



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Frank E. Woodruff Elementary School	19643036011647	October 22, 2024	December 12, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Frank E. Woodruff Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Frank E. Woodruff Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the

To effectively meet the ESSA requirements in alignment with LCAP and other federal, state, and local programs, Frank E. Woodruff Elementary will develop and implement long-term goals through actionable strategies and activities. Woodruff's SPSA has been created with staff and community input, and shared with the staff, ELAC and SCC. Interim progress monitoring is conducted throughout the year and goals are proposed through each grade level and subgroups to close the achievement gap. Woodruff's SPSA addresses the safety, academic, equity and the engagement needs of all students and targeted-groups of students, including English Learners, socioeconomically disadvantaged students, foster youth, students with disabilities, and racial/ethnic student groups.

Educational Partner Involvement

How, when, and with whom did Frank E. Woodruff Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council will meet five times this 2024-2025 school year to support with development of the of the SPSA, review academic outcomes and expenditures. The creation of the SPSA includes input from Woodruff staff, parents, ELAC, and the SSC. The grade levels teams will hold PLCs to review school-wide data assessments, including refinement of instructional practices for underperforming students. Additionally, Woodruff staff will also have cross-grade level PLCs during Wednesday Professional Development and optional PD days. The foci for vertical alignment will be reading comprehension and AVID for grades 3-6. Administrators and Intervention Teachers will review assessment results with grade levels and the next steps on instruction were determined. Additionally, administrators and Intervention Teachers will continually review student data to identify students and supports for Tier 2 and Tier 3 needs. Instructional Leadership and PBIS (Positive Behavior Interventions and Supports) team meetings will be held monthly and data analysis will be conducted on academic and non-academic data. PBIS Tier 1 and Tier 2/3 teams will meet monthly to review student behavioral data and AVID relational, Panorama and California Healthy Kids surveys.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Goal #1 Safe and Collaborative Conditions for Learning:

In the CHKS survey, our 5th Grade school connectedness data decreased by 18% from 2021-2022 to 2022-23 and another 4% decrease in 2023-24, for an overall 22% decrease in two years.

Similarly, feeling cared by an adult decreased by 25% from the 2021-22 to 2022-23 school year and another 8% decrease in 2023-24, for an overall 33% decrease in two years.

Additionally, our 3rd-6th grade, Panorama survey data showed decreases in percentages of student reporting favorable teacher relationships and favorable sense of belonging between the years of 2022-24. The results from both surveys indicate that our students need more access to meaningful adult relationship and be provided opportunities to be a part of our school community. In addition, we need to provide more systems and structure to support healthy relationships among our students. Additional surveys will be conducted in order to identify the specifics of safety supports.

In this year's plan, there has been added funding for a shared counselor. We had two counselors during the 2022-2024 school year and the resources were decreased to one counselor. Based on the data, it was recommended by stakeholders (staff and parents) that we allocate money in the Concentration Grant towards a shared counselor, giving us one and a half counselors for the 2024-25 academic school year.

Goal #2 Academics and Equity:

Data and student achievement was reviewed during PLCs, staff meetings, and individual teacher data chats. Our projected, 2023-24 outcomes for the NWEA and CAASPP data were not met. Our Math SBAC data increased by 5.35% for a total of 18.35% of our students meeting/exceeding and ELA SBAC increased by 1.1% for total of 26.9%. There still exists a big gap between our district achievement percentages and Woodruff Elementary achievement percentages in both math and ELA. This data indicates that we need to continue to focus on Tier I instruction that is aligned to grade level standards in math and ELA. Moreover, students need to have access to assessments that are aligned to standards. Additionally, our Tier 2 and Tier 3 supports need to address gaps in EL, SWD and African American achievement and growth data in math and ELA.

Goal #3 Parent Engagement

Overall the effectiveness of the strategies and activities impact our data in the Parent Participation Tracker and Attendance Summary Report. Our Parent Participation Trackers rate Increased by 60% from 2021-22 to the end of 2023-24. Our data supports significant gains in the area of Parent Engagement. Similarly are chronic absenteeism rate decreased by 10% from 2021-22 to the end of 2023-2024. We continue to focus on parent workshops and wellness classes and Family Nights, using our Title I budget, to continue to see a decrease in chronic absenteeism.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Healthy Kids Survey is completed annually by 5th-grade students. The report provides data in the following areas: fostering safe and supportive school climates, social-emotional competencies, and engagement in the learning; preventing youth health-risk behaviors and other barriers to academic achievement and; promoting positive youth development, resilience, and well being. Results of the key indicators are:

2023-2024

62% of students indicated that they were treated with respect by teachers and other adults.

49% of the students indicated that they felt safe at school.

70% of students indicated feeling academically motivated

49% of students indicated having a caring adult relationship at school.

2022-2023

79% of students indicated that they were treated with respect by teachers and other adults.

50% of the students indicated that they felt safe at school.

80% of students indicated feeling academically motivated

57% of students indicated having a caring adult relationship at school.

2021-2022

83% of students indicated that they were treated with respect by teachers and other adults.

69% of the students indicated that they felt safe at school.

79% of students indicated feeling academically motivated.

72% of students indicated having a caring adult relationship at school.

Title I Parent Survey- Parent Needs Assessment and Parent Involvement Survey. The purpose of the survey is to help the school better meet the needs in regards to the education of their children.

Results of the survey for the Fall of 2024 school year are (120 surveys completed):
92% of the parents report that Woodruff emphasized the importance of student attendance with calls for absences and discusses the importance of daily attendance with families.
87% of the parents reported that Woodruff offers social emotional support through counseling.
94% of the parents reported that Woodruff effectively communicates with parents and includes them in their child's education.
92% of the parents and staff reported that Woodruff is a safe place for students to learn.

Results of the survey for the Fall of 2023 school year are (79 surveys completed):
91% of the parents report that Woodruff emphasized the importance of student attendance with calls for absences and discusses the importance of daily attendance with families.
90% of the parents reported that Woodruff offers social emotional support through counseling.
92% of the parents reported that Woodruff effectively communicates with parents and includes them in their child's education.
92% of the parents and staff reported that Woodruff is a safe place for students to learn.

Results of the survey for the Fall of 2022 school year are (73 surveys completed):
99% of the parents report that Woodruff emphasized the importance of student attendance with calls for absences and discusses the importance of daily attendance with families.
88% of the parents reported that Woodruff offers social emotional support through counseling.
96% of the parents reported that Woodruff effectively communicates with parents and includes them in their child's education.
89% of the parents and staff reported that Woodruff is a safe place for students to learn.

Parent Participation Rate Tracker (Average Parent Participation)

2023-2024- 115%

2022-2023- 94%

2021-2022- 55%

Social-Emotional Learning (SEL) Survey - The survey is given to students in grades 3- 6 and all teaching staff. The SEL survey measures three areas: Student Environment and Supports- includes teacher-student relationships, sense of belonging, school safety and others; Student Competencies - includes measures of Grit, Growth Mindset, and self-efficacy, and others; Teacher Skills and Perspectives - includes professional learning about SEL, school climate, resources for school support, and more.

Fall 2024-2025

Data results in the area of Student Environment and Supports:

- Students in grades 3-5

67% of students reported having favorable teacher-student relationships.

61% of students reported having a favorable sense of belonging.

- Students in grade 6 data results:

65% of students reported having favorable teacher-student relationships.

41% of students reported having a favorable sense of belonging.

Fall 2023-2024

Data results in the area of Student Environment and Supports:

- Students in grades 3-5

70% of students reported having favorable teacher-student relationships.
63% of students reported having a favorable sense of belonging.

- Students in grade 6 data results:

65% of students reported having favorable teacher-student relationships.
50% of students reported having a favorable sense of belonging.

