



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 23, 2023	August 8, 2023

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

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.

- 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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Woodside K-8 School met the criteria for the following student groups:

1. Homeless
2. Students with Disabilities

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Woodside data includes information from The California Dashboard, District and Site Level data.

The California Dashboard displays 5 indicators with ratings from very low to very high.

Chronic Absenteeism - Very High, 36%
 Suspension Rate - High, 5.5% suspended at least one day
 English Learner Progress - Very High, 78.8% making progress towards English language proficiency
 English Language Arts - Low, 23.2 points below standard
 Math - Low, 52.6 points below standard

Students with Disabilities placed Very Low in all four of their categories, placing our site in ATSI.
 Chronic Absenteeism 40.8%
 Suspension Rate 6.9%
 ELA 74 points below standard
 Math 120.7 points below standard

Attendance Rate

All 90.8%
 Black/African American 88.4%
 Homeless 86.9%

Chronic Absenteeism

All 34%
 Black/African American 46.4%
 ELL 44.2%
 Low SES 42%
 Homeless 50%

Suspension

All 3.81%
 SWD 5.48%
 Homeless 4.76%

ELL

Current Enrollment: 40 Students

2021-22 ELPAC Overall Reclassified (29 Since 2019)
 9 Students 22-23
 Level 4 0% 9 Students 21-22
 Level 3 50% 4 Students 20-21
 Level 2 30% 4 Students 19-20
 Level 1 20% 3 Students 18-19

Reading K-2

K-2 Overall Site Text Level

All 33.1% Below Standard
 ELL 38.9% Below Standard
 Low SES 38.5% Below Standard
 SWD 39.1% Below Standard

Reading iReady 3-8

FALL	WINTER		
26.7% At or Above Grade Level	38%	+11.3%	
24.8% One Grade Level Below	22.5%	- 2.3%	
43.4% Two or More Grade Levels Below	38%	- 5.4%	

Reading iReady 3-8 At or Above Grade Level

FALL	WINTER		
All	26.7%	38%	+11.3%
Black/AA	23.8%	33.3%	+ 9.5%
Hisp/Lat	19.8%	30.2%	+ 10.4%
Low SES	17.8%	24.6%	+ 6.8%
SWD	13.6%	27.3%	+ 13.7%
Homeless	15.8%	26.3%	+ 10.5%

Math iReady 3-8

FALL	WINTER		
11.7% At or Above Grade Level	24.8%	+13.1%	
38.3% One Grade Level Below	41.5%	+ 3.2%	
45.7% Two or More Grade Levels Below	32.6%	- 13.1%	

Math iReady 3-8 At or Above Grade Level

FALL	WINTER		
All	11.7%	24.8%	+13.1%
Black/AA	4.8%	23.8%	+19%
Hisp/Lat	9.6%	20.8%	+11.2%
Low SES	6.9%	15.3%	+8.4 %
SWD	4.5%	15.9%	+11.4 %
Homeless	11.8%	15.8%	+4 %
ELL	0%	2.9%	+2.9%

Climate

Caring Relationships (average)

Parents 71.42% Students 55.08% *Staff 80.77% (13 respondents)

Safety (average)

Parents 74.47% Students 44.30% *Staff 78.02% (13 respondents)

College and Career Readiness (average)

Parents 45% Students 40.67% *Staff 54.81% (13 respondents)

Our data shows that we still have some areas to focus on with significant improvements needed. For ATSI, we need to focus on all four areas for SWD. One area for focus for all students is lowering our chronic absence rate, and particularly extra support for our Black/African American and Homeless student population. We are also in need of improving all students' text level and reading scores, as about one third of our students are meeting expectations. We are seeing the same needs for improving math scores, as just over a quarter of our students are meeting standards. Another area of focus is improving our climate in caring relationships, safety, and college and career readiness.

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Based on an analysis of state and local data, the following root causes contributing to the results were identified. The pandemic has dramatically had a negative impact on our attendance rate, and particularly our chronic absences. This spring, we were at 36%. With the hope of COVID having less of an impact next year, we will strengthen our attendance supports and incentives to significantly lower the chronically absent rate. The pandemic has also had a negative impact on our students' academic achievements. We have seen declines in both reading and math scores, but they are improving. We will continue to focus on best instructional practices and interventions to address this need. The pandemic has also had a negative impact on our climate with the amount of time students were in distant learning, coming back to a closed campus to the community for most of the year, and then returning to full time school. Students and the community have felt distant or disconnected. We will improve our climate through communication, PBIS, and restorative practices, and family engagement opportunities. To monitor the progress, we will continue to use our state and local data.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

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.

Input from Educational Partners

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, April, and May 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.7%	1.82%	0.76%	7	7	3
African American	3.4%	2.86%	5.06%	14	11	20
Asian	%	0.26%	0%		1	0
Filipino	0.2%	0.52%	0.51%	1	2	2
Hispanic/Latino	32.1%	34.29%	35.19%	133	132	139
Pacific Islander	%	%	0%			0
White	55.9%	54.29%	51.14%	232	209	202
Multiple/No Response	6.8%	5.97%	7.34%	28	23	29
	Total Enrollment			415	385	395

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	46	40	54
Grade 1	51	50	43
Grade 2	47	48	45
Grade3	48	43	53
Grade 4	43	45	41
Grade 5	45	45	45
Grade 6	37	32	55
Grade 7	54	38	27
Grade 8	44	44	32
Total Enrollment	415	385	395

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	55	44	52	13.30%	11.4%	13.2%
Fluent English Proficient (FEP)	26	29	29	6.30%	7.5%	7.3%
Reclassified Fluent English Proficient (RFEP)	1			1.8%		

