School Year: **2024-25**

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 28, 2024	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

Woodside used multiple measures for collecting feedback that helped to development this plan.

A google survey, as well as time spent during staff meetings were used to collect feedback and guidance from the staff. Optional meeting dates were held to give staff time to participate in the writing of the SPSA.

Listening sessions were held with students to gather empathy around the school year. Students were asked questions around academics, school culture and climate and the innovative work we did throughout the year.

Woodside's ELAC committee was consulted to ask for input in terms of what the school needed and questions around funding. With the support of interpreters, administration was able to capture a tremendous amount of input to help guide the writing of the plan.

Woodside's Site Council was consulted throughout the school year. Site council was given opportunities at monthly meetings, and at the May 28th meeting, to share ideas and brainstorm around funding, programs and more. Site council includes a community partner from Heights Church and Citrus Heights Rotary, who has been an key part of our program this year. His feedback has helped guide many projects and ideas around our campus.

Site Leadership Team is the driving force around the goal areas of the SPSA. While many staff give general input, our SLT is able to take feedback from the staff and help drill down specifics to create this living document.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.82%	0.76%	0.24%	7	3	1
African American	2.86%	5.06%	5.24%	11	20	22
Asian	0.26%	0%	1.19%	1	0	5
Filipino	0.52%	0.51%	0.71%	2	2	3
Hispanic/Latino	34.29%	35.19%	35.71%	132	139	150
Pacific Islander	%	0%	%		0	
White	54.29%	51.14%	48.57%	209	202	204
Multiple/No Response	5.97%	7.34%	8.33%	23	29	35
			Total Enrollment	385	395	420

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	40	54	53
Grade 1	50	43	44
Grade 2	48	45	42
Grade3	43	53	43
Grade 4	45	41	51
Grade 5	45	45	42
Grade 6	32	55	44
Grade 7	38	27	57
Grade 8	44	32	26
Total Enrollment	385	395	420

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	44	52	54	13.30%	11.4%	12.9%
Fluent English Proficient (FEP)	29	29	36	6.30%	7.5%	8.6%
Reclassified Fluent English Proficient (RFEP)				1.8%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
395	**53.9**	**13.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Woodside K-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	52	13.2
Foster Youth		
Homeless	16	4.1
Socioeconomically Disadvantaged	213	53.9
Students with Disabilities	56	14.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	20	5.1
American Indian	3	0.8
Filipino	2	0.5
Hispanic	139	35.2
Two or More Races	29	7.3
White	202	51.1

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. ELA moved down from "yellow" to "orange."
2. Suspension Rate improved from "red" to "yellow."
3. Mathematics improved from "yellow" to "green."

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
29.7 points below standard	59 points below standard	1 Student
Decreased -6.5 points	Decreased -12.4 points	
229 Students	48 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
70.8 points below standard	Orange	Red
Decreased -6.2 points	47.5 points below standard	83.5 points below standard
14 Students	Decreased -3.3 points	Decreased -9.5 points
	140 Students	37 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
47.5 points below standard 15 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 34.3 points below standard Decreased -6.4 points 86 Students	19.3 points above standard Decreased -6.2 points 11 Students	 No Performance Color 0 Students	 Orange 29.5 points below standard Decreased -9.1 points 116 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
109.4 points below standard Decreased Significantly -37.1 points 24 Students	8.5 points below standard Increased +5.1 points 24 Students	23.9 points below standard Decreased -5.6 points 172 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 29.7 points below standard which was a decrease from the previous school year. Students with disabilities were our lowest performing group, scoring in the red at 83.5% below standard, with a decrease of 9.5% from the prior year. This data shows that all student groups decreased in ELA in the 2023 results from years prior.

Last year we were focused on a Balanced Literacy approach. What we found was that students in Kindergarten through second grade would rely heavily on high frequency sight words and predictable text with new vocabulary supported by pictures to read. When they got to third grade, the text would become more complex and wouldn't be supported by pictures. In the previous year, we did not teach students how to approach unfamiliar text with the phonemic awareness, phonological awareness, and phonological processing needed to decode unfamiliar words. In the 2023/2024 school year we implemented University of Florida (UFLI) This has shown significant improvements in
all of our students. This has been particularly helpful for students who did not attend preschool and had limited literacy exposure prior to starting school.

To improve outcomes for our lowest performing student group, we needed to provide systematic phonemic awareness instruction through UFLI and Heggerty. In UFLI, students learn to accurately produce sounds by understanding how to position their mouth, tongue, and teeth. This instruction is delivered in the classroom through both large group settings and individualized sessions. Students learned how to approach unfamiliar text and will obtain the skills to learn how to

decode. In the 2024/2025 school year, we will continue our progress with additional supports. Primary teachers will use ESGI to track student data and tailor their planning to meet individual needs. We will provide supplemental materials to differentiate instruction and extend learning beyond the core curriculum. Instructional Assistants will help individualize instruction and offer additional support. Funding will be available for before and after school tutoring for students requiring extra help. We will purchase computer applications to support student learning at various times throughout the day. Our full-time intervention teacher will focus on providing targeted reading interventions. Additionally, we will allocate additional ELO funds for our additional Intervention teacher to deliver targeted interventions and enhance learning beyond the core curriculum in classrooms.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
50.2 points below standard	90.5 points below standard	1 Student
Maintained +2.4 points	Decreased Significantly -25.5 points	
229 Students	48 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
101.4 points below standard	Orange	Yellow
Decreased Significantly -16.3 points	72.1 points below standard	91.2 points below standard
14 Students	Maintained +1.4 points	Increased Significantly +29.5 points
	140 Students	37 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
89.5 points below standard 15 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 62.8 points below standard Maintained -1.8 points 86 Students	6.6 points above standard Decreased -12.5 points 11 Students	 No Performance Color 0 Students	 Yellow 42.5 points below standard Increased +7.1 points 116 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
129.7 points below standard Decreased Significantly -18 points 24 Students	51.4 points below standard Decreased Significantly -46 points 24 Students	41.6 points below standard Increased +8.4 points 172 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

For math, English Learners are our lowest performing group, in the orange, at 90.5 points below standard. This is a decrease of 25.5 points from the previous year. While our numbers may not be significant enough in our homeless group, the scores are very low and an area of needed focus. Overall in math, all students maintained in the orange at 52.2 points below standard.