Fall 2022-2023

Data results in the area of Student Environment and Supports:

- Students in grades 3-5

72% of students reported having favorable teacher-student relationships.
67% of students reported having a favorable sense of belonging.

- Students in grade 6 data results:

73% of students reported having favorable teacher-student relationships.
60% of students reported having a favorable sense of belonging.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrator regularly conducts formal and informal classroom observations and provides the "next step," support to the teaching staff on instructional strategies and classroom practices aligned to research and standards-based instruction. Based on observations, areas of focus are evidence-based communication, rich and rigorous conversations, clear communication goals, depth of knowledge, and supports for all learners within teacher Professional Learning Communities (PLCs).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Multiple measures district assessments and results are used to improve student achievement. Data is discussed with school staff, SSC, and ELAC to determine needs and goals. Data is also used to develop intervention groups and targeted instruction, with a focus on Tier 1, Tier 2 and Tier 3 instruction and PBIS systems. Instruction is differentiated within the classroom setting to address students' varying learning levels. There is focused supports for our EL Learners.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

District's adopted curriculum-embedded assessments are used for all students. Data is collected and analyzed by all educators to determine instructional best practices. Flexible, small groups of students are modified based on student progress using assessments. Academic goals are established, monitored, and modified based on student progress on a regular basis.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the requirement for a highly qualified educator, with over 65% of them holding advanced degrees.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional development occurs on a monthly basis and there is a plethora of optional, professional development provided by the school district to support with curriculum, pedagogy, technology, language scaffolds, UDL and a variety of Tier 2 and Tier 3 programs and in-class instructional guidance.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Site and district assessment data are the foundational base for all professional development training. School-wide, small group, and individual student performance are integrated into training sessions to fully meet all students' academic needs. Professional development training occurs once per month, with teachers following up on practices during weekly PLCs. Also, teachers have three, full days of PLC time and six optional PD days. The Instructional Leadership Team meets monthly to determine professional needs based on our Continuous Improvement Cycle. The focus this year for the six, optional PD days is for vertical alignment across grade levels.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support from our Intervention Teachers and Site Instructional Leaders. Our Intervention Teachers create structures for Tier 2 and Tier 3 Intervention structures and systems based on student data. For Tier 2, the team has designed WIN (What I Need) cycles, where students have 30 minutes of WIN time by grade levels with progress monitoring every six weeks and restructuring based on the data. In addition, our intervention teachers and instructional assistants push in during Tier 1 instruction for grades K-2 for 30 minutes a day. For Tier 3, our Intervention Teachers are analyzing data and designing after school interventions for our students. Teachers are supporting our students during these after school sessions. The principal supports PLCs with vertical alignment, backwards planning, and professional development in areas of need. The areas of focus this year are on phonics, fluency and reading comprehension.

Additional focus and supports has been instruction during integrated and designated ELD instruction. Programs such as Smarty Ants, Fast Forward, Clear Fluency and ST Math, along with trainings, have been provided by our school district to further support our English Language Learners and our SPED students.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate during grade-level PLCs weekly, 45 minutes per meeting. They also have three, full PLC collaboration days. Grade level meetings occur weekly for 45 minutes. They have independent teacher preparation time on alternating Wednesdays, for 30 minutes. However, many teams collaborate on Wednesdays too. Our Intervention teachers and Instructional TOSA also push into PLCs to analyze data, discuss student progress, form small instructional groups, and discuss teaching strategies. Additionally, teachers are provided at least one day of grade-level planning time per school year.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our core curriculum is standards-based and spirals standards through targets of study. Content and language standards and objectives are the basis for all instructional materials and teaching practices. Teachers are working in their PLCs to breakdown content and language standards into daily content and language objectives. Additionally, teachers are creating common assessments through School City that align to the content and language standards. Students are taught to self-reflect and determine mastery towards standards at the end of each lesson. Our school integrates SDI and RACE the question practices into all lessons and class activities. Additionally, we are beginning to incorporate AVID WICOR strategies in the areas of writing, inquiry, collaboration, organization and reading.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers turn in class schedules that adhere to the recommended instructional minutes for ELA, math, and ELD. Those schedules are also submitted to administrators in our district office for review and approval. They are used for classroom visits and informal walkthroughs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

At Woodruff, standards-aligned materials are available in all classroom standards aligned with Wonders, Wonder Works curriculum, and supplemental materials. All students receive instruction in the required subject areas, including 30 minutes of ELD instruction daily for English learners. All students are provided literacy instruction at their level of academic need, thus following the MTSS model. The two Intervention teachers, three Instructional Assistants (IAs), and grade level team focus on literacy instruction for a specific grade level, for 30 minutes daily. Students are grouped by literacy and math needs, and groups are sized according to targeted academic goals. For example, a group of six to eight students may be taught by the Intervention teacher and focus on decoding skills. A larger group of 20 students at grade level and above, may be taught literary analysis by a grade-level teacher. Tier 2 intervention by grade level occurs Monday through Friday, except Wednesdays.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Teachers have standards-based instructional materials with the adopted curriculum. The curriculum modifies learning for all student groups: below grade level, at grade level, above grade level, and English learners. All teachers were given full sets of all adopted materials in all content areas for their grade level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use standards-based adopted materials for Tier I instruction in the general education setting. For Tiers II and III, we use standards-based intervention programs that meet the academic needs of all students. Core and supplemental instruction are also differentiated to meet the needs of English learners for designated and integrated ELD. Additional programs such as Smarty Ants, Fast Forward and Clear Fluency along with trainings, have been provided by our school district to further support our English Language Learners and our SPED students. Additionally, ST Math is utilized at all grade levels to provide math instruction and intervention earning math concepts by manipulating objects in space and time

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The adopted curriculum provides differentiated instruction to allow underperforming students to meet standards. Teachers use this modified curriculum during small group instruction, within the general education setting. Sentence frames and conversation starters are used to provide supports for English learners. DII emphasizes chanting, student engagement, partner sharing, academic vocabulary, and learning process steps to provide support for underperforming students. Thinking Maps and Pear Deck strategies provide necessary visual supports to support with comprehension and writing.

Evidence-based educational practices to raise student achievement

Woodruff has a detailed RtI program that focuses on the tenants of MTSS to meet the needs of all learners. Multiple intervention programs and strategies are used to meet the varying needs of all students. ELA and Math intervention groups for struggling learners are small, flexible, and based on a six week cycles. Additionally, before and after school interventions opportunities exist. NWEA and ELPAC data will be utilized to determine content of classes and students invited to attend.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Woodruff holds family nights and workshops to increase literacy and support within the home. Parent Conferences focus on increasing student achievement, and an Academic Intervention Plan is written for students who are not proficient. Conferences are held in both the Fall and Spring. Student Study Team meetings are held as needed for students who are struggling with academics and/or behavior. Our Case Manager provides community-based tutoring for parents of students who need extra academic support. Expanded Learning Program is available for after-school care; the program focuses on building both math and literacy skills. Additionally, students at risk receive resources through the district's Caring Connections Program.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

A Title I Parent Meeting is held at the beginning and of each year to explain the components of Title I funding and our school program. Title I Fall Needs Assessment evaluates the needs of the school and allows us to develop a plan to best meet these needs. SSC and ELAC specifically discuss achievement data, categorical funding, intervention programs, and expenditures. The School Plan for Student Achievement is reviewed with all committees and stakeholders. Input is sought, valued, and used to update the SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

LCFF- Woodruff has contracted with ETM-LA to provide music services for our Kindergarten through 4th graders since 2023-24. . Also, we would like to incorporate STEAM into our curriculum and instruction through a STEAM room, field trips and lessons that allows teachers to access learning experiences for our students. Additionally, Woodruff has contracted with Enrich LA to bring to us an edible garden and teach students they how to become responsible and empowered stewards of the environment.