Woodside K-8 - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

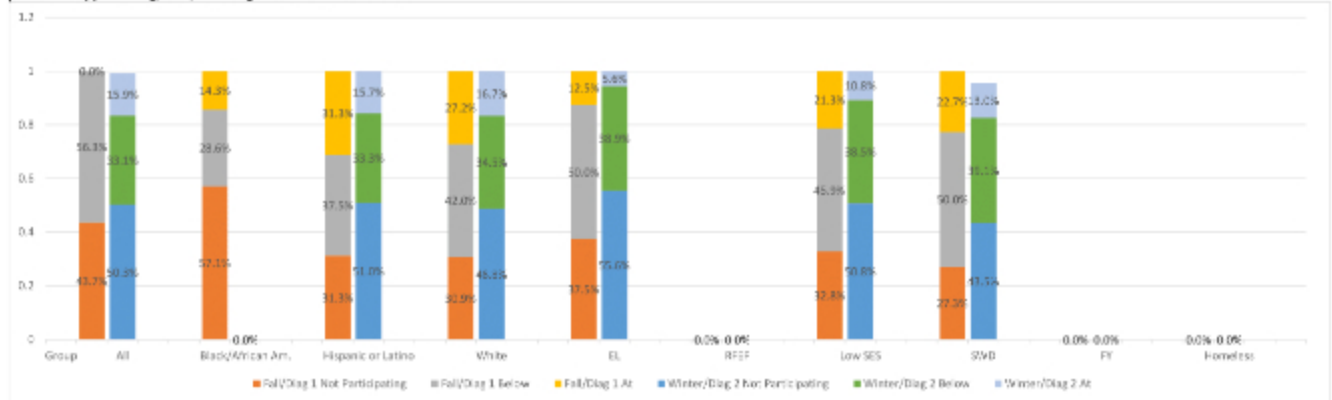
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	150	45	58	0	76	50	24			
Black/African Am.	7	4	2	1	6	0	1			
Hispanic or Latino	51	15	18	15	26	17	8			
White	84	25	34	22	41	29	14			
EL	18	6	8	2	10	7	1			
RFP	3	0	1	1	0	1	1			
Low SES	65	20	28	13	33	25	7			
SWD	23	6	11	5	10	9	3			
FY	0	0	0	0	0	0	0			
Homeless	3	0	2	0	0	2	0			

Woodside K-8 - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	151	43.7%	56.3%	0.0%	50.3%	33.1%	15.9%			
Black/African Am.	7	57.1%	28.6%	14.3%	85.7%	0.0%	14.3%			
Hispanic or Latino	51	31.3%	37.5%	31.3%	51.0%	33.3%	15.7%			
White	84	30.9%	42.0%	27.2%	48.8%	34.5%	16.7%			
EL	18	37.5%	50.0%	12.5%	55.6%	38.9%	5.6%			
RFP	3	0.0%	50.0%	50.0%	0.0%	33.3%	33.3%			
Low SES	65	32.8%	45.9%	21.3%	50.8%	38.5%	10.8%			
SWD	23	27.3%	50.0%	22.7%	43.5%	39.1%	13.0%			
FY	0									
Homeless	3	0.0%	100.0%	0.0%	0.0%	66.7%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Woodside K-8 - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	23	19	0	0	23	0	0			
K	36	26	8	0	27	6	3			
1	44	0	20	24	0	27	17			
2	47	0	30	16	26	17	4			

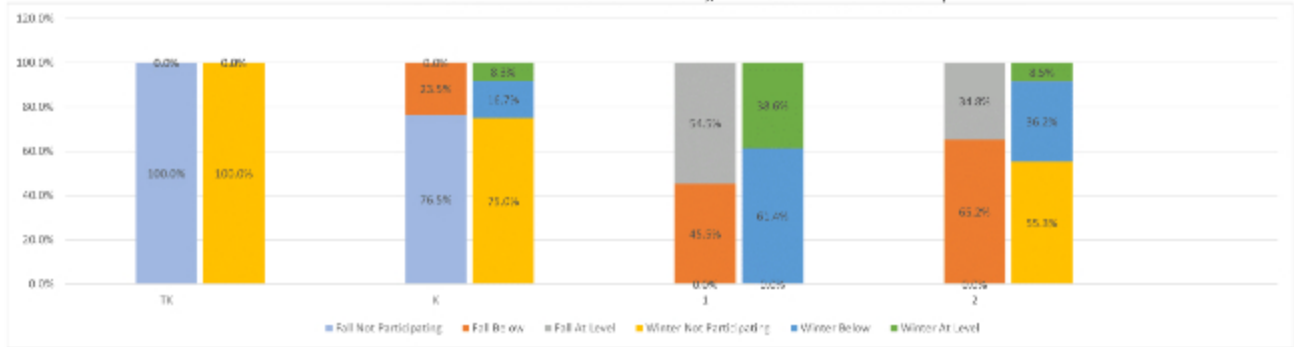
Woodside K-8 - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	23	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	36	76.5%	23.5%	0.0%	75.0%	16.7%	8.3%			
1	44	0.0%	45.5%	54.5%	0.0%	61.4%	38.6%			
2	47	0.0%	65.2%	34.8%	55.3%	36.2%	8.5%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Woodside K-8 - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Woodside K-8 - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

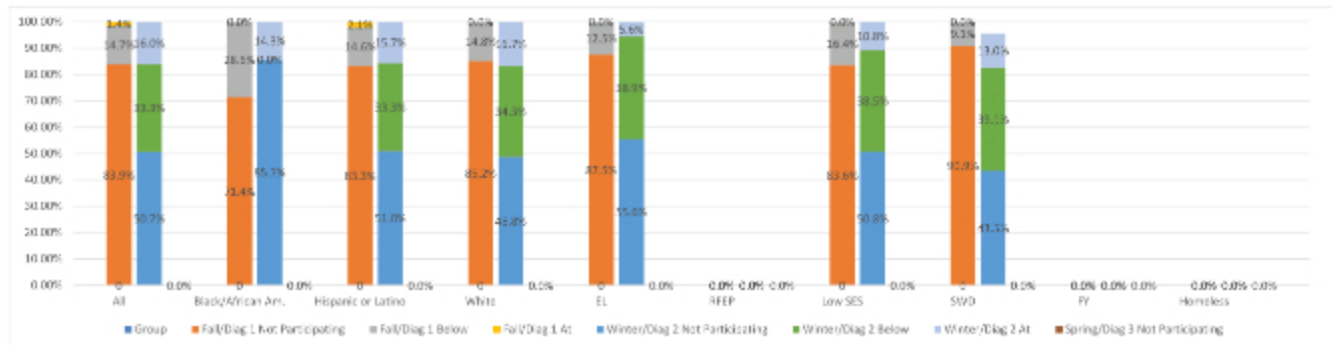
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	150	120	21	2	127	21	2			
Black/African Am.	7	5	2	0	5	2	0			
Hispanic or Latino	51	40	7	1	43	7	1			
White	84	69	12	0	72	12	0			
EL	18	14	2	0	16	2	0			
RFP	3	2	0	0	2	0	0			
Low SES	65	51	10	0	55	10	0			
SWD	23	20	2	0	20	2	0			
FY	0	0	0	0	0	0	0			
Homeless	3	2	0	0	2	0	0			