Grades K-8 focus on mostly district adopted math materials. Reflecting on last year we found that the test itself has a large amount of reading and writing during the mathematical
portion that contributes to lower scores. Students in class know how to compute the mathematical formulas themselves but are not able to access the question due to their ability to decode the questions themselves. Then after
coming up with the answer, they find it challenging to explain their mathematical reasoning and thinking in a written format.

This year, as the Innovative school, we did some 'prototyping' around Number Sense in math. We are curious to see if standardized tests show the learning from these efforts. Number Sense is still an area of focus for the coming year, and we are building designs around teaching NS in unconventional ways. This will benefit our ELs by providing them with hands on learning opportunities. We will need support from our Lead Design member, the Design Team, and will use the allocated budget for design work to continue focusing in this area.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
0.625% making progress towards English language proficiency
Number of EL Students: 40 Students
Performance Level: 4

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	10	0	25

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

35 out of our 40 EL students maintained or progressed at least one ELPI Level. We had 5 students decrease one ELPI level.

Our English Language Development (ELD) Teacher has proven to be an effective in meeting the individualized needs of our students, directly supporting student learning and significantly benefiting our English Language Learners (ELLs). Resources were budgeted that allowed her to acquire specific materials and resources tailored to meet the immediate needs of our ELLs, ensuring they receive the support they require precisely when they need it.

Identifying the five students who have decreased by one ELPI level and providing more focused instruction to meet their individualized needs will be crucial going forward. We will prioritize a dedicating budget and resources in our Single Plan for Student Achievement (SPSA), that will enabled our ELD Teacher to make targeted intervention purchases. This budget allows her to acquire specific materials and resources tailored to meet the immediate needs of our ELLs, ensuring they receive the support they require precisely when they need it.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
N/A	N/A	N/A
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
N/A	N/A	N/A

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
32.5% Chronically Absent	32.8% Chronically Absent	3 Students
Declined Significantly -3.5	Declined -8.4	
419 Students	67 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
55% Chronically Absent	Yellow	Orange
Increased 13.1	40.1% Chronically Absent	37.7% Chronically Absent
20 Students	Declined Significantly -3.5	Declined -3.2
	252 Students	69 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
47.6% Chronically Absent Declined -10.7 21 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 27.9% Chronically Absent Declined -2.4 147 Students	42.4% Chronically Absent Declined -3.7 33 Students	 No Performance Color 0 Students	 Yellow 31.3% Chronically Absent Declined Significantly -5.3 211 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

32.5% of all students were chronically absent which was a decrease from the previous school year. Our homeless students, while not enough in numbers to appear as significant in this data, are of concern at 55% chronically absent. Next are students with disabilities (at 37.7%) and ELs (at 32.8%) chronically absent.

Reflecting on last year, we recognized the need to address chronic absenteeism more effectively. We believed that understanding the unique barriers each student faced was crucial to making a difference. This approach enabled us to identify specific challenges preventing students from attending school regularly. By doing this, we were able to build stronger relationships with families, understand their needs better, and find tailored solutions to support them.

With our innovative approach to reaching our students and families, we have allocated resources to improve outcomes for our lowest performing student groups. This year we partnered with Smart Ride to ease the families in the ordering the bus for attending on time daily. We also implemented an Attendance Academy intervention that targeted specific students, partnering them with an adult mentor. The relationships and personalized incentives born from this partnership proved highly successful for increasing attendance. We will allocate resources to continue this Attendance Academy work.
We will extend our clerk's hours to conduct root cause analysis, identifying barriers that contribute to chronic absenteeism and devising innovative solutions to support families in getting students to school. Our goal is to provide authentic learning experiences that help students connect classroom lessons to the world around them. To achieve this, we plan to offer high-quality academic field trips and dynamic academic assemblies. By making school engaging and enriching, we aim to reduce absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Orange

5.6% suspended at least one day

Maintained 0.1

425 Students

English Learners

Green

1.5% suspended at least one day

Declined -3.2

67 Students

Foster Youth

Less than 11 Students

3 Students

Homeless

9.1% suspended at least one day

Declined -0.6

22 Students

Socioeconomically Disadvantaged

Yellow

6.2% suspended at least one day

Declined Significantly -1

258 Students

Students with Disabilities

Red

8.7% suspended at least one day

Increased 1.8

69 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
14.3% suspended at least one day Increased 1.8 21 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 6% suspended at least one day Maintained -0.2 151 Students	3% suspended at least one day Increased 3 33 Students	 No Performance Color 0 Students	 Orange 5.2% suspended at least one day Increased 0.4 213 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

5.6% of all students were suspended at least one day which was similar to the previous school year. 14.3% of our African American students were suspended at least once which was a increase, 9.1% of our homeless which was a decreased and 8.7% of our students with disabilities were suspended at least once which was an increase from the previous school year.

Our site wide PBIS has not been as tight as it should be. Restorative practices were not in place and punitive consequences were assigned to students, leading to multiple suspensions throughout the school year.