For social emotional learning and support, we a shared counselor was funded so that we have 1.5 FTE counselors.

Title I- The bulk of our Title 1 allocation will be used to fund three Instructional Aides to support with Tier 1 and Tier 2 instruction. Also, our 3rd- 6th grade teams are integrating AVID strategies within their instruction and supports.

Fiscal support (EPC)

LCFF
SISS

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Our overall performance in ELA is orange for 2023.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

None for 2023 dashboard.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Frank E. Woodruff Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	0.46%	0.43%	0.46%	2	2	2
African American	13.46%	12.34%	11.03%	58	57	48
Asian	1.86%	2.6%	2.30%	8	12	10
Filipino	3.25%	3.03%	2.99%	14	14	13
Hispanic/Latino	77.03%	76.19%	78.85%	332	352	343
Pacific Islander	0%	0%	0.23%	0	0	1
White	2.55%	3.68%	2.53%	11	17	11
Multiple/No Response	0.93%	1.3%	1.15%	4	6	5
Total Enrollment				431	462	435

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			22
Kindergarten	50	63	47
Grade 1	66	61	61
Grade 2	62	74	55
Grade3	66	67	67
Grade 4	57	72	58
Grade 5	63	61	68
Grade 6	67	64	57
Total Enrollment	431	462	435

Conclusions based on this data:

1. The Hispanic/Latino subgroup continues to have the highest population at 78.85% an increase by 2.67% from 2022-23 to 2023-24.
2. The African American subgroup was second highest at 11.03 a decrease by 1.3%.

3. School enrollment has decreased by since 2022-2023 by a total of 27 students for the 2023-24 academic school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	130	141	134	31.2%	30.2%	30.8%
Fluent English Proficient (FEP)	42	36	33	10.8%	9.7%	7.6%
Reclassified Fluent English Proficient (RFEP)	26	23	36	16.8%	14.6%	21.7%

Conclusions based on this data:

1. The English Learner population has approximately remained the same in terms of percentage of the overall student population. There has been a 0.3% increase from 2022-23 to 2023-24.
2. From the English Learner population there was about 2.1 decrease of FEP Students from 2022-23 to 2023-24.
3. There is a has been an increase of RFEP students from 2021-22 to 2023-24 by 4.9%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	67	61	69	67	60	69	67	60	69	100.0	98.4	100
Grade 4	57	70	64	55	70	64	55	70	64	96.5	100.0	100
Grade 5	64	63	72	62	59	72	62	59	72	96.9	93.7	100
Grade 6	67	68	63	67	67	63	67	67	63	100.0	98.5	100
All Grades	255	262	268	251	256	268	251	256	268	98.4	97.7	100

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2352.	2367.	2354.	5.97	6.67	10.14	11.94	13.33	11.59	26.87	25.00	21.74	55.22	55.00	56.52
Grade 4	2409.	2430.	2402.	5.45	14.29	9.38	14.55	22.86	14.06	25.45	18.57	21.88	54.55	44.29	54.69
Grade 5	2429.	2423.	2452.	6.45	1.69	9.72	16.13	23.73	22.22	22.58	16.95	23.61	54.84	57.63	44.44
Grade 6	2479.	2443.	2464.	7.46	4.48	4.76	22.39	14.93	25.40	31.34	23.88	15.87	38.81	56.72	53.97
All Grades	N/A	N/A	N/A	6.37	7.03	8.58	16.33	18.75	18.28	26.69	21.09	20.90	50.60	53.13	52.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.99	8.33	8.70	55.22	53.33	57.97	41.79	38.33	33.33
Grade 4	0.00	12.86	6.25	69.09	65.71	60.94	30.91	21.43	32.81
Grade 5	4.84	5.08	11.11	59.68	61.02	56.94	35.48	33.90	31.94
Grade 6	10.45	4.48	6.35	41.79	37.31	34.92	47.76	58.21	58.73
All Grades	4.78	7.81	8.21	55.78	54.30	52.99	39.44	37.89	38.81

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.99	0.00	5.80	47.76	61.67	40.58	49.25	38.33	53.62
Grade 4	3.64	4.29	4.69	54.55	54.29	45.31	41.82	41.43	50.00
Grade 5	8.06	6.78	8.33	41.94	42.37	61.11	50.00	50.85	30.56
Grade 6	7.46	5.97	6.35	55.22	32.84	46.03	37.31	61.19	47.62
All Grades	5.58	4.30	6.34	49.80	47.66	48.51	44.62	48.05	45.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.46	6.67	2.90	67.16	70.00	79.71	25.37	23.33	17.39
Grade 4	1.82	5.71	7.81	80.00	71.43	65.63	18.18	22.86	26.56
Grade 5	8.06	3.39	9.72	62.90	77.97	68.06	29.03	18.64	22.22
Grade 6	8.96	4.48	6.35	73.13	73.13	73.02	17.91	22.39	20.63
All Grades	6.77	5.08	6.72	70.52	73.05	71.64	22.71	21.88	21.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.46	5.00	5.80	56.72	63.33	53.62	35.82	31.67	40.58
Grade 4	0.00	18.57	12.50	67.27	64.29	48.44	32.73	17.14	39.06
Grade 5	11.29	0.00	9.72	41.94	62.71	63.89	46.77	37.29	26.39
Grade 6	7.46	5.97	7.94	64.18	56.72	65.08	28.36	37.31	26.98
All Grades	6.77	7.81	8.96	57.37	61.72	57.84	35.86	30.47	33.21

Conclusions based on this data:

1. CAASPP Summative results from 2023-24 demonstrate an overall of 26.86% of students in grades 3-6 meeting or exceeding the English language arts/literacy standard, an increase of 1.08% from 2022-2023.
2. CAASPP Summative results from 2023-24 show that 21.73% of students in grade 3 met or exceeded the English language arts/literacy standard for an increase of 1.73% from 2022-23.

CAASPP Summative results from 2023-24 show that 23.44% of students in grade 4 met or exceeded the English language arts/literacy standard for an decrease of 13.71%.

CAASPP Summative results from 2023-24 show that 31.94% of students in grade 5 met or exceeded the English language arts/literacy standard for an increase of 6.52%.

CAASPP Summative results from 2023-24 show that 30.16% of students in grade 6 met or exceeded the English language arts/literacy standard for a decrease of 10.75%.

3. Multi-year cohort data comparison, students in grades 3-6 met or exceeded the English language arts/literacy standard.

3rd Graders in 2023 scored 20% and as 4th Graders in 2024 scored 23.44%, that is an increase of 3.44%.

4th Graders in 2023 scored 37.15% and as 5th Graders in 2024 scored 31.94%, that is an decrease of 5.21%.