Woodside K-8 - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	151	83.9%	14.7%	1.4%	84.1%	13.9%	1.3%			
Black/African Am.	7	71.4%	28.6%	0.0%	71.4%	28.6%	0.0%			
Hispanic or Latino	51	83.3%	14.6%	2.1%	84.3%	13.7%	2.0%			
White	84	85.2%	14.8%	0.0%	85.7%	14.3%	0.0%			
EL	18	87.5%	12.5%	0.0%	88.9%	11.1%	0.0%			
RFP	3	100.0%	0.0%	0.0%	66.7%	0.0%	0.0%			
Low SES	65	83.6%	16.4%	0.0%	84.6%	15.4%	0.0%			
SWD	23	90.9%	9.1%	0.0%	87.0%	8.7%	0.0%			
FY	0									
Homeless	3	100.0%	0.0%	0.0%	66.7%	0.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Woodside K-8 - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	23	19	0	0	23	0	0			
K	36	34	0	0	36	0	0			
1	44	44	0	0	44	0	0			
2	47	23	21	2	24	21	2			

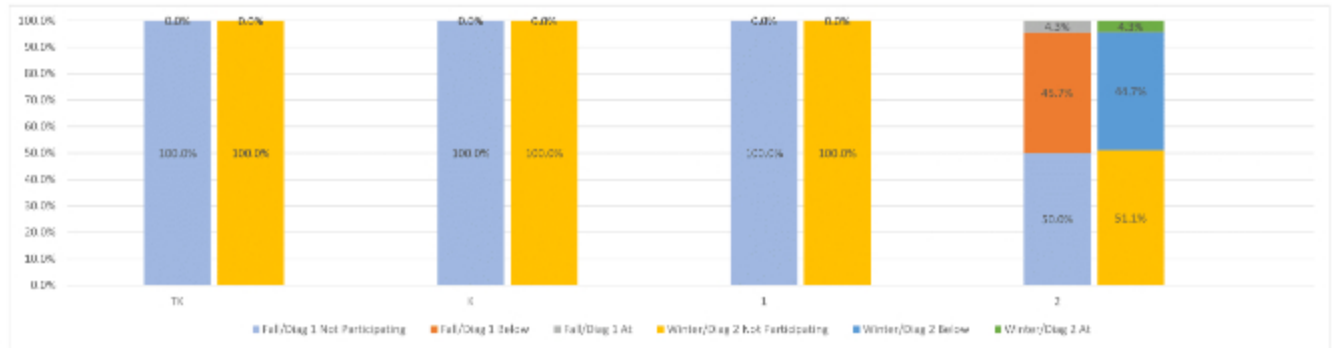
Woodside K-8 - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	23	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	36	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	44	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
2	47	50.0%	45.7%	4.3%	51.1%	44.7%	4.3%			

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Woodside K-8 - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency



Conclusions based on this data:

1. K-2 Site Overall Text level Fall (1-2) Winter (K-2)
Exceeds Expectations 14.89% 14.69%
Meets Expectations 21.28% 16.78%
Approaches Expectations 4.26% 25.17%
Does Not Meet Expectations 59.57% 43.36%

This is -29.63% and -34.33% off the district's target of 65.8% meeting or exceeding expectations.

The scores declined from 36.17% meeting or exceeding expectations to 31.47% (kindergarten was added to winter), which is -4.7%, but raised dramatically in the approaches expectations category from 4.26% to 25.17%, which is a 20.91% gain. Growth was also determined by the decline in does not meet expectations, shrinking from 59.57% to 43.6% which is a 15.97% gain.

Based on this data, we are making progress toward the growth of students achieving, or moving toward the meet or exceed expectations in text level.