This year, we have focused on restorative practices, done away with after school detention and tried monthly character assemblies to reinforce our PBIS and positive behaviors. We have increased supervision by one campus monitor and both vice principal and principal are out on all lunch duties. Students have been placed on check in and check out in efforts to increase positive behaviors. We will need to continue all of these systems, including our partnership with Project Optimism, who graciously helped start Woodside's first ever BSU. Efforts like these cost money, so spending in the SPSA will reflect spending in areas to improve our school experience for our African American, homeless and students with disabilities.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Woodside utilized a wide range of data to monitor our progress throughout the year. State/District Level summative assessments include: Smarter Balanced, iReady Reading and Math, Running Records, and ELPAC. Site Level data includes Oral Language assessments, chapter tests, diagnostic tests, and iReady personalized learning. Formative classroom data would include journals, portfolios, oral and written tests and quizzes, teacher observation, SMART goals, and student reflections. Part of monitoring progress includes progress reports, parent conferences, and report cards.

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

The data from the 2022-2023 school year revealed that a significant portion of students were falling below standard in language arts proficiency, as evidenced by the CAASPP assessment results. These scores indicated a need for a more effective approach to

foundational reading instruction, especially considering that many Kindergarten students were exiting the program with limited reading skills, often not progressing beyond text level A in the Fountas and Pinnell system.
The shift from early reading levels in Kindergarten through 2nd grade to more complex texts in 3rd grade presented a challenge for students who have primarily relied on predictable texts, sight words, and high-frequency words. As they encounter chapter books with less predictable structures and fewer supporting visuals to support unfamiliar vocabulary, students struggled to decode unfamiliar vocabulary and comprehend content independently.
Recognizing the importance of early literacy skills as the building blocks for academic success, this data served as a call for change within our instructional practices. It became evident that a different approach was necessary to address the diverse learning needs of our student population and ensure that all learners were equipped with the essential tools for literacy acquisition.
Embracing the Science of Reading approach marked the beginning of our journey towards transformative change. Grounded in evidence-based practices and a deep understanding of the cognitive processes involved in reading, this approach offered a systematic and explicit framework for teaching foundational reading skills. By prioritizing phonics, phonemic awareness, and decoding strategies, we aimed to provide students with the solid foundation needed to become proficient readers.

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

In the 2023-2024 school year we will transition from a Comprehensive Balanced Literacy Model to a Science of Reading approach. This is a significant shift in our reading instruction methodology, the intent is to better meet the diverse learning needs of our students across grade levels with a focused, differentiated approach.
In Transitional Kindergarten through second grade, adopting the Science of Reading approach ensures that all students receive a solid foundation in early literacy skills from the outset. By prioritizing explicit, systematic instruction in phonics, phonemic awareness, and decoding strategies, we empower young learners to develop strong literacy fundamentals essential for future academic success. This approach is particularly beneficial for English Language Learners (ELLs), providing them with the structured support needed to navigate the complexities of English language acquisition with confidence and proficiency.
In the 2023-2024 school year we began the implementation of our innovative approach to education. This design thinking model puts empathy gathering and student engagement at the forefront of our lesson design. By integrating this approach with student need, modifications began with prototypes focused on number sense for math, informational reading and writing, experiential science studies, and more. This approach is particularly beneficial for our English Language Learners (ELLs) and Students with Disabilities, providing them with access to experiential learning, hands-on engagement, and expanded vocabulary.

2023-24

Identified Need

Implementing the University of Florida Literacy Institute's Science of Reading Program during the 2023-2024 school year has transformed our approach to teaching early literacy foundational skills, yielding remarkable success, particularly among our English Language Learners (ELLs) and students on Speech Individualized Education Plans (IEPs).

For next year, our teachers have decided to include more writing within their ELA block of time. Recognizing the importance of sound-to-text correspondence, the teachers will incorporate writing exercises into the curriculum. These activities will encourage students to apply phonetic knowledge in practical contexts, strengthening their understanding of letter-sound relationships and enhancing overall literacy skills. By introducing high frequency sight words early on and contextual vocabulary building it will shift the focus away from teaching vocabulary in isolation. Students will write their own sentences through what they have learned in site words and vocabulary instruction rather than copying pre-written sentences. This approach will encourage creativity, ownership, and independence in their writing. Our elementary teachers have expressed interest in strengthening their writing block by implementing a Step Up to Writing curricular approach. Informational Reading and Writing prototypes will continue throughout our older elementary and middle school classrooms.

Our K-2 staff will join the elementary and middle school classrooms with iReady implementation throughout the school year. This will be enhanced by increasing the technology in every classroom, providing each student with the digital tech needs for growth. Monitoring progress and targeting needs will be expanded with this implementation allowing for better support for students.

Providing teachers with release time for collaboration and reflection is essential for continuous improvement in teaching practices and student learning outcomes. Our innovative and design thinking approach continues to be an integral part of our continuous improvement plan. Analyzing data together allows teachers to identify areas of strength and weakness in student understanding, enabling them to adjust their teaching strategies accordingly. Additionally, reflecting on units of study helps teachers refine their instructional methods and tailor future lessons to better meet the needs of their students. This approach fosters a culture of professional growth and teamwork within the school community, ultimately benefiting both educators and students alike.

Providing targeted academic support through tutoring, small group instruction, and connection with our after-school programs. Teachers will utilize data to differentiate instruction and provide accommodations and modifications that meet individualized learning needs. We understand the importance of small group instruction and one on one support to re-teach concepts to meet all students where they are at for their success. English Language Learners utilize iPads for translation and support programs in the classroom.