5th Graders in 2023 scored 25.42% and as 6th Graders in 2024 scored 30.16%, that is a increase of 5.21%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	67	60	69	67	59	69	67	59	69	100.0	98.3	100
Grade 4	57	69	64	55	69	64	55	69	64	96.5	100.0	100
Grade 5	64	63	71	62	59	71	62	59	71	96.9	93.7	100
Grade 6	67	68	63	67	67	63	67	67	63	100.0	98.5	100
All Grades	255	260	267	251	254	267	251	254	267	98.4	97.7	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2362.	2377.	2371.	2.99	6.78	11.59	13.43	10.17	11.59	26.87	37.29	18.84	56.72	45.76	57.97
Grade 4	2401.	2428.	2427.	0.00	4.35	4.69	12.73	17.39	25.00	30.91	47.83	23.44	56.36	30.43	46.88
Grade 5	2418.	2399.	2428.	3.23	0.00	4.23	3.23	5.08	5.63	22.58	23.73	30.99	70.97	71.19	59.15
Grade 6	2455.	2437.	2437.	5.97	4.48	1.59	5.97	2.99	9.52	28.36	34.33	26.98	59.70	58.21	61.90
All Grades	N/A	N/A	N/A	3.19	3.94	5.62	8.76	9.06	12.73	27.09	36.22	25.09	60.96	50.79	56.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.48	3.39	10.14	32.84	45.76	37.68	62.69	50.85	52.17
Grade 4	3.64	2.90	7.81	38.18	55.07	40.63	58.18	42.03	51.56
Grade 5	3.23	1.69	2.82	38.71	37.29	46.48	58.06	61.02	50.70
Grade 6	1.49	4.48	1.59	52.24	43.28	39.68	46.27	52.24	58.73
All Grades	3.19	3.15	5.62	40.64	45.67	41.20	56.18	51.18	53.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.99	5.08	8.70	61.19	67.80	50.72	35.82	27.12	40.58
Grade 4	0.00	10.14	7.81	54.55	56.52	56.25	45.45	33.33	35.94
Grade 5	3.23	0.00	4.23	43.55	50.85	50.70	53.23	49.15	45.07
Grade 6	7.46	1.49	1.59	49.25	47.76	61.90	43.28	50.75	36.51
All Grades	3.59	4.33	5.62	52.19	55.51	54.68	44.22	40.16	39.70

Conclusions based on this data:

1. CAASPP Summative results from 2023-24 demonstrated an overall of 18.35% of students in grades 3-6 meeting or exceeding the Mathematical standard, a increase of 5.35% from 2022-23.
2. CAASPP Summative results from 2023-24 shows that 23.18% of students in grade 3 met or exceeded the Mathematical standard for an increase of 6.23% compared to 2022-2023.

CAASPP Summative results from 2023-24 shows that 29.69% of students in grade 4 met or exceeded the Mathematical standard for an increase of 7.95% compared to 2022-2023.

CAASPP Summative results from 2023-24 shows that 9.86% of students in grade 5 met or exceeded the Mathematical standard for an increase of 4.78% compared to 2022-2023.

CAASPP Summative results from 2023-24 shows that 11.11% of students in grade 6 met or exceeded the Mathematical standard for an increase of 3.64% compared to 2022-2023.
3. Multi-year cohort data comparison, students in grades 3-6 met or exceeded the math.

3rd Graders in 2023 scored 16.95% and as 4th Graders in 2024 scored 29.69%, that is an increase of 12.74%.
4th Graders in 2023 scored 21.74% and as 5th Graders in 2024 scored 9.86%, that is an decrease of 11.88%.
5th Graders in 2023 scored 5.08% and as 6th Graders in 2024 scored 11.11%, that is a increase of 6.03%

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1426.9	1419.4	1395.4	1437.9	1426.6	1404.2	1400.9	1402.3	1374.8	11	19	27
1	1454.1	1438.3	1445.2	1464.1	1439.3	1457.8	1443.6	1436.7	1432.3	16	15	16
2	1441.2	1443.9	1444.8	1463.5	1461.6	1457.9	1418.3	1425.4	1431.2	21	18	17
3	1485.2	1461.4	1482.3	1492.5	1464.7	1486.2	1477.5	1457.6	1477.6	22	21	14
4	1490.6	1512.6	1479.4	1498.2	1522.3	1483.5	1482.5	1502.5	1474.7	18	21	23
5	1521.3	1509.4	1515.1	1525.0	1513.7	1503.5	1517.1	1504.4	1526.1	21	23	16
6	1512.8	1517.8	1489.6	1503.7	1529.0	1483.4	1521.6	1506.0	1495.3	18	22	22
All Grades										127	139	135

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	10.53	3.70	63.64	42.11	29.63	27.27	36.84	44.44	9.09	10.53	22.22	11	19	27
1	25.00	6.67	12.50	18.75	33.33	12.50	37.50	33.33	43.75	18.75	26.67	31.25	16	15	16
2	0.00	11.11	17.65	38.10	44.44	29.41	33.33	27.78	23.53	28.57	16.67	29.41	21	18	17
3	13.64	0.00	7.14	27.27	19.05	35.71	45.45	38.10	42.86	13.64	42.86	14.29	22	21	14
4	11.11	28.57	8.70	38.89	28.57	39.13	22.22	28.57	30.43	27.78	14.29	21.74	18	21	23
5	23.81	17.39	25.00	23.81	30.43	43.75	52.38	26.09	12.50	0.00	26.09	18.75	21	23	16
6	22.22	22.73	13.64	22.22	27.27	36.36	33.33	36.36	13.64	22.22	13.64	36.36	18	22	22
All Grades	14.17	14.39	11.85	31.50	31.65	32.59	37.01	32.37	30.37	17.32	21.58	25.19	127	139	135

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	27.27	15.79	3.70	27.27	42.11	33.33	36.36	31.58	37.04	9.09	10.53	25.93	11	19	27
1	25.00	13.33	12.50	31.25	26.67	50.00	37.50	46.67	37.50	6.25	13.33	0.00	16	15	16
2	19.05	33.33	29.41	42.86	16.67	17.65	23.81	33.33	35.29	14.29	16.67	17.65	21	18	17
3	27.27	19.05	14.29	54.55	38.10	64.29	9.09	23.81	14.29	9.09	19.05	7.14	22	21	14
4	38.89	57.14	21.74	16.67	23.81	52.17	38.89	14.29	8.70	5.56	4.76	17.39	18	21	23
5	23.81	30.43	37.50	61.90	39.13	37.50	14.29	13.04	6.25	0.00	17.39	18.75	21	23	16
6	22.22	36.36	27.27	33.33	45.45	31.82	27.78	4.55	13.64	16.67	13.64	27.27	18	22	22
All Grades	25.98	30.22	20.00	40.16	33.81	40.00	25.20	22.30	22.22	8.66	13.67	17.78	127	139	135

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	7.41	54.55	57.89	11.11	36.36	31.58	66.67	9.09	10.53	14.81	11	19	27
1	25.00	6.67	18.75	18.75	33.33	12.50	18.75	20.00	31.25	37.50	40.00	37.50	16	15	16
2	0.00	5.56	0.00	28.57	38.89	47.06	33.33	22.22	23.53	38.10	33.33	29.41	21	18	17
3	4.55	0.00	7.14	27.27	9.52	7.14	31.82	23.81	50.00	36.36	66.67	35.71	22	21	14
4	5.56	4.76	8.70	11.11	38.10	0.00	38.89	19.05	47.83	44.44	38.10	43.48	18	21	23
5	0.00	8.70	12.50	38.10	8.70	25.00	33.33	47.83	31.25	28.57	34.78	31.25	21	23	16
6	11.11	18.18	0.00	11.11	9.09	18.18	50.00	31.82	36.36	27.78	40.91	45.45	18	22	22
All Grades	6.30	6.47	7.41	25.98	26.62	16.30	34.65	28.78	42.96	33.07	38.13	33.33	127	139	135

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	45.45	26.32	3.70	36.36	63.16	81.48	18.18	10.53	14.81	11	19	27
1	25.00	33.33	25.00	68.75	53.33	75.00	6.25	13.33	0.00	16	15	16
2	28.57	27.78	29.41	61.90	61.11	58.82	9.52	11.11	11.76	21	18	17
3	45.45	19.05	42.86	54.55	61.90	50.00	0.00	19.05	7.14	22	21	14
4	55.56	57.14	21.74	38.89	38.10	65.22	5.56	4.76	13.04	18	21	23
5	23.81	21.74	25.00	76.19	52.17	56.25	0.00	26.09	18.75	21	23	16
6	11.11	18.18	22.73	72.22	68.18	50.00	16.67	13.64	27.27	18	22	22
All Grades	33.07	28.78	22.22	59.84	56.83	63.70	7.09	14.39	14.07	127	139	135