**Spring 2023
District Climate Survey Results by School**

Woodside

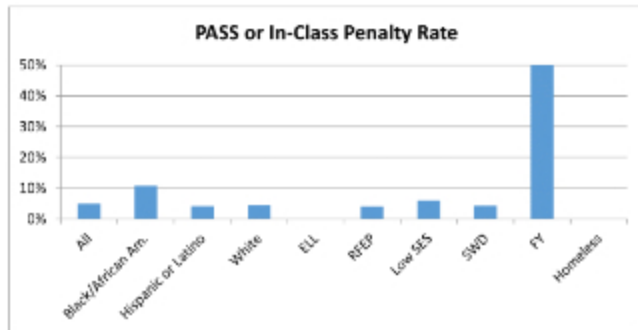
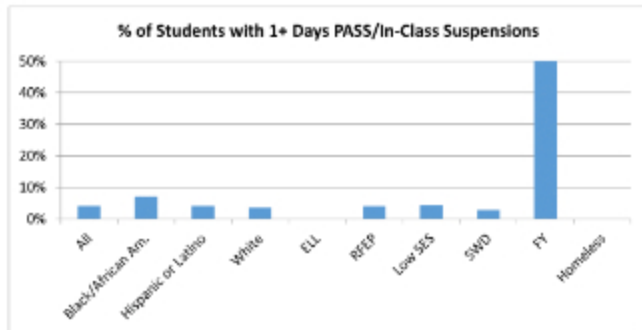
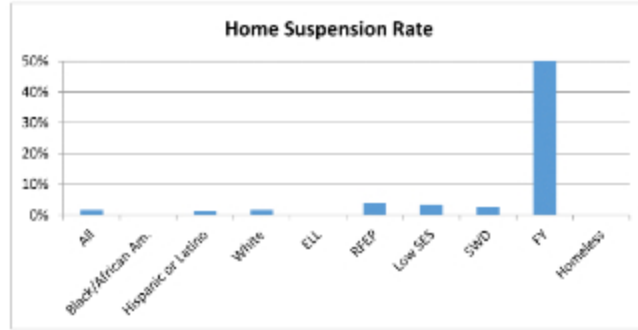
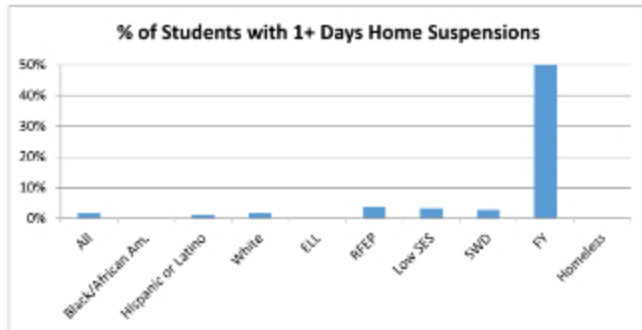
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	128	76.56%	163	51.53%	13	84.62%
B) There are students and staff on campus who listen to students when they have something to say.	128	75.00%	163	56.44%	13	76.92%
C) There is an adult from the school who checks on how students are doing.	127	64.57%	162	50.62%	13	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	128	69.53%	162	61.73%	13	69.23%
E) Staff feels supported to do their job well in meeting the needs of all students.					13	76.92%
F) Staff feels part of an effective team.					13	76.92%
Pct Strongly Agree/Agree						
Family and Staff Engagement						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	128	81.25%			13	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	126	76.19%			13	76.92%
C) The school offers families opportunities to be involved in school and classroom activities.	127	77.17%			13	61.54%
D) The school keeps families well-informed about school activities.	128	85.16%			13	61.54%
E) The staff at our school listens to family concerns about issues.	127	73.23%			13	92.31%
F) The staff at school are helpful and welcoming when families come to school or call.	127	74.80%			13	69.23%
G) The school and families are partners in promoting positive behavior for my student.	127	80.31%			13	76.92%
H) Families who speak a language other than English receive general information about our school in their home language.	126	83.33%			13	53.85%
I) Staff receive information about upcoming events and important information about the school.					13	76.92%
Pct Strongly Agree/Agree						
School Decision Making						
A) School seeks input when making important decisions.	127	61.42%	160	39.38%	13	92.31%
B) Important school decisions reflect diverse input.	126	57.14%	159	47.80%	13	84.62%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	127	81.09%				
D) The principal and staff listen to concerns of other staff members about issues.					13	84.62%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					13	92.31%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					13	84.62%
G) Our school uses data from this survey to inform site decision making.					13	76.92%
H) Staff voice matters in decision making.					13	69.23%
Pct Strongly Agree/Agree						
Safety						
A) Concerns about student safety are taken seriously.	127	73.23%	163	55.83%	13	84.62%
B) Concerns about student safety are addressed in a timely manner at my school.	124	75.00%	162	56.79%	13	76.92%
C) My school is a safe place for all students.	126	73.81%	161	49.07%	13	76.92%
D) My school is a safe place for all staff.					13	61.54%
E) Students know what staff member to go to if they have a safety concern.	126	76.19%	158	65.82%	13	100.00%
F) Students know school safety protocols.	127	81.09%	159	84.28%	13	84.62%
G) I feel safe sharing different viewpoints and perspectives at my school.	126	67.46%	162	38.27%	13	61.54%
Pct Strongly Agree/Agree						
Sense of Belonging						
A) School staff respects student diversity.	126	66.67%	161	62.11%	13	100.00%
B) Adults at my school treat students respectfully.	125	77.60%	163	56.44%	13	84.62%
C) Students are respectful to each other at school.	125	44.80%	161	18.01%	13	46.15%
D) Students have opportunities to socialize with other students often at school.	126	82.54%	161	65.22%	13	92.31%
E) Students have an adult on campus they trust.	126	83.33%	162	74.69%	13	100.00%
F) Students trust other students at school.	125	79.20%	161	77.02%	13	69.23%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	125	62.40%	159	45.91%	13	76.92%
H) School staff reflects student diversity.	125	59.20%	157	38.85%	13	61.54%
Pct Strongly Agree/Agree						
Academic Progress						
A) Families and students understand how assignments and tests are graded.	126	79.37%	161	73.91%	13	69.23%
B) Questions and concerns about schoolwork are addressed.	126	80.16%	159	69.18%	13	100.00%
C) Student grades reflect their knowledge of the material.	126	78.57%	158	65.19%	13	92.31%
D) Adults at my school believe all students can be successful.	125	84.00%	161	75.16%	13	92.31%
E) Students feel comfortable and unjudged to ask their teacher for help.	126	75.40%	161	43.48%	13	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	124	87.90%	162	77.78%	13	92.31%
G) Teachers at my school go out of their way to help all students.	124	75.00%	158	53.16%	13	84.62%
H) Students receive timely and regular feedback on their learning.	124	78.23%	159	66.67%	13	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	125	69.60%			13	100.00%
Pct Strongly Agree/Agree						
High Expectations						
A) Students are challenged academically at school.	125	71.20%	159	62.26%	13	100.00%
B) School recognizes and celebrates the academic success of all students.	126	78.57%	161	64.60%	13	84.62%
C) Adults on campus motivate students to do their best.	126	80.16%	159	65.41%	13	92.31%
D) School provides additional academic support when students are struggling.	126	69.84%	162	56.79%	13	84.62%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	127	77.17%	163	53.37%	13	76.92%
B) Students have access to classes and activities that meet their interests and talents.	126	68.25%	163	47.24%	13	53.85%
C) Students understand how to complete their schoolwork.	127	76.38%	160	72.50%	13	92.31%
D) Students complete assignments on time.	126	75.40%	163	47.24%	13	61.54%
E) Students are motivated to do their schoolwork.	126	69.84%	163	47.85%	13	46.15%
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	118	45.76%	162	59.26%	13	76.92%
B) Students and families know what classes they will have to take and pass to graduate from high school.	118	47.46%	160	35.00%	13	38.46%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	116	57.76%	163	58.90%	13	53.85%
D) School offers college and career programs.	117	20.77%	160	18.13%	13	23.08%
E) Students participate in programs to learn about different jobs, careers, and colleges.	118	34.75%	163	18.40%	13	30.77%
F) Students are prepared for the next step of their educational experience.	116	53.45%	162	54.32%	13	69.23%
G) Staff are optimistic about the future of their career in San Juan Unified.					13	76.92%
H) There are equitable opportunities for advancement in the district.					13	69.23%
Customer Satisfaction						
A) I would recommend my school to other families.	125	68.80%	163	42.94%	13	69.23%
B) San Juan Unified School District is a district that I would recommend to other families.	124	74.19%	162	61.73%	13	92.31%