Through the use of our district's board adopted curriculum, we teach a culturally responsive curriculum that reflects the experiences and backgrounds of our diverse student population, ensuring that they see themselves reflected in the materials and resources used in the classroom. Our district's 8 point commitment will guide our work.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	29.7 points below standard	+3 scale score points
	English Learners	59 points below standard	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Foster Youth Homeless: 70.8 points below standard Socioeconomically Disadvantaged: 47.5 points below standard Students with Disabilities: 83.5 points below standard African American: 47.5 points below standard American Indian Asian Filipino Hispanic: 34.3 points below standard Two or More Races: 19.3 points above standard Pacific Islander White: 29.5 points below standard	
Math State Assessment: Change in scale score	All Students: 50.2 points below standard English Learners: 90.5 points below standard Foster Youth Homeless: 101.4 points below standard Socioeconomically Disadvantaged: 72.1 points below standard Students with Disabilities: 91.2 points below standard African American: 89.5 points below standard American Indian Asian	+3 scale score points

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Filipino Hispanic: 62.8 points below standard Two or More Races: 6.6 points above standard Pacific Islander White: 42.5 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.625%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	20.59%	+1%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	iPads for our English learners to have opportunities to engage in classwork while learning English	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	30,000	2024-2025 School Year

1.2	Chromebooks and Chrome carts so K-2 has access to students engaging in iReady.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	30000	2024-2025 School Year
1.3	Materials and supplies to supplement academic support in the classroom above and beyond the core curriculum	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	30,000	2024-2025 School Year
1.4	ESGI, Mystery Science and other site licenses that support curriculum and data for classroom teachers.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10,000	2024-2025 School Year
1.5	Printing Services Agreement to support curriculum above and beyond the	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And	10,000	2024-2025 School Year

	classroom and promote differentiation.		Other Operating Expenditures		
1.6	Before and after school tutoring to provide support for students in the areas of math, english, science and social studies.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	10,400 5,000	2024-2025 School Year
1.7	Parent information nights to promote understanding around curriculum,.Nights will be put on by staff. Childcare will be included in the budget for this event.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	1500	2024-2025 School Year
1.8	Update classroom leveled libraries and order	All Students English Learners Low-Income Students	Title I Part A Site Allocation	10000	2024-2025 School Year

	decodables to support the work around early literacy we have been doing.	Foster Youth X Lowest Performing Students with Disabilities	4000-4999: Books And Supplies		
1.9	Purchase supplemental materials and supplies, included but not limited to items that support the California State Standards	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	10000	2024-2025 School Year
1.10	Provide budget to update a severely outdated school library. Ordering books around diversity, equity and inclusion, as well as books in primary languages for newcomers.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	15000	2024-2025 School Year
1.11	Funds to purchase supplemental writing program. Staff is currently piloting programs. Once decided, fund will need to be released to	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	15000	2024-2025 School Year

	support the need for purchasing materials to deepen our rigor in writing.				
1.12	Funds to purchase Scholastic Readers or something of the sort to support current events and social studies in an engaging and lively manner.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	1500	2024-2025 School Year
1.13	Training for staff around UFLI, LETRS, and other areas of curriculum that support our overall goals of improving reading and math instruction. These funds can pay for workshops or bring speakers in to help staff learn to improve best practices.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	8000	2024-2025 School Year
1.14	Hand Writing without Tears or similar materials to support	X All Students English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	1000	2024-2025 School Year

	students writing in the younger grades.	Lowest Performing	4000-4999: Books And Supplies		
1.15	Purchase EL Achieve through the ELD department to help support our EL students.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5000	2024-2025 School Year
1.16	Purchase additional math manipulatives or supplies to help enrich math lessons and improve Number Sense data.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5000	2024-2025 School Year
1.17	Release time for grade levels to collaborate around prototypes and design thinking as called out in the Innovative School.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5000	2024-2025 School Year

1.18	Purchase new headsets for students in all grades to improve quality of experience on Chromebooks.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5000	2024-2025 School Year
1.19	UFLI and Decodeables for TK-2	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5000	2024-2025 School Year
1.20	Purchase additional science materials to help support middle school science labs and prototypes as needed for the Innovative School.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	7000	2024-2025 School Year

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Attendance data used to monitor progress included the Average Daily Attendance (ADA) the average number of students recorded per day as being present and Average Daily Membership (ADM) the average number of students enrolled per day. Each day we compile the daily attendance daily absence list. Then we look at the weekly excessive absence report and finally analyze the monthly ADA/ADM report to determine trends and areas of needed focus. Our attendance clerk calls each family daily to determine the reason for the student's absence. She captures the reason in our data information system Q in the attendance, mass attendance rapid entry section. By carefully tracking and analyzing attendance data, we gain insights into student engagement and the level of home to school connection. This information allows us to identify any attendance-related challenges and implement targeted strategies to address them. Throughout the year, we had monthly Attendance Meetings that included our attendance clerk, the vice principal, our School Community Worker in the Attendance Improvement Program, and our School Community Worker for the McKinney-Vento Program. These meetings focused on our monthly attendance data and allowed for increased collaboration,

information sharing, and targeting next steps. By fostering a culture of consistent attendance, we aim to maximize student learning opportunities and provide a solid foundation for academic success.

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

In the 2023-2024 school year, we increased our family and community communication with a weekly newsletter sent out through email and posted on social media. Our attendance improvement efforts, including our "Strive for Five or Less" initiative and monthly school and grade level percentages. In the Attendance section, reminding parents of directions for reporting absences, Short Term Independent Study programs, and our attendance goals proved helpful in communicating. Our attendance clerk's daily calls and data information were helpful in the relationship building with families. Utilizing bilingual staff members to aid in our phone calls to families was helpful to our communication and understanding. Our collaborated efforts with the entire team helped up schedule family meetings to set up attendance goals and offer supports had positive impacts. These meetings also helped us choose our target students for the Attendance Academy.

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

This year we placed a graphic bulletin board in the Multipurpose Room that showed the community what the previous monthly attendance percentage was. We celebrated the grade level with the highest monthly percentage and follow-up with PBIS incentives. This graphic and monthly attendance data was communicated in the Family & Community Newsletter to raise awareness of our school's attendance as a whole.
In an effort to strengthen our connection with students flirting with chronically absent, especially those in the Homeless and Students with Disabilities groups, we started an attendance intervention.