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.18	5.26	7.41	63.64	78.95	55.56	18.18	15.79	37.04	11	19	27
1	25.00	6.67	18.75	68.75	60.00	68.75	6.25	33.33	12.50	16	15	16
2	23.81	38.89	29.41	52.38	38.89	52.94	23.81	22.22	17.65	21	18	17
3	36.36	19.05	28.57	50.00	57.14	57.14	13.64	23.81	14.29	22	21	14
4	33.33	57.14	39.13	38.89	38.10	43.48	27.78	4.76	17.39	18	21	23
5	42.86	65.22	68.75	47.62	17.39	12.50	9.52	17.39	18.75	21	23	16
6	38.89	59.09	40.91	44.44	27.27	27.27	16.67	13.64	31.82	18	22	22
All Grades	32.28	38.13	31.85	51.18	43.88	45.19	16.54	17.99	22.96	127	139	135

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.18	0.00	3.70	72.73	89.47	74.07	9.09	10.53	22.22	11	19	27
1	31.25	6.67	25.00	18.75	66.67	25.00	50.00	26.67	50.00	16	15	16
2	4.76	11.11	0.00	57.14	44.44	64.71	38.10	44.44	35.29	21	18	17
3	9.09	4.76	7.14	45.45	23.81	42.86	45.45	71.43	50.00	22	21	14
4	0.00	4.76	8.70	38.89	47.62	39.13	61.11	47.62	52.17	18	21	23
5	0.00	4.35	12.50	66.67	52.17	56.25	33.33	43.48	31.25	21	23	16
6	11.11	13.64	13.64	22.22	27.27	9.09	66.67	59.09	77.27	18	22	22
All Grades	9.45	6.47	9.63	45.67	48.92	45.19	44.88	44.60	45.19	127	139	135

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	36.36	47.37	37.04	54.55	42.11	44.44	9.09	10.53	18.52	11	19	27
1	18.75	6.67	6.25	43.75	60.00	62.50	37.50	33.33	31.25	16	15	16
2	4.76	27.78	17.65	57.14	44.44	52.94	38.10	27.78	29.41	21	18	17
3	9.09	0.00	0.00	63.64	61.90	78.57	27.27	38.10	21.43	22	21	14
4	5.56	23.81	8.70	50.00	42.86	56.52	44.44	33.33	34.78	18	21	23
5	23.81	21.74	18.75	52.38	52.17	50.00	23.81	26.09	31.25	21	23	16
6	11.11	22.73	13.64	72.22	63.64	72.73	16.67	13.64	13.64	18	22	22
All Grades	14.17	21.58	16.30	56.69	52.52	58.52	29.13	25.90	25.19	127	139	135

Conclusions based on this data:

1. In 2023-2024 11.85% of all students language performance was at a level 4, compared to 14.39 percent in 2022-2023 and 14.17 in 2021-2022. There has been a 2.54% decrease since 2022-2023.

2. Reading and writing domain areas continue to demonstrate to be a challenge for English learners.
3. Level 3 performance levels remained about the same from 2022-2023 to 2023-24.

School and Student Performance Data

California School Dashboard Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
435	88.5%	30.8%	1.1%
Total Number of Students enrolled in Frank E. Woodruff Elementary 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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	134	30.8%
Foster Youth	5	1.1%
Homeless	10	2.3%
Socioeconomically Disadvantaged	385	88.5%
Students with Disabilities	65	14.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	11%
American Indian	2	0.5%
Asian	10	2.3%
Filipino	13	3%
Hispanic	343	78.9%
Two or More Races	5	1.1%
Pacific Islander	1	0.2%
White	11	2.5%

Conclusions based on this data:

- 1. There is a high number of Socioeconomically Disadvantaged Students with an 90.9% for 2023-24, down from 2022 at 92.1%.
- 2. Hispanic is the largest Race/Ethnicity subgroup with 76.2% for 2023-2024, slightly down from 2022 at 72%,
- 3. African American is the second largest Race/Ethnicity subgroup with 12.3% from 2023-24, down from 2022 at 13.5%

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Academic Performance progress for our English Learner Progress is in the yellow for 2024, demonstrating decreased academic performance from 2023.
- Conditions and Climate of school site is medium.
- Chronic Absenteeism is very high, there is lots of room for improvement.

School and Student Performance Data

Academic Performance English Language Arts

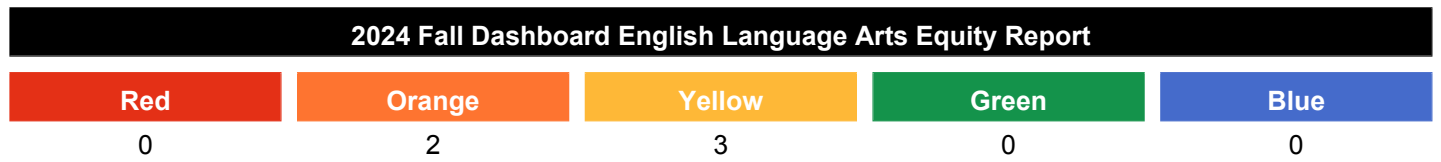
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 60.1 points below standard Increased 4 points 241 Students	English Learners  Yellow 65 points below standard Increased 15.1 points 88 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Orange 63.1 points below standard Maintained 2.9 points 219 Students

Students with Disabilities  Orange 127.2 points below standard Increased 3.1 points 46 Students	African American  Yellow 63.7 points below standard Increased 6.7 points 32 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Yellow 63.1 points below standard Increased 3.8 points 183 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students

Conclusions based on this data:

1. Students with Disabilities subgroup is very low with 127.2 points below standard, increasing by 3.1 from 2023.
2. English Learners subgroup is very low with 65 points below standard, increasing by 15.1 from 2023.
3. African American subgroup is very low with 63.7 points below standard, increasing 6.7 from 2023.

School and Student Performance Data

Academic Performance Mathematics

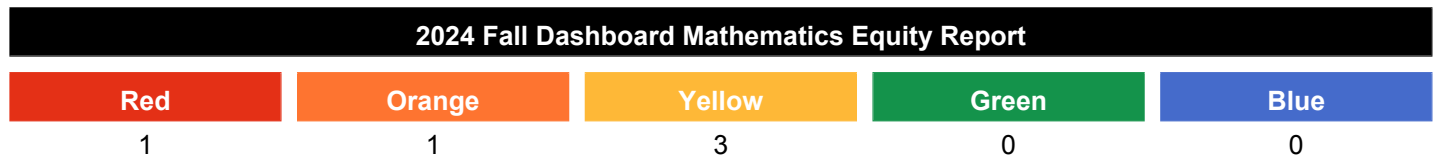
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 78 points below standard Increased 7.7 points 242 Students	English Learners  Yellow 77.3 points below standard Increased 24.9 points 89 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Yellow 79.9 points below standard Increased 8.2 points 220 Students

Students with Disabilities  Orange 147.6 points below standard Increased 18.6 points 45 Students	African American  Red 103.5 points below standard Declined 3 points 32 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Yellow 79.2 points below standard Increased 10 points 184 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students

Conclusions based on this data:

1. EL Learners subgroup is very low with 73.3 points below standard, increasing by 24.9 points from 2023..
2. Students with Disabilities subgroup is very low with 147.6 points below standard, increasing by 18.6 from 2023.
3. African American subgroup is very low with 103.5 points below standard, declining by 3 from 2023, We are the red for this subgroup and need to identify interventions to support,

School and Student Performance Data

Academic Performance English Learner Progress

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange 43.4% making progress. Number Students: 99 Students	 No Performance Color making progress. Number Students: 2 Students

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.