Woodside K-8 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	407	7	1.72%	8	7	1.72%	17	4.18%	20	4.91%
Black/African Am.	28	-	0.00%	-	-	0.00%	2	7.14%	3	10.71%
Hispanic or Latino	145	2	1.38%	2	2	1.38%	6	4.14%	6	4.14%
White	221	4	1.81%	5	4	1.81%	8	3.62%	10	4.52%
ELL	52	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	25	1	4.00%	2	1	4.00%	1	4.00%	1	4.00%
Low SES	181	6	3.31%	7	6	3.31%	8	4.42%	11	6.08%
SWD	69	2	2.90%	2	2	2.90%	2	2.90%	3	4.35%
FY	1	1	100.00%	1	1	100.00%	1	100.00%	1	100.00%
Homeless	18	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Woodside K-8 - I-Ready Diagnostic 2 ELA Proficiency Level by Group

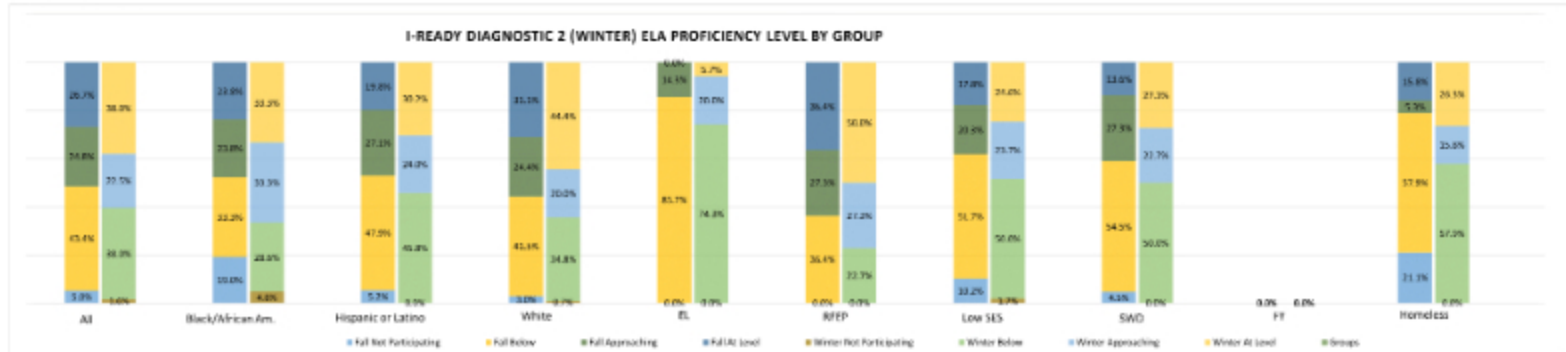
Group	Total Enrolled	Fall/Diagnostic 1 - Ready Grade Level Placement				Winter/Diagnostic 2 - Ready Grade Level Placement				Spring/Diagnostic 3 - Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	258	13	112	64	69	4	98	58	98				
Black/African Am.	21	4	7	5	5	1	6	7	7				
Hispanic or Latina	96	5	45	25	29	0	44	23	29				
White	135	4	56	33	42	1	47	27	60				
EL	35	0	30	5	0	0	26	7	2				
BFEP	22	0	8	6	8	0	5	6	11				
Low SES	118	12	61	24	21	2	58	28	29				
SWD	44	2	24	12	6	0	22	10	12				
FY	1	1	0	0	0	0	1	0	0				
Homeless	19	4	11	1	3	0	11	3	5				

Group	Total Enrolled	Fall/Diagnostic 1 - Ready Grade Level Placement				Winter/Diagnostic 2 - Ready Grade Level Placement				Spring/Diagnostic 3 - Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	258	5.0%	43.4%	24.8%	26.7%	1.6%	38.0%	22.5%	38.0%				
Black/African Am.	21	19.0%	33.3%	23.8%	23.8%	4.8%	28.6%	33.3%	33.3%				
Hispanic or Latina	96	5.2%	47.9%	27.1%	19.8%	0.0%	45.8%	24.0%	30.2%				
White	135	3.0%	41.5%	24.4%	31.1%	0.7%	34.8%	20.0%	44.4%				
EL	35	0.0%	85.7%	14.3%	0.0%	0.0%	74.3%	20.0%	5.7%				
BFEP	22	0.0%	36.4%	27.3%	36.4%	0.0%	22.7%	27.3%	50.0%				
Low SES	118	10.2%	51.7%	20.3%	17.8%	1.7%	50.0%	23.7%	24.6%				
SWD	44	4.5%	54.5%	27.3%	13.6%	0.0%	50.0%	22.7%	27.3%				
FY	1	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	19	21.1%	57.9%	5.3%	15.8%	0.0%	57.9%	15.8%	26.3%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Woodside K-8 - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