2023-24

Identified Need

In the previous year, The California Dashboard Data listed all 6 of our student groups: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, White as being very high in the category of Chronic Absenteeism. The 2023 California Dashboard showed significant improvements in this year. We now have three student groups in the Orange Category: English Learners, Hispanic, Students with Disabilities and two student groups in the Yellow Category: Socioeconomically Disadvantaged and White. Woodside previously qualified for ATSI status under two student groups, Students with Disabilities and Homeless. In an effort to strengthen our connection with students flirting with chronically absenteeism, especially those in the Homeless and Students with Disabilities groups, we started an attendance intervention. The Attendance Academy featured 5 staff members facilitating relationships with 6 students with attendance challenges. Through daily and weekly check-ins, goal setting, and personalized incentives, our Attendance Academy students showed 60% improved daily attendance by almost 11% and 67% improved getting to school on time with an average improvement of tardies by 12.5%.

This year we received a report that showed that we no longer qualify for ATSI due to Chronic Absenteeism. We have seen incremental, positive trajectory in the two years. We are committed to continuing to improve in the area of attendance and maintain our

positive results. We are going to continue to hold this as a goal area so that it is in our forefront of our thinking so that we don't inadvertently slide backwards in our efforts. We plan to increase our Attendance Clerk's time to address attendance. This will allow for increased communication with families and access to identifying barriers to regular attendance in order to provide resources and support to families to address barriers to attendance.

In 2022, San Juan Unified School District launched an effort to reimagine what was possible in elementary education and an innovative school effort to create a new learning experience at an elementary or K-8 school in the district. In the 2022-23 school year, Woodside TK-8 was selected to be the home of the district's innovative school program, with development work happening in the 2023-24 school year prior to the full launch in 2024-25. School staff, supported by the innovative school's team, have begun to develop an educational model that embraces innovation itself rather than settling on a specific theme or educational model with the intent of continually ideating, prototyping and refining practices as the needs of students, families and staff members change over time. Staff in the 2023-2024 school year have focused professional development time in liberatory design, an approach to address equity challenges and change efforts. This process began with empathy gathering from students, staff, families, and community members, which led to three key focus areas: Belonging & Wellness, Hands-on Experiential Learning, and Leadership and Connection. Prototypes of the 2023-2024 school year included an outdoor learning and garden area, number sense routines, QFT writing process for informational reading and writing, sensory tables, a water bottle filling station, science of reading reader's theater, a cell phone policy, peer mentors, garden box building, and chicken prototype that included eggs, incubation, hatching, and brooding boxes.Through our commitment of providing an innovative school program, we will increase student engagement and experiences to allow for positive impact on absenteeism, academic performance, and suspension rates. Every student is provided with (academic, social, and emotional) learning experiences that are relevant, rigorous and engaging.

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 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 providing professional learning, student intervention, parental engagement.

School wide positive behavior support system that focuses on prevention, intervention, and restorative practices to address disciplinary issues and promote a positive school culture is utilized. Staff has expressed interest in professional development in restorative practices for the 2024-25 school year. The school will also provide social-emotional support through counseling services, support groups, and other resources. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals. Woodside has partnered up with Project Optimism for the 2023-2024 school year which will continue into the 2024-2025 school year. Project Optimism Mentorship Sessions (POMS) is designed to improve accessibility to positive role models for historically underserved youth. POMS aligns youth with mentors who are reflective of their demographics for either a semester or year long. Students will be placed in groups with a PO mentor (Ratio 1:3 or 1:5) to foster peer engagement and collaboration. Participants will attend workshops that will focus on strengthening students' leadership skills, academic progress & civic engagement. At Woodside, we will continue to utilize Project Optimism mentors to meet the needs of our African American students by starting our first Black Student Union (BSU) Club at lunch, among their other important work. During the 2023-

2024 school year, expansion of learning opportunities came in the way of lunch time clubs and activities: PE club, intramurals, music, choir, violin, ping pong. chess, board games, art, rainbow alliance, wellness center games, and BSU. We look to continue and expand these club experiences in the coming year.

Moving forward, one of our goals for the 2024-2025 school year is to offer students authentic learning experiences by expanding opportunities for field trips and introducing community learning experiences through assemblies directly onto the campus. We recognize the value of hands-on, real-world learning in enriching student's educational journey. By organizing field trips relevant to what students are learning in class and inviting community members to share their expertise on campus through assemblies, we can enhance students' understanding of various subjects and foster deeper connections to the world around them. This approach not only bring learning to life but also strengthens our school's ties with the community, providing students with valuable insights and experiences right here at the site. By having these high engaging activities it is our aim to create a climate where students don't want to miss out on a day in school. Recognizing the immense value of field trips in providing students with hands-on, real-world experiences that enhance their academic knowledge, social development, and overall educational experience, we are committed to implementing a well-rounded and diverse range of field trip experiences. Many of these experiences will be connected to our innovative school program, built out of student empathy gathering and voice, and connecting Woodside to community partners.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	32.5% Chronically Absent	-0.5%
	English Learners	32.8% Chronically Absent	
	Foster Youth		
	Homeless	55% Chronically Absent	
	Socioeconomically Disadvantaged	40.1% Chronically Absent	
	Students with Disabilities	37.7% Chronically Absent	
	African American	47.6% Chronically Absent	
	American Indian		
	Asian		
	Filipino		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Hispanic: 27.9% Chronically Absent Two or More Races: 42.4% Chronically Absent Pacific Islander: White: 31.3% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.15%	93%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	1.69%	1.00%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students: N/A English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: N/A Students with Disabilities: N/A African American: N/A American Indian: N/A Asian: N/A Filipino: N/A Hispanic: N/A Two or More Races: N/A Pacific Islander: N/A	N/A