2024 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
24.2%	32.3%	2%	41.4%

Conclusions based on this data:

- English Learner Progress us at orange in 2024 and dropped from green in 2023.
- About 17% of English Learners decreased at least one ELPI level by fall of 2023 and 24.2% by fall 2024. We went in the wrong direction with our English Learners.
- A total of 46.3% of EL students were not making progress towards English Language Proficiency by fall of 2024. We will continue to use Thinking Maps, integrated ELD time, language objectives, and sentence frames to support EL students.

School and Student Performance Data

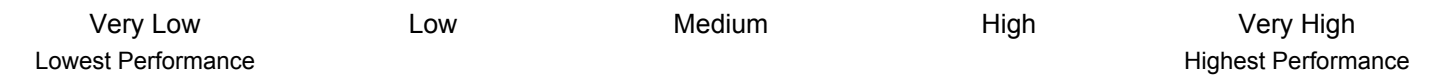
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Red 28.7% Chronically Absent Increased 1.8 474 Students	English Learners  Red 25.7% Chronically Absent Increased 1.5 148 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Homeless  No Performance Color 61.9% Chronically Absent Increased 25.1 21 Students	Socioeconomically Disadvantaged  Red 30.3% Chronically Absent Increased 2.1 419 Students

Students with Disabilities  Orange 34.5% Chronically Absent Declined 0.8 87 Students	African American  Red 28.1% Chronically Absent Increased 3.5 57 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Filipino  No Performance Color 7.1% Chronically Absent Declined 14.3 14 Students	Hispanic  Red 30.6% Chronically Absent Increased 2.2 372 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 18.2% Chronically Absent Increased 0.5 11 Students

Conclusions based on this data:

1. During the fall 2024 of 28.9 % of all students were considered chronically absent, which increased by 1.8% from fall 2023.
2. The subgroup with the highest chronic absenteeism is our homeless population at 61.9%, increasing by 25.1%.
3. High need to continue with interventions set in place through the SART process and the need for more intervention through parent engagement and building student connectedness. Additionally and early warning system will be implemented for the 2024-25 where our CWA will be making daily phone calls to provide support.

School and Student Performance Data

Academic Engagement

Graduation Rate

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Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

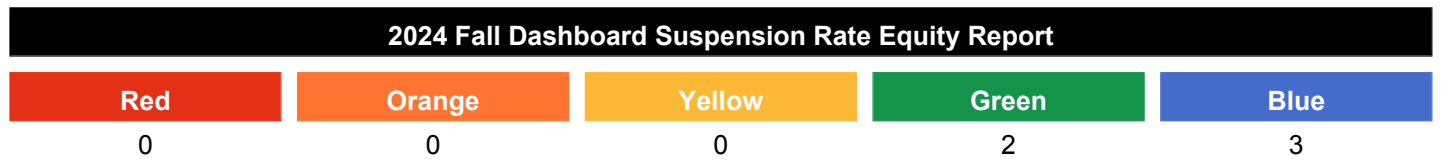
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.4% suspended at least one day Declined 0.4% 510 Students	English Learners  Blue 0% suspended at least one day Declined 0.6% 159 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 25 Students	Socioeconomically Disadvantaged  Blue 0.4% suspended at least one day Maintained -0.2% 449 Students

Students with Disabilities  Green 1.1% suspended at least one day Declined 1.1% 91 Students	African American  Green 1.6% suspended at least one day Declined 3.2% 61 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	Hispanic  Blue 0.2% suspended at least one day Maintained 0% 401 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 0% suspended at least one day Maintained 0% 12 Students

Conclusions based on this data:

1. Our overall suspension data improved from 2023 to 2024.
2. Our African American subgroup was the highest at 1.6% suspended at least one day.
3. We need to continue Positive Behavioral Interventions and Supports (PBIS), Restorative Practice (RP) Growth Mindset, RP circles in classrooms/counselor and Mindfulness/Yoga practice to continue to improve conditions and climate. Also, there is needs to be focused interventions for our African American subgroup.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Collaborative Conditions for Learning

Frank E. Woodruff Goals:

SEL Goal: Implement daily social-emotional learning opportunities for students through SEL curriculum, full implementation of PBIS to create a sense of community within classrooms and a positive school culture for students to persist with learning challenges and be academically successful, development of a Wellness Center to support with student, self-regulation, and the implementation of AVID in 3rd-6th Grade.

Professional Growth Goal: Improve the quality of Tier I instruction in all classrooms through professional development opportunities, effective planning in Professional Learning Communities (PLCs) and vertical alignment, and integration of district initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all students safe, collaborative conditions for learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students will be educated in an environment where they feel supported and safe, and are conducive to learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The California Healthy Kids Survey (CHKS) is an anonymous, voluntary survey of school climate, safety, and overall student wellness. It is administered to our 5th Grade students during the Spring.	50% of students reported school connectedness (2023-2024) 54% of students reported school connectedness (2022-2023) *Our goal was to increase from 2022-2023 to 2023-2024 by 15%, however, we decreased by 4%. 49% of students reported feeling safe at school (2023-2024) 50% of students reported feeling safe at school (2022-2023) *Our goal was to increase from 2022-2023 to 2022-2023 by 15%, however, we decreased by 1%. 49% of students reported feeling a caring adult relationship (2023-2024) 57% of students reported feeling a caring adult relationship (2022-2023) *Our goal was to increase from 2022-2023 to 2023-2024 by 15%, however, we decreased by 8%.	School Connectedness-Increase by 5% (For the 2024-2025 school year) Feeling Safe at School- Increase by 5% (For the 2024-2025 school year) Caring Adult- Increase by 5% (For the 2024-2025 school year)
Grades 3-6 Take the Panorama Educational Survey during the Fall and Spring of each school year. The Panorama Education survey is designed to capture student voice and allow students to express their perspectives about teaching and learning, culture and climate, and their classroom experiences.	Students in grades 3-5: 67% of students reported having favorable teacher-student relationships (Fall 2024) 70% of students reported having favorable teacher-student relationships (Fall 2023) *Our goal was to increase from 2022-2023 to 2023-2024 by 5%, however, we decreased by 3%. 61% of students reported having a favorable sense of belonging (Fall 2024) 63% of students reported having a favorable sense of belonging (Fall 2023) *Our goal was to increase from 2022-2023 to 2023-2024 by 10%, however, only increased by 2%. Students in grade 6: 65% of students reported having favorable teacher-student relationships (Fall 2024) 65% of students reported having favorable teacher-student relationships (Fall 2023) *Our goal was to increase from 2022-2023 to 2023-2024 by 5%, however, it remained the same.	Grade 3-5 Teacher-Student Relationships- Increase by 5% (For the 2024-2025 school year) Grade 6 Teacher-Student Relationships- Increase by 5% (For the 2024-2025 school year) Grade 3-5 Sense of Belonging- Increase by 5% ((For the 2024-2025 school year) Grade 6 Sense of Belonging- Increase by 5% ((For the 2024-2025 school year)

	41% of students reported having a favorable sense of belonging (Fall 2024) 50% of students reported having a favorable sense of belonging (Fall 2023) *Our goal was to increase from 2022-2023 to 2023-2024 by 10%, however, we decreased by 9%.	
Incident Reports are logged in for students with behavior infractions for disrespect, disruptions and defiance by the management team and teachers. We will be measuring incidents on a monthly basis and hoping to decrease incident rates of this school year.	September- 92 October- 94	10% decrease
Chronic absenteeism, a primary cause of poor academic achievement, is defined as missing at least 10 percent of days in a school year for any reason, including excused and unexcused absences. Family factors, school factors, economic influences, and student variables are at the core of absenteeism.	Chronic Absenteeism for the 2022-2023 school year was 26.9% Chronic Absenteeism for the 2023-2024 school year was 27.8% *Our goal was to decrease from 2022-2023 to 2023-2024 by 5% and we increase by 0.9%	3% decrease for 2024-25 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	STUDENT SUPPORT BEFORE SCHOOL AND DURING RECESS Woodruff's partnerships with Think Together, YMCA Partners and Playworks provide a safe, secure and collaborative environment for our students before school and during all recesses. *The SSAs supervise students as they are playing and hold students accountable for our school expectations. SSAs have a rotating schedule where they are in zones (i.e. cafeteria, bathrooms, field and blacktop) *The YMCA Playground Partners support during recess with "active play". They are creating inclusive structures and guiding students with appropriate and collaborative play. *Playworks AmeriCorps Coach helps our school to incorporate play and student leadership opportunities. Also, the coach supports our existing support staff to help our students discover the joy of physical activity, build social and emotional skills, and come back to class ready to learn. This is all done through play.	All Students	2197 SISS 4000-4999: Books And Supplies Recess equipment, activities and games 0 District Funded 2000-2999: Classified Personnel Salaries Think Together SSAs, YMCA Partners and Playworks 8,100 Concentration Grant 2000-2999: Classified Personnel Salaries Supplemental hours for the library to be open before school and during lunch.