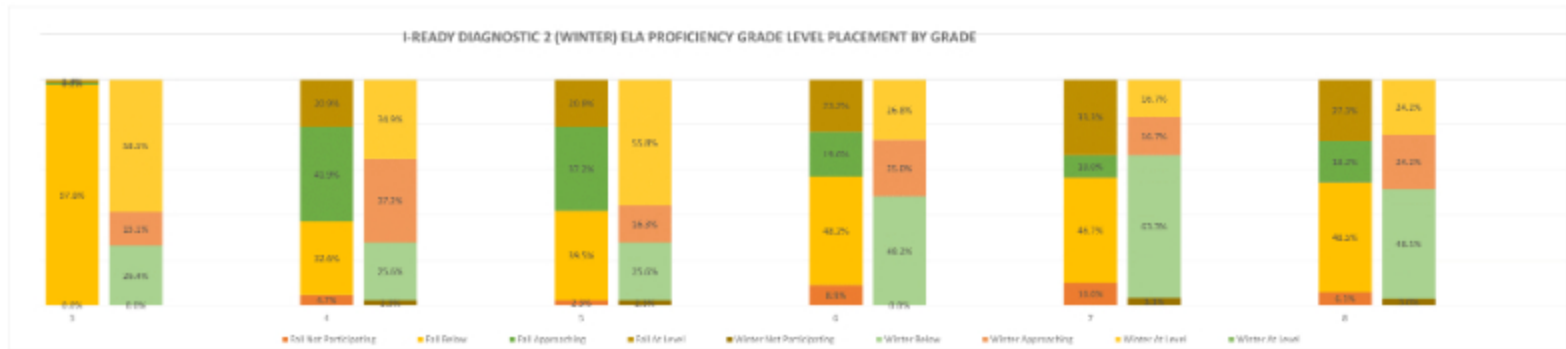
Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	0	24	10	29	0	34	8	31				
4	43	2	14	18	9	1	31	16	25				
5	43	1	17	16	9	1	31	7	24				
6	56	5	27	11	33	0	27	14	35				
7	30	3	14	3	30	1	39	5	5				
8	33	2	15	6	9	1	35	8	8				

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	0.0%	45.3%	18.9%	35.8%	0.0%	26.4%	15.1%	58.5%				
4	43	4.7%	32.6%	41.9%	20.9%	2.3%	25.6%	37.2%	34.9%				
5	43	2.3%	39.5%	37.2%	20.9%	2.3%	25.6%	36.3%	35.8%				
6	56	8.9%	48.2%	19.6%	23.3%	0.0%	48.2%	25.0%	26.8%				
7	30	10.0%	46.7%	10.0%	33.3%	3.3%	63.3%	36.7%	16.7%				
8	33	6.1%	48.5%	18.2%	27.3%	3.0%	48.5%	24.2%	24.2%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Woodside K-8 - i-Ready Diagnostic 2 Math Proficiency Level by Group

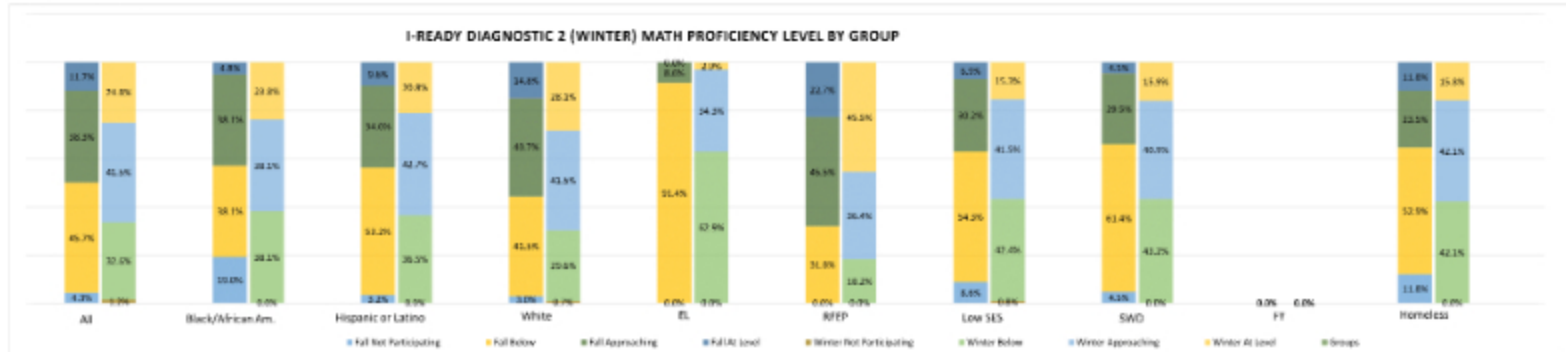
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	258	11	117	98	30	3	84	107	64				
Black/African Am.	21	4	8	8	1	0	8	8	5				
Hispanic or Latina	96	3	50	32	9	0	35	61	20				
White	135	4	56	55	20	1	40	56	38				
EL	35	0	32	3	0	0	22	12	1				
BFEP	22	0	7	10	5	0	4	8	10				
Low SES	118	30	64	35	8	1	50	69	38				
SWD	44	2	27	13	2	0	18	18	7				
FY	1	1	0	0	0	0	1	0	0				
Homeless	19	2	6	4	2	0	8	8	3				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	258	4.3%	45.7%	38.4%	11.7%	1.2%	32.6%	41.5%	24.8%				
Black/African Am.	21	19.0%	38.1%	38.1%	4.8%	0.0%	38.1%	38.1%	23.8%				
Hispanic or Latina	96	3.2%	52.2%	34.0%	9.6%	0.0%	36.5%	42.7%	20.8%				
White	135	3.0%	41.5%	40.7%	14.8%	0.7%	29.6%	41.5%	28.1%				
EL	35	0.0%	91.4%	8.6%	0.0%	0.0%	62.9%	34.3%	2.9%				
BFEP	22	0.0%	31.8%	45.5%	22.7%	0.0%	18.2%	36.4%	45.5%				
Low SES	118	8.8%	54.3%	30.2%	6.9%	0.8%	47.4%	41.5%	15.3%				
SWD	44	4.5%	61.4%	29.5%	4.5%	0.0%	45.2%	40.9%	15.0%				
FY	1	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	19	11.8%	52.9%	23.5%	11.8%	0.0%	42.1%	42.1%	15.8%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Woodside K-8 - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