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	White N/A	

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide authentic learning experiences for students to connect what they are learning in class to the world around them. Create authentic learning by providing high quality academic field trips and bringing vibrant academic assemblies to the school. *May include transportation through bus	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	17,500	2024-2025 School Year
2.2	Pay to increase our Attendance Clerk's hours by an hour a day. This will help with reducing our	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated		2024-2025 School Year

	chronically absent students by allowing her time to make individual phone calls and reach out to families daily.		Personnel Salaries		
2.3	Project Optimism:Partnership to focus on culturally relevant practices, social emotional mentorship, supporting students in becoming leaders by recognizing their own potential and learning leadership qualities and assisting students with their academic success.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	7,500	2024-2025 School Year
2.4	Assemblies to promote student engagement and positive behavior. Assemblies could possibly include Wild Things, Sami Kader or BMX,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other	8504	2024-2025 School Year

	Crocker Art Arc, etc.		Operating Expenditures		
2.5	Funding for lunch and after school clubs that support identity groups and other student interests.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1248	2024-2025 School Year
2.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
2.7		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

We utilize the District Survey as a means to gather comprehensive feedback from our staff, students, and families. This survey serves as a tool in gauging the overall satisfaction levels of our community members. By carefully analyzing the survey responses, we gain insights into areas of strength and areas that require further attention and improvement. This feedback enables us to make informed decisions and tailor our efforts to meet the specific needs and expectations of our stakeholders.

We utilize the Suspension Rates as an important data point to gain insights into student behavior and discipline trends within our school community. This information helps us identify areas of concern and develop proactive intervention strategies to address student needs and promote positive behavior. By fostering a safe and supportive environment that emphasizes restorative practices and social-emotional development, we aim to reduce suspension rates and create a conducive atmosphere for learning and growth.

Additionally, as we developed our innovative school initiatives during the 2023-24 school year, we actively sought feedback from our students and families several times. These empathy gathering discussions and surveys serve as an opportunity for student voice and perspective, providing invaluable insights into the effectiveness of our initiatives and identifying areas for growth and improvement. By engaging in regular communication and collaboration with these student leaders, we foster a sense of ownership and shared responsibility in shaping our learning environment.

The metrics we employ to monitor our progress in actively engaging and building trusting relationships include Attendance Rates, Suspension Rates, and the District Survey. By carefully analyzing these metrics and leveraging the insights they provide, we strive to create an inclusive, collaborative, and supportive learning environment that promotes academic success and nurtures the social-emotional well-being of each and every student.

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

With new administration and our innovative school initiatives, culture and climate was at the forefront promoting collaboration, belonging, and a supportive learning environment. For staff this included taking over 20 staff members to the Museum of Tolerance for professional development over Thanksgiving break. The Museum of Tolerance supports schools in advancing anti-bias education, inclusion, and equity. We also offered professional development at the Deeper Learning conference and a visit to a workshop at Stanford Design School to advance our monthly design thinking training. We started our first Equity Team on campus and invited all staff to Equity Meetings, English Learners Advisory Council Meetings (ELAC), Positive Behavioral Interventions and Supports (PBIS) Meetings, Site Leadership Meetings, School Site Council Meetings, and Parent Teacher Organization Meetings. From the results of our District Survey, the staff reflected positive changes: 94.5% positive score to "school has a climate that is caring" (a 10% positive change) and scoring 87% overall in the area of Caring Relationships, 85.8% in Family and Staff Engagement, and 88.9% in School Decision Making. There was a 19.7% positive shift in "Staff voice matters in decision making." Although promoting a sense of belonging is one of our focus areas of innovation, District Survey scores show that this remains an area to focus on.

We have increased our communication with families with our weekly newsletter emailed each week. Next year, we can enhance this communication even more with the use of Talking Points to text our families. We increased our volunteer opportunities which included several family and community events (Harvest Festival, Cocoa, Crafts & Community, Family STEAM Night) and outreach with community partners (CHASEN, Heights Church, Rotary, Kiwanis).
Suspension rates for our African American, homeless, and students with disabilities groups reflect little change from the previous year. We increased our supervision utilizing two campus monitors and three recreational aides. The individuals in these supervisory positions have not been steady, so increasing time for training and relationship building is a need. Several on staff have requested de-escalation and restorative practices trainings.

This year, our Wellness Center was run by a Counselor three days a week and a Social Worker half-days. These staff members often worked together to see groups, facilitate lunch and recess clubs, and meet with students. We believe the restructure for Social Workers where we will have full-days of coverage will enhance the ability of the program. We will continue to fund a portion of our counselor's contract to support our programs.

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

This year, we have focused on restorative practices, done away with after school detention and tried monthly character assemblies to reinforce our PBIS and positive behaviors. We have increased supervision by one campus monitor and both vice principal and principal are out on all lunch duties. Students have been placed on check in and check out in efforts to increase positive behaviors. We will need to continue all of these systems, including our partnership with Project Optimism, who graciously helped start Woodside's first ever BSU. Efforts like these cost money, so spending in the SPSA will reflect spending in areas to improve our school experience for our African American, homeless and students with disabilities.

In an effort to increase communication with families and community members, we started monthly coffee and donuts with the administration. This began with relative success mid-year, but the final months were less successful. We believe if we have the communication and calendar from the beginning of the year, this will be more successful.

Safety on our campus was enhanced in the 2023-24 school year with an additional campus monitor and two additional recreational aides, as well as having administration with the students in the multipurpose room, quad, and playground during student lunch periods. Having organized activities during unstructured times was beneficial for student choice, safety, and student need. Staff and materials are needed to continue club and alternative recess offerings.

2023-24

Identified Need

Our goal is to reduce the suspension rates for all students but in particularly for African American homeless, and students with disabilities. We plan to enhance this need with a Community Liaison, who would foster positive community relations and facilitate meaningful partnerships between our school and the wider community. This role will hold importance in ensuring a collaborative environment that enhances the educational experience of our students. We believe it is important to continue connecting activities with families and community members, including family nights and morning coffee and donut chats.

School wide positive behavior support system (PBIS) that encourages positive behavior with incentives and provides appropriate consequences for negative behavior. The system will include a tiered approach that provides targeted interventions for students who need additional support. Needs for our PBIS include motivating incentives and professional development to strengthen.