	*The library before school and during lunch recess for students for reading and other activities.		
1.2	POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) & Social- Emotional Learning (SEL) PBIS is a schoolwide systems approach aimed at establishing positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students. PBIS is an evidence-based framework supporting Woodruff's goals of reducing problem behaviors, enhancing school climate and improving academic performance. Our focus is teaching and clarifying expected behavior, rewarding/encouraging expected behavior and providing supports and interventions for schools to exhibit expected behaviors. This schoolwide approach is across all areas of our campus and is embedded within structured and unstructure time. The shared assistant prinicipal, principal, counselors and behavior assistants lead Tier 1, Tier 2 and Tier 3 systems. Classroom teachers, the PTA and our staff support with implementation of systems. PBIS is fully implemented with: *Clear expectations for behavior in all school areas: The first day of school was dedicated to teaching expectations in areas around campus. Students rotated through the stations for explanation and modeling. Grade level assemblies will take place after Winter and Spring Break to reinforce expectations. Three safety/SEL contracted assemblies will be held during the 2024-2025 school year. *Discipline Matrix for TK-2 and 3-6: Focusing on restorative practices along with consequences. Teachers and adminstrators are entering behavioral incidents under disrespect, disruption and defiance. *HOWL chant at flag: Honesty, Ownership, Willingness, Leadership: HOWL is at the core of PBIS and integrated within our school day. We review HOWL on Tuesdays and Fridays during flag saluate, focusing on one tenant each morning. *PBIS Rewards: PBIS Rewards is a digital PBIS management solution that assists schools in teaching appropriate behavior. Most PBIS programs use paper tokens as a way to keep track of student points. However, paper tokens are difficult for students to keep track of and can be a burden for teachers, as well. PBIS Rewards digitizes our token economy and helps make it easy to recognize and reward our students for demonstrating the tenants of HOWL. PBIS incentives have been purchased by the PTA and also through ASB Funding. Students are able to	All students	1024 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Professional Development for AP 31,800 Supplemental (EL) Grant 4000-4999: Books And Supplies Calm Corner Materials/Supplies and Flexible Seating 57,329 Concentration Grant 1000-1999: Certificated Personnel Salaries .5 Counselor 25,074 Concentration Grant 3000-3999: Employee Benefits .5 Counselor Benefits 4502 Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Teachers: Behavior Management PD 6,470 Supplemental (EL) Grant 4000-4999: Books And Supplies PBIS Rewards Program, PBIS books and PD materials, and teacher mentorship materials and supplies, and assemblies. 666 Title I 2000-2999: Classified Personnel Salaries Extra Duty for BA for Behavior Management PD 5083 Concentration Grant 2000-2999: Classified Personnel Salaries BA Extra Support Hours for SSTs and PBIS Meetings 160 SISS 5000-5999: Services And Other Operating Expenditures Copying Services for Student Forms 0

purchase the incentives, electronically, with the PBIS points that can be rewarded from all staff members. *Wolf Dens, combination of grade level classes working together on collaborative activities. Wolf Dens meet on a monthly basis and structured competitions between dens are on an on-going basis. *Student Leadership: Chosen 5th and 6th graders serve as support and role-models for the school. They will come together to create school activities and connect the student body. *Teacher Mentorship: Teachers and counselors identify students who are in need of additional TLC and supports. Staff members then sign up to mentor individual students. The goal is to have a minimum of one check in a week and other modes of connecting with/uplifting their mentees (i.e. positive notes and stickers). *Staff professional development helps staff feel more prepared to integrate SEL into their daily teaching and implement PBIS strategies effectively. It strengthens teachers' abilities to address students' emotional and behavioral needs proactively, reducing incidents of conflict and disciplinary actions. Woodruff has a PBIS Committee that meets monthly with the focus on Tier I supports. Woodruff has a second team consisting to the Principal, School Psychologist, Counselors and Behavioral Assistant to address students in need of Tier 2 and Tier 3 supports. Students identified as Tier 2 through incident reports are incorporated in behavioral SSTs, where the team is meeting on six cycles and using data to drive intervention. Similarly Woodruff has developed structures and systems to support the Social-Emotional Learning (SEL) of students. School Counselors meets with students as individuals and in small groups to address social-emotional needs. They also designs class presentations to address teacher concerns regarding whole class student interactions and behaviors. Skills Streaming lessons focus on classroom survival skills, friendship-making, dealing with feelings, alternatives to aggression, and dealing with stress. The counselors have been provided demo lessons for Mind-Up, and most classrooms practice mindfulness to center students throughout the day. Counselors designs lessons and activities for the anti-bully week. They encourage all students to not bully others, not be a bystander, and politely stand up against bullies. Counselors also designs lessons and activities for college and career week. This allows students to set educational goals for their future college/career. Students understand the importance of education and strive to meet academic goals. Also, our PTA designs activities and dress up days for Red Ribbon week and Diversity/Inclusion week.		District Funded 5800: Professional/Consulting Services And Operating Expenditures Professional Development for Teachers
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	During 2023-2024 school year, the school district funded two counselors. This year one counselor will be funded through the district and .5 counselor will be funded through concentration, supplemental funding. SEL supports are also implemented with: *Restorative practices is a core of our discipline matrices. Matrices were created over the summer aligning to restorative practices and PBIS tiered models. *Second-Step: a district-initiated program to give teachers an easy-to-implement, engaging way to teach social-emotional skills and concepts. Counselors push-in providing additional lessons that align to Second Step. *Mindfulness and Yoga: Available to parents, students and staff with community Yoga on Thursdays and Mindfulness on Fridays. Students and staff also have access to the space throughout the school day. *Wellness Center: A Wellness is being developed to support student with self-regulation and social emotional needs. We have a full-time Behavioral Assistant working with students in the Wellness Center, during recess and in classrooms. *Calm Down Corners: Calm corners will be available in classrooms which are intentionally structured to help students take a break, defuse anger, and re-center within the classroom. Items that are essential to corners are comfort items which help students to feel safe and secure. *Lesson and education of our H-O-W-L expectations. *Sandy Hook Promise program will be implemented this year to encourage our students to "say something". Sandy Hook Promise's prevention programs are creating safer schools, homes, and communities.		
1.3	CARING CONNECTIONS Parents and families will be connected to needed community service agencies to assist families to overcome barriers to success so that students will come to school ready to learn. Caring Connections case manager will meet with families to assess needs and make referrals to agencies for medical (including insurance enrollment), dental, vision care, food and clothing, counseling, and other services. Follow-up services will also be provided to ensure that families are receiving and accessing services. Caring Connections case manager will help families improve the attendance of students, teach parenting classes, and focus on parent outreach. This outreach will directly support our English Language (EL) students based on chronic absenteeism, achievement, and behavioral data.	All Students	0 District Funded 2000-2999: Classified Personnel Salaries CSW Salary

