |                     |
|-----|---|--|-------------------------|--|--------|---------------------|
|     | 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 for distance learning, hybrid, or in-person learning. | Other  |                         | 5800: Professional/Consulting Services And Operating Expenditures  |        |                     |
| 3.4 | Provide books to promote literacy for classroom libraries or student use (K-8th) for distance learning, hybrid, or in-person learning.  | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Principal and Secretary | LCFF Supplemental Site Allocation<br>4000-4999: Books And Supplies | 2000   | School year 2021-22 |
| 3.5 | Provide primary language  | All Students<br>X English Learners<br>Low-Income Students                                | Principal and District  | LCFF Supplemental English  | 17,087 | School year 2021-22 |

|     |  |  |                                   |  |        |                     |
|-----|--|--|-----------------------------------|--|--------|---------------------|
|     | 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).<br>.375 FTE BIA | Foster Youth<br>Other  |                                   | Learner Central 2000-2999: Classified Personnel Salaries                             |        |                     |
| 3.6 | Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD).<br>1.0 FTE ELD Teacher   | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Other | Principal and District            | LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries | 84,094 | School year 2021-22 |
| 3.7 | Provide resources for ELD students   | All Students<br>X English Learners<br>Low-Income Students                          | Principal, Secretary, ELD Teacher | LCFF Supplement  | 1000   | School year 2021-22 |

|      |  |  |  |   |  |  |
|------|--|--|--|---|--|--|
|      | which may include, but not limited to books, dictionaries, and ipads for distance learning, hybrid, or in-person learning. | Foster Youth<br>Other  |  | tal Site Allocation<br>4000-4999:<br>Books And Supplies |  |  |
| 3.8  |  | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  |   |  |  |
| 3.9  |  | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  |   |  |  |
| 3.10 |  | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Other |  |   |  |  |
| 3.11 |  | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>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: 2020-21

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

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

The implementation of the actions described in the 2020-2021 plan were interrupted due to the shift from distance learning to hybrid learning two-thirds through the school year.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning and the move into the hybrid model.

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.

Changes in actions are largely related to supporting distance learning, addressing learning loss and moving into the hybrid model of instruction.

**2020-21**

**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 2020-21   | Expected Outcome 2021-22 |
|--|--|--------------------------|
| School Climate Survey - College and Career | Parent Overall 71.3%, Student Overall 72.9%, Staff Overall 72.2% | Increase to 80%          |

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 | X All Students<br>X English Learners<br>X Low-Income Students<br>X Foster Youth<br>Other | Administration,<br>Counselor | LCFF Supplemental Centralized Services (District Only)<br><br>LCFF Supplemental Site Allocation | 15,160<br><br>15,245 | School year 2021-22     |

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

# 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       | \$154,909.00 |

## 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 (\$) |
|------------------|-----------------|
|------------------|-----------------|

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) | \$18,160.00     |
| LCFF Supplemental English Learner Central              | \$101,181.00    |
| LCFF Supplemental Site Allocation                      | \$35,568.00     |

Subtotal of state or local funds included for this school: \$154,909.00

Total of federal, state, and/or local funds for this school: \$154,909.00

# 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                      | 35,568  | 0.00    |
| LCFF Supplemental English Learner Central              | 101,181 | 0.00    |
| LCFF Supplemental Centralized Services (District Only) | 18,160  | 0.00    |

## Expenditures by Funding Source

| Funding Source   | Amount     |
|--|------------|
| LCFF Supplemental Centralized Services (District Only) | 18,160.00  |
| LCFF Supplemental English Learner Central              | 101,181.00 |
| LCFF Supplemental Site Allocation                      | 35,568.00  |

## Expenditures by Budget Reference

| Budget Reference  | Amount    |
|---|-----------|
|   | 20,783.00 |
| 1000-1999: Certificated Personnel Salaries                        | 86,594.00 |
| 2000-2999: Classified Personnel Salaries                          | 20,587.00 |
| 4000-4999: Books And Supplies                                     | 9,200.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | 2,500.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                           | Funding Source   | Amount    |
|--|--|-----------|
|  | LCFF Supplemental Centralized Services (District Only) | 15,160.00 |
| 2000-2999: Classified Personnel Salaries   | LCFF Supplemental Centralized Services (District Only) | 3,000.00  |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental English Learner Central              | 84,094.00 |



|   |   |           |
|---|---|-----------|
| 2000-2999: Classified Personnel Salaries                          | LCFF Supplemental English Learner Central | 17,087.00 |
|   | LCFF Supplemental Site Allocation         | 15,245.00 |
|   | LCFF Supplemental Site Allocation         | 5,623.00  |
| 1000-1999: Certificated Personnel Salaries                        | LCFF Supplemental Site Allocation         | 2,500.00  |
| 2000-2999: Classified Personnel Salaries                          | LCFF Supplemental Site Allocation         | 500.00    |
| 4000-4999: Books And Supplies                                     | LCFF Supplemental Site Allocation         | 9,200.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental Site Allocation         | 2,500.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 5,623.00           |
| Goal 2      | 7,700.00           |
| Goal 3      | 111,181.00         |
| Goal 4      | 30,405.00          |