Recognizing the importance of counseling services, we have benefited greatly from the expertise and dedication of our counselor and social worker. We acknowledge the need for additional resources to meet the individualized needs of our students. We are exploring avenues to increase our counselor's available time or acquire additional support staff to ensure comprehensive support for our students. Furthermore, the Wellness team believes that updating and bringing in new innovations will support engagement and calming with our students.

Having support during unstructured times continues to be a need.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	5.6% suspended at least one day	-0.5%
	English Learners	1.5% suspended at least one day	
	Foster Youth		
	Homeless	9.1% suspended at least one day	
	Socioeconomically Disadvantaged	6.2% suspended at least one day	
	Students with Disabilities	8.7% suspended at least one day	
	African American	14.3% suspended at least one day	
	American Indian		
	Asian		
	Filipino		
	Hispanic	6% suspended at least one day	
	Two or More Races	3% suspended at least one day	
	Pacific Islander		
	White	5.2% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in	54.8%		60%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Connectedness on the district climate survey.		
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	58.4%	62%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	+10%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Attendance Academy Incentives. Motivating students who are identified through Unified Insights data as our targeted students for Attendance Academy.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	2024-2025 School Year
3.2	.2 of school counselor's contract PC 31325 PC 31326	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated	18200 4548	2024-2025 School Year

			Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
3.3	Rec Aide to support supervision and student safety. PC 37185	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3933	2024-2025 School Year
3.4	PBIS Incentives to support student behavior and Woodside ROAR expectations. Incentives are given daily, weekly and monthly.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,420	2024-2025 School Year
3.5	Community Liaison to help bridge the	X All Students English Learners Low-Income Students Foster Youth	Title I Part A Parent Involvement	400	2024-2025 School Year

	school/home connection	Lowest Performing	2000-2999: Classified Personnel Salaries		
3.6	Parent engagement events that promote positive attendance, behavior and culture and climate. This includes parent engagement event and donuts with the principal, Cougar Cookout, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	1472	2024-2025 School Year
3.7	Provide flexible seating options for students who may need extra supports in the classroom.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	2024-2025 School Year
3.8	Funds to support our Wellness Center in updating and	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	1500	2024-2025 School Year

	bringing in new innovations that will engage/calm/center our students.	Lowest Performing	4000-4999: Books And Supplies		
3.9	Updated materials to support SEL schoolwide. This may include Second Step materials or something of the sort. We are currently researching best practices in this area.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2024-2025 School Year
3.10	Training around de-escalation and restorative practices. Workshops may be off campus, or option to bring speakers on campus. This helps support a major goal staff requested for the coming school year with training in these areas.	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10000	2024-2025 School Year

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:
Student Achievement and Implementation of Standards

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
Provide explicit language development for English learners by language proficiency levels.	School Year 2024-2025	ELD Teacher	1000-1999: Certificated Personnel Salaries		
Provide targeted interventions to meet the needs of our Lowest Performing Students.	School Year 2024-2025	Intervention Specialist	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
Community Partnership Outreach Program designed to improve social, behavioral, and academic outcomes for our African American, Low Socioeconomic, and Students with Disabilities.	School Year 2024-2025	Project Optimism	5000-5999: Services And Other Operating Expenditures		
Provide additional supervision and support to ensure student safety	School Year 2024-2025	Campus Safety Monitory	2000-2999: Classified Personnel Salaries		

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	$256,833
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$306,125.00

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 Rec Aide Allocation	$3,933.00
LCFF Supplemental Site Allocation	$45,920.00
Title I Part A Parent Involvement	$3,372.00
Title I Part A Site Allocation	$252,900.00

Subtotal of state or local funds included for this school: $306,125.00

Total of federal, state, and/or local funds for this school: $306,125.00

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	45,920	0.00
LCFF Rec Aide Allocation	3933	0.00
Title I Part A Site Allocation	252,900	0.00
Title I Part A Parent Involvement	3,372	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	45,920.00
Title I Part A Parent Involvement	3,372.00
Title I Part A Site Allocation	252,900.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	36,348.00
2000-2999: Classified Personnel Salaries	9,333.00
3000-3999: Employee Benefits	4,548.00
4000-4999: Books And Supplies	184,392.00
5000-5999: Services And Other Operating Expenditures	64,004.00
5800: Professional/Consulting Services And Operating Expenditures	7,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	19,448.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,548.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	13,420.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	8,504.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	1,500.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	400.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,472.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	15,400.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	5,000.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	169,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	55,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	7,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	219,400.00
Goal 2	34,752.00
Goal 3	51,973.00

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

2 Other School Staff

3 Parent or Community Members

Name of Members	Role
Beth Wahl	Principal
Debra Johnston	Other School Staff
Nicole Goss	Parent or Community Member
Al Fox	Parent or Community Member
Tenesha Caudill	Parent or Community Member
Ken Kruse	Parent or Community Member
Rita Holverstot	Other School Staff
Gerell Elliott	Classroom Teacher
Karla Gonzalez	Classroom Teacher
Lyn Chapman	Classroom Teacher

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 28, 2024.