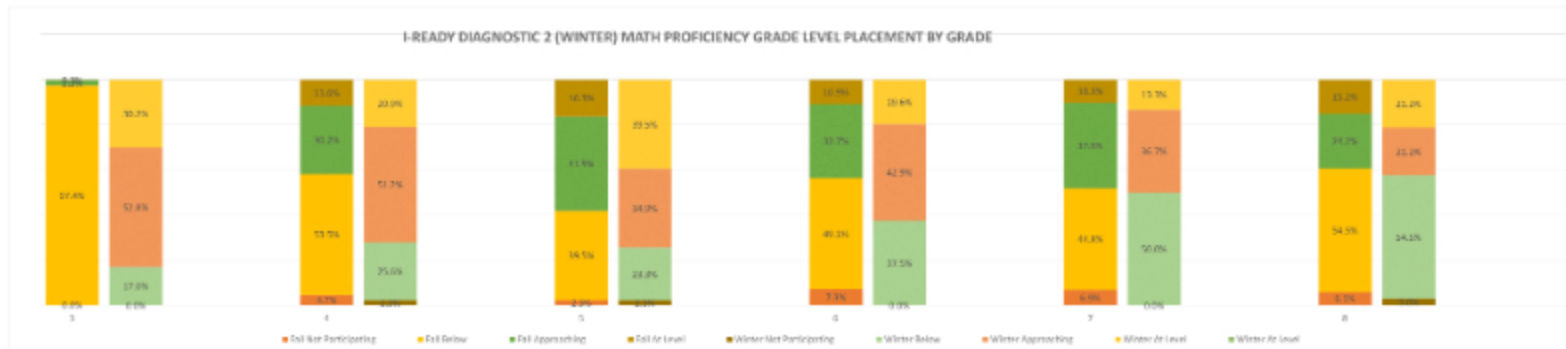
Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	0	19	30	4	0	9	28	35				
4	43	2	23	13	5	1	11	22	9				
5	43	1	17	18	7	1	30	15	17				
6	56	4	27	18	6	0	21	24	11				
7	30	2	13	11	3	0	35	11	4				
8	33	2	18	8	5	1	38	7	7				

Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	0.0%	35.8%	56.6%	7.5%	0.0%	17.0%	52.8%	30.2%				
4	43	4.7%	53.5%	30.2%	11.6%	2.3%	25.6%	51.2%	20.9%				
5	43	2.3%	39.5%	41.9%	16.3%	2.3%	23.3%	34.9%	30.5%				
6	56	7.3%	48.1%	32.7%	10.9%	0.0%	37.5%	42.9%	19.6%				
7	30	6.9%	44.8%	37.9%	10.3%	0.0%	50.0%	36.7%	13.3%				
8	33	6.1%	54.5%	24.2%	15.2%	3.0%	54.5%	21.2%	21.2%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Reading Overall: 88% of students made progress toward their annual typical growth in iReady reading. The scores are -16.6% off the district target.

FALL	WINTER
23% At or Above Grade Level	39% +16%
29% One Grade Level Below	29% +0%
48% Two or More Grade Levels Below	32% -16%

Students in the below grade level category:

All	33.2%
Hispanic/Latino	45.5%
EL	75%
Low SES	42.3%
SWD	44.4%

Math Overall: 85% of students made progress toward their annual typical growth in iReady math. The scores are -19.2% off the district target.

FALL	WINTER
11% At or Above Grade Level	27% +16%
39% One Grade Level Below	45% +6%
50% Two or More Grade Levels Below	28% -22%

Students in the below grade level category:

All	29.8%
Hispanic/Latino	40.9%
EL	68.8%
Low SES	37.8%
Homeless	42.9%

With the return of students from COVID, the expectation that students would be behind academically was realized. However, we will continue our efforts of best practices for instruction, identifying needs, and supporting those needs through classroom and pull out interventions. The students are showing academic growth and are expected to close the gap for the district targets.

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: 2022-23

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. Empathy gathering in person was effective.

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

Providing multiple ways to collect the data.

2022-23

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 2022-23	Expected Outcome 2023-24
2022-2023 School Climate Survey - Caring Relationships	Overall Parent 71.42%, Student 55.08%, Staff 80.77%	To increase each by 5% or more.

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, intramurals, clubs, and materials or supplies needed to build community and	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 2023 - 2024

	support learning.					
1.2	Provide resources for communication to families which may include but not limited to postcards, postage, or other materials to build community and support learning.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Secretary, and Family Liaison	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	100	School year 2023 - 2024
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 2023 - 2024
1.4	Provide planners to students to aid in communication between home and school,	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	1000	School year 2023 - 2024

	and to help with organization for 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: 2022-23

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 weekly meetings and maintained a 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 needing more SEL resources/supports.

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

Increase collaboration to see that needs are met. Increase the resources and use of our Wellness Center

2022-23

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 2022-23	Expected Outcome 2023-24
Home Suspension Data	All 3.81% Homeless 4.76% SWD 5.48%	decrease all by .5% decrease Homeless and SWD by 1%
In School Suspension Data	9 incidents for 9 days	decrease all
Chronic Absenteeism Data	All 34% Black/African American 46.4%, ELL 44.2%, Homeless 50%, Low SES 42%	decrease all by 10%
Attendance Data	All 90.8% Black/African American 88.4%, Homeless 86.9%	increase all by 4%
Parent, Student, Staff Survey	Caring School Culture 70.9% average	Caring School Culture increase average by 5%

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,	X All Students English Learners	Principal, Secretary,	LCFF Supplemen	4000	School year 2023 - 2024

	<p>supplies/resources, family events, assemblies, and training to support PBIS to promote a positive culture and climate. These actions are intended to address lowering suspension rates, specifically targeting our SWD.</p>	<p>Low-Income Students Foster Youth X Other SWD</p>	<p>PBIS Coordinator, Family Liaison</p>	<p>tal Site Allocation 4000-4999: Books And Supplies</p>		
2.2	<p>Provide curriculum/programs, 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. These actions are intended to address lowering</p>	<p>X All Students English Learners Low-Income Students Foster Youth X Other SWD</p>	<p>Principal and Secretary</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	500	School year 2023 - 2024

	suspension rates, specifically targeting our SWD.					
2.3	Provide incentives and supplies or resources needed to improve school attendance, with a specific target of addressing SWD.	X All Students English Learners Low-Income Students Foster Youth X Other SWD - chronic absenteeism	Principal, Attendance Clerk, Secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	961	School year 2023 - 2024
2.4	Provide IA and recreation aides with training or additional assignments to ensure safety and improve the culture and climate of the school. Rec Aide 0.125 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Supplemental Centralized Services	3,345 497 3412	School Year 2023- 2024

				(District Only)		
2.5		All Students English Learners Low-Income Students Foster Youth Other				
2.6		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

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: 2022-23

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. CAASPP annually.