# 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                  |
| Lisa Lunardi    | Classroom Teacher          |
| Lyn Chapman     | Classroom Teacher          |
| Jacque Weaver   | Parent or Community Member |
| Kristen Larsen  | Parent or Community Member |
| Jaynie Scott    | Parent or Community Member |
| Jamie Stillman  | Parent or Community Member |
| Gerell Elliott  | Classroom Teacher          |
| Cortney Nusz    | Other School Staff         |
| Chris Ornelas   | 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 18, 2021.

Attested:



Principal, Jeannie Broyles on 05/18/21



SSC Chairperson, Cortney Nusz (acting) on 05/18/21

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Woodside School (K-8)

**Funding Source: LCFF Supplemental Centralized Services (District Only) \$18,160.00 Allocated**

| Proposed Expenditure   | Object Code                              | Amount      | Goal                             | Action |
|--|--|-------------|----------------------------------|--------|
|  | 2000-2999: Classified Personnel Salaries | \$3,000.00  | 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.)<br>.4 FTE Counselor |  | \$15,160.00 | Clear Pathways to Bright Futures |        |

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$18,160.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

**Funding Source: LCFF Supplemental English Learner Central \$101,181.00 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).<br>.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).<br>1.0 FTE ELD Teacher  | 1000-1999: Certificated Personnel Salaries | \$84,094.00 | Engaging Academic Programs |        |

## Woodside School (K-8)

LCFF Supplemental English Learner Central Total Expenditures: \$101,181.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

### Funding Source: LCFF Supplemental Site Allocation **\$35,568.00 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 distance learning, hybrid, or in-person learning.   | 4000-4999: Books And Supplies                                     | \$1,000.00  | Engaging Academic Programs       |        |
|   |   | \$15,245.00 | Clear Pathways to Bright Futures |        |
| Provide materials and supplies needed for students to support student learning through distance learning, hybrid, or in-person 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 collaboration, data analysis, site visits, peer observations, conferences, and lesson planning during distance learning, hybrid, or in-person learning.   | 1000-1999: Certificated Personnel Salaries                        | \$2,500.00  | 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 for distance learning, hybrid, or in-person learning. | 5800: Professional/Consulting Services And Operating Expenditures | \$2,500.00  | Engaging Academic Programs       |        |
| Provide books to promote literacy for classroom libraries or student use (K-8th) for distance learning, hybrid, or in-person learning.  | 4000-4999: Books And Supplies                                     | \$2,000.00  | Engaging Academic Programs       |        |

## Woodside School (K-8)

|   |  |            |                              |
|---|--|------------|------------------------------|
| 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, for distance learning, hybrid, or in-person learning. |  | \$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 for distance learning, hybrid, or in-person learning.  |  | \$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, for distance learning, hybrid, or in-person learning.                                   |  | \$385.00   | Connected School Communities |
| Provide planners to students to aid in communication between home and school, and to help with organization for distance learning, hybrid, or in-person learning.   |  | \$1,738.00 | Connected School Communities |
| Provide incentives, supplies/resources, and training to support PBIS to promote a positive culture and climate during distance learning, hybrid, or in-person learning.   | 4000-4999: Books And Supplies            | \$1,200.00 | Positive Culture & Climate   |
| Provide art materials and supplies to students to promote engagement, as well as a positive culture and climate during distance learning, hybrid, or in-person learning.  | 4000-4999: Books And Supplies            | \$2,000.00 | Positive Culture & Climate   |
| Provide incentives and supplies needed to improve school attendance during distance learning, hybrid, or in-person learning.  | 4000-4999: Books And Supplies            | \$1,000.00 | Positive Culture & Climate   |
| Provide recreation aides with training or additional assignments to ensure safety and improve the culture and climate of the school during distance learning, hybrid, or in-person learning.  | 2000-2999: Classified Personnel Salaries | \$500.00   | Positive Culture & Climate   |

## Woodside School (K-8)

---

LCFF Supplemental Site Allocation Total Expenditures: \$35,568.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Woodside School (K-8) Total Expenditures: \$154,909.00