Attested:

	Principal, Elizabeth Wahl on 05/28/24
	SSC Chairperson, Nicole Goss on 05/28/24

Budget By Expenditures

Woodside School (K-8)

Funding Source: LCFF Rec Aide Allocation — $3,933.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Rec Aide to support supervision and student safety. PC 37185	2000-2999: Classified Personnel Salaries	$3,933.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures:	$3,933.00
LCFF Rec Aide Allocation Allocation Balance:	$0.00

Funding Source: LCFF Supplemental Site Allocation — $45,920.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PBIS Incentives to support student behavior and Woodside ROAR expectations. Incentives are given daily, weekly and monthly.	4000-4999: Books And Supplies	$4,420.00	Engaging Academic Programs	
Provide flexible seating options for students who may need extra supports in the classroom.	4000-4999: Books And Supplies	$1,500.00	Engaging Academic Programs	
Funds to support our Wellness Center in updating and bringing in new innovations that will engage/calm/center our students.	4000-4999: Books And Supplies	$1,500.00	Engaging Academic Programs	
Updated materials to support SEL schoolwide. This may include Second Step materials or something of the sort. We are currently researching best practices in this area.	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$4,548.00	Engaging Academic Programs	

Woodside School (K-8)

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
Assemblies to promote student engagement and positive behavior. Assemblies could possibly include Wild Things, Sami Kader or BMX, Crocker Art Arc, etc.	5000-5999: Services And Other Operating Expenditures	$8,504.00	Positive Culture & Climate
Funding for lunch and after school clubs that support identity groups and other student interests.	1000-1999: Certificated Personnel Salaries	$1,248.00	Positive Culture & Climate
Attendance Academy Incentives. Motivating students who are identified through Unified Insights data as our targeted students for Attendance Academy.	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs
.2 of school counselor's contract PC 31325 PC 31326	1000-1999: Certificated Personnel Salaries	$18,200.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures:	$46,420.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$3,372.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent information nights to promote understanding around curriculum,.Nights will be put on by staff. Childcare will be included in the budget for this event.	1000-1999: Certificated Personnel Salaries	$1,500.00	Connected School Communities	
Community Liaison to help bridge the school/home connection	2000-2999: Classified Personnel Salaries	$400.00	Engaging Academic Programs	

Parent engagement events that promote positive attendance, behavior and culture and climate. This includes parent engagement event and donuts with the principal, Cougar Cookout, etc.	4000-4999: Books And Supplies	$1,472.00	Engaging Academic Programs

Title I Part A Parent Involvement Total Expenditures:	$3,372.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$252,900.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Training around de-escalation and restorative practices. Workshops may be off campus, or option to bring speakers on campus. This helps support a major goal staff requested for the coming school year with training in these areas.	5000-5999: Services And Other Operating Expenditures	$10,000.00	Engaging Academic Programs	
Funds to purchase supplemental writing program. Staff is currently piloting programs. Once decided, fund will need to be released to support the need for purchasing materials to deepen our rigor in writing.	4000-4999: Books And Supplies	$15,000.00	Connected School Communities	
Funds to purchase Scholastic Readers or something of the sort to support current events and social studies in an engaging and lively manner.	4000-4999: Books And Supplies	$1,500.00	Connected School Communities	
Training for staff around UFLI, LETRS, and other areas of curriculum that support our overall goals of improving reading and math instruction. These funds can pay for workshops or bring speakers in to help staff learn to improve best practices.	5000-5999: Services And Other Operating Expenditures	$8,000.00	Connected School Communities	
Hand Writing without Tears or similar materials to support students writing in the younger grades.	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	

Woodside School (K-8)

Purchase EL Achieve through the ELD department to help support our EL students.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities
Update classroom leveled libraries and order decodables to support the work around early literacy we have been doing.	4000-4999: Books And Supplies	$10,000.00	Connected School Communities
Purchase supplemental materials and supplies, included but not limited to items that support the California State Standards	4000-4999: Books And Supplies	$10,000.00	Connected School Communities
Provide budget to update a severely outdated school library. Ordering books around diversity, equity and inclusion, as well as books in primary languages for newcomers.	4000-4999: Books And Supplies	$15,000.00	Connected School Communities
Purchase additional math manipulatives or supplies to help enrich math lessons and improve Number Sense data.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities
Release time for grade levels to collaborate around prototypes and design thinking as called out in the Innovative School.	1000-1999: Certificated Personnel Salaries	$5,000.00	Connected School Communities
Purchase new headsets for students in all grades to improve quality of experience on Chromebooks.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities
UFLI and Decodeables for TK-2	4000-4999: Books And Supplies	$5,000.00	Connected School Communities
Purchase additional science materials to help support middle school science labs and prototypes as needed for the Innovative School.	4000-4999: Books And Supplies	$7,000.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	$5,000.00	Connected School Communities

Woodside School (K-8)

Provide authentic learning experiences for students to connect what they are learning in class to the world around them. Create authentic learning by providing high quality academic field trips and bringing vibrant academic assemblies to the school. *May include transportation through bus	5000-5999: Services And Other Operating Expenditures	$17,500.00	Positive Culture & Climate
Project Optimism:Partnership to focus on culturally relevant practices, social emotional mentorship, supporting students in becoming leaders by recognizing their own potential and learning leadership qualities and assisting students with their academic success.	5800: Professional/Consulting Services And Operating Expenditures	$7,500.00	Positive Culture & Climate
iPads for our English learners to have opportunities to engage in classwork while learning English	4000-4999: Books And Supplies	$30,000.00	Connected School Communities
Chromebooks and Chrome carts so K-2 has access to students engaging in iReady.	4000-4999: Books And Supplies	$30,000.00	Connected School Communities
Materials and supplies to supplement academic support in the classroom above and beyond the core curriculum	4000-4999: Books And Supplies	$30,000.00	Connected School Communities
ESGI, Mystery Science and other site licenses that support curriculum and data for classroom teachers.	5000-5999: Services And Other Operating Expenditures	$10,000.00	Connected School Communities
Printing Services Agreement to support curriculum above and beyond the classroom and promote differentiation.	5000-5999: Services And Other Operating Expenditures	$10,000.00	Connected School Communities
Before and after school tutoring to provide support for students in the areas of math, english, science and social studies.	1000-1999: Certificated Personnel Salaries	$10,400.00	Connected School Communities

Woodside School (K-8)

Title I Part A Site Allocation Total Expenditures:	$252,900.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Woodside School (K-8) Total Expenditures:	$306,625.00