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.

2022-23

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 2022-23	Expected Outcome 2023-24
Winter School Survey 2022-23 Climate of Academic Progress Average Percent strongly agree/agree overall	Parents 78.69%, Students 65.57%, Staff 92.30%	Increase 1%
iReady Reading Assessment Winter 2023	38% At or Above Grade Level 22.5% One Grade Level Below 38% Two or More Grade Levels Below	Increase by 3%
iReady Math Assessment Winter 2023	24.8% At or Above Grade Level (-19.2% off Target) 41.5% One Grade Level Below 32.6% Two or More Grade Levels Below	Increase by 3%

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 English Learners Low-Income Students Foster Youth Other	Principal and Secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	357	School year 2023 - 2024

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 for both math and reading, including targeting improving outcomes for our SWD.	X All Students English Learners Low-Income Students Foster Youth X Other SWD - ELA and mathematics	Principal and Secretary	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	3000 563	School year 2023 - 2024
3.3	Purchase online subscriptions or materials, which may include but not limited to; IXL, Heggerty, ESGI, Mystery Science, etc. to help promote skills and	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Secretary	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	3000	School year 2023 - 2024

	outcomes, and help assist teachers with assessing and identifying students in need of intervention, and to aid in providing interventions.					
3.4	Provide books to promote literacy for classroom libraries or student use (K-8th).	All Students English Learners Low-Income Students Foster Youth Other	Principal and Secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023 - 2024
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	All Students X English Learners Low-Income Students Foster Youth Other	Principal and District	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	17,087	School year 2023 - 2024

	content instruction in collaboration with the classroom teacher (BIA/IA). .375 FTE BIA					
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 2023 - 2024
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 2023 - 2024
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: 2022-23

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 need for more counseling support staff available to further this goal (Naviance lessons)

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

Supporting a counselor and collaborating to ensure this goal is being addressed. There is a need to plan family information meetings.

2022-23

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 2022-23	Expected Outcome 2023-24
2022/23 District School Climate Survey - College and Career - know what classes to take to graduate from high school	Parent 47.46%, Student 35%, Staff 38.46%	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	<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:	15,160 12,652 3,245	School year 2023 - 2024

	social emotional learning. Targeted services under the framework of Multi-tiered Systems of Support (MTSS.) .4 FTE Counselor			Certificate 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 2023 - 2024

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$192,921.00

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)	\$35,659.00
LCFF Supplemental English Learner Central	\$118,542.00
LCFF Supplemental Site Allocation	\$38,720.00

Subtotal of state or local funds included for this school: \$192,921.00

Total of federal, state, and/or local funds for this school: \$192,921.00

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	38,720	0.00
LCFF Supplemental English Learner Central	118,542	0.00
LCFF Supplemental Centralized Services (District Only)	35,659	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	35,659.00
LCFF Supplemental English Learner Central	118,542.00
LCFF Supplemental Site Allocation	38,720.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	149,354.00
2000-2999: Classified Personnel Salaries	20,432.00
3000-3999: Employee Benefits	4,305.00
4000-4999: Books And Supplies	11,918.00
5000-5999: Services And Other Operating Expenditures	500.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	3,412.00
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)	17,087.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	118,542.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	15,652.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	3,345.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,305.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	11,918.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,600.00
Goal 2	12,715.00
Goal 3	144,049.00
Goal 4	31,557.00

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
- 3 Parent or Community Members

Name of Members	Role
Jeannie Broyles	Principal
Karla Gonzalez	Classroom Teacher
Lyn Chapman	Classroom Teacher
Patti Bowers	Parent or Community Member
Kristen Larsen	Parent or Community Member
Madelyn Carbaugh	Secondary Student
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 23, 2023.

Attested:



Principal, Jeannie Broyles on 05/23/23



SSC Chairperson, Cortney Nusz (acting) on 05/23/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 Educational Partner 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.

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 (Educational Partner 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 (Educational Partner 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) **\$35,659.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$3,412.00	Positive Culture & Climate	
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	
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:		\$35,659.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central **\$118,542.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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: \$118,542.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$38,720.00 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	
	3000-3999: Employee Benefits	\$563.00	Engaging Academic Programs	
Provide materials and supplies needed for students to support student learning.	4000-4999: Books And Supplies	\$357.00	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 for both math and reading, including targeting improving outcomes for our SWD.	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, ESGI, Mystery Science, etc. 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	\$3,000.00	Engaging Academic Programs	
Provide books to promote literacy for classroom libraries or student use (K-8th).	4000-4999: Books And Supplies	\$500.00	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, intramurals, clubs, 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	\$100.00	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	\$1,000.00	Connected School Communities
Provide incentives, supplies/resources, family events, assemblies, and training to support PBIS to promote a positive culture and climate. These actions are intended to address lowering suspension rates, specifically targeting our SWD.	4000-4999: Books And Supplies	\$4,000.00	Positive Culture & Climate
Provide curriculum/programs, 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. These actions are intended to address lowering suspension rates, specifically targeting our SWD.	4000-4999: Books And Supplies	\$500.00	Positive Culture & Climate
Provide incentives and supplies or resources needed to improve school attendance, with a specific target of addressing SWD.	4000-4999: Books And Supplies	\$961.00	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. Rec Aide 0.125 FTE	2000-2999: Classified Personnel Salaries	\$3,345.00	Positive Culture & Climate

Woodside School (K-8)

	3000-3999: Employee Benefits	\$497.00	Positive Culture & Climate
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	\$12,652.00	Clear Pathways to Bright Futures
	3000-3999: Employee Benefits	\$3,245.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: \$38,720.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Woodside School (K-8) Total Expenditures: \$192,921.00