1.4	Teacher will work collaboratively in their Professional Learning Communities (PLCs) in shared decision making and planning engaging curriculum and instruction targeting the needs of our English Language, Foster Youth and Low Income students through implementing a tiered plan of support that provides standardized intervention strategies and supports that are designed to supplement or enhance core instruction. Subgroup NWEA data and progress monitoring data will be reviewed and PLC teams will work with SPED case managers and Intervention Teachers to identify WIN time for students. Additionally, the focus of our PLCs will be to provide supports for our EL students through providing student clarity through language objectives and language scaffolds (i.e. Thinking Maps, sentence starters, focus on academic language, student dialogue and Pear Deck) and district initiative for ELA and math. Teachers meeting weekly for 45 minutes in PLCs to use data to drive Tier 1 instruction. In addition to weekly PLCs, teachers will have three full release days to work towards Woodruff's action plan and five optional PD days for vertical alignment work.	All Students	1,000 SISS 5000-5999: Services And Other Operating Expenditures Food Services 16,778 Concentration Grant 1000-1999: Certificated Personnel Salaries Substitutes for PLC Teacher Release Days 4700 Concentration Grant 1000-1999: Certificated Personnel Salaries Extra duty pay for K-2 vertical alignment.
1.5	Will have access to a safe and clean campus. Thursdays are dedicated to campus beautification day and classes partake in trash pick-up and clean up.	All Students	5,000 SISS 5000-5999: Services And Other Operating Expenditures Custodial Supplies
1.6	Providing technology and supports to all students at school and an additional chromebook to be checked out to students have at home if parents. Woodruff will receive complete replacement of student chromebooks in 2025.	All Students	811 Concentration Grant 4000-4999: Books And Supplies Student Chromebooks

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

As of March 2025, the data analysis is as follows:

*Our school goal was to increase survey results on the Healthy Kids data by 5% on the areas of School Connectedness, Feeling Safe at School and Caring Adult from the 2023-24 to the 2024-25 school year. We met the goal in all three areas.

School Connectedness

2023-24= 50%

2024-25= 60%

Feeling Safe at School

2023-24= 49%
2024-25= 65%

Caring Adult
2023-24= 49%
2024-25= 62%

*We are currently administering the Panorama survey and the data will be analyzed upon the completion of the administration period.

* We are currently meeting our goal of decreasing chronic absenteeism rate by 3% from the 2023-24 to 2024-25 school year.

2023-24= 27.8%
March 2025= 19.5%

The strategies/activities that are attributed to these positive trends are as follows:

- * Continued use of PBIS, the PBIS Rewards Program and classroom calm down corners.
- * A shared Assistant Principal, second shared counselor and full time Behavioral Assistant support.
- * The continued support before school and during recess with the SSAs, Playground Partners, Wellness Center and access to the Library.
- * Additional supports through Tier 2 and SST interventions.
- * Our CSW that support with Caring Connections and Early Warning calls for attendance.
- * Our PBIS team's efforts with the Wolf Dens and Wolf Den activities.
- * The PTA volunteers on a daily basis to support lunchtime activities, the PBIS Rewards Programs and all school and parent events.

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

All allocated funding for safe and collaborative schools thus far in the year. The district has provided teacher professional development for Conscious Discipline for TK teachers and the opportunity for Implicit Bias training for all certificated staff.

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

Based on the Social-Emotional Learning (SEL) survey data collected thus far, we recognize the progress made in fostering a positive and supportive school environment. Our data indicates an upward trend in students' sense of belonging and overall well-being, as well as improvements in chronic absenteeism rates. While these trends are encouraging, we acknowledge that there is still significant work to be done to ensure that 100% of our students feel safe, supported, and connected at school.

To sustain and build upon these improvements, we will continue refining and strengthening our Tier 2 support structures and systems. This includes:

* Expanding Targeted SEL Interventions – We will enhance small-group counseling, mentorship programs, and check-in/check-out systems to support students demonstrating a need for additional social-emotional support.

*Consistency in Implementation – We will focus on ensuring that all SEL and behavior supports are applied consistently across classrooms and grade levels, with clear expectations and accountability.

*Enhancing Data-Driven Decision Making – Utilizing survey responses, attendance trends, and behavior data, we will refine our Tier 2 interventions to better meet student needs in real-time.

*Strengthening Community and Family Engagement – We will continue to partner with families and community organizations to provide additional wraparound services that support student well-being beyond the school setting.

*Continued Focus on Chronic Absenteeism – While we have seen improvement, we will work toward more proactive strategies, including early identification of at-risk students, personalized attendance interventions, and continued family outreach efforts.

Our goal is to create a comprehensive and sustainable support system where every student feels valued and empowered to succeed. By continuing to align our SEL strategies with our academic and behavioral frameworks, we will foster a safe, inclusive, and engaging learning environment for all.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academics and Equity

Frank E Woodruff Goals:

Academic: Through Tier 1 and ELD instruction and academic support, students can read and comprehend grade level texts across content areas.

Equity: Through targeted assistance (Tier 2 and Tier 3) and academic support, we will close the achievement gap in ELA for students in the following subgroups: English Learners, students with disabilities, socio-economically disadvantaged, and African Americans.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Tier 1 Instruction: Students will have significant growth with meeting the grade level standards in ELA and math. Teachers will work in PLCs to develop instruction and pedagogy to support the growth of students by aligning to the grade level standards and assessments. Additionally, teachers identified the need for vertical alignment across grades as particular grade levels had higher achievement levels than others in ELA and math.

Tier 2 and Tier 3 Instruction: Students will be given "What I Need" based on NWEA data and progress monitoring through Tier 2 and Tier 3 structures.

ELD: All-limit-English-proficient students will become proficient in English and will meet grade level achievement standards in ELA and math. English Language Learners will be provided with designated supports and language scaffolds across all content areas in order to continue making progress in the areas of listening, speaking, reading and writing. Our student population consists of 26% English Language Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP ELA Assessment (Kindergarten - 2nd Grade)	27% of students met/exceeded the NWEA Reading Assessment Performance Level Expectation (2023-2024) 30% of students met/exceeded the NWEA Reading Assessment Performance Level Expectation (2022-2023) *Our goal was to increase from 2022-2023 to 2023-2024 by 8%, however, we decreased by 3%.	35% of students K-2 students will meet/exceed the NWEA ELA performance level expectations.
CAASPP ELA Assessment (Grades 3 - 6)	27% of students met/exceeded the CAASPP ELA performance level (2023-2024) 26% of students met/exceeded the CAASPP ELA performance level (2022-2023) *Our goal was to increase from 2022-2023 to 2023-2024 by 10%, however, we it only increased by 1%.	32% of students will meet or exceed the CAASPP ELA performance level for the 24-25 school year.
NWEA MAP MATH Assessment (Kindergarten - 2 Grade)	45% of students met/exceeded the NWEA Math Assessment Performance Level Expectation (2023-2024) 21% of students met/exceeded the NWEA Math Assessment Performance Level Expectation (2022-2023) Our goal was to increase from 2022-2023 to 2023-2024 by 10% and we increased by 24%.	50% of K-2 students will meet/exceed the NWEA math performance level expectations.
CAASPP Math Assessment (Grades 3 - 6)	18% of students met/exceeded the the CAASPP math performance level (2023-2024) 13% of students met/exceeded the the CAASPP math performance level (2022-2023) *Our goal was to increase from 2022-2023 to 2023-2024 by 10% and we only increased by 5%.	23% of students will meet/exceed the CAASPP Math performance for 24-25 school year.
ELPAC Assessment	11.85% of students grades K-6 performed at a level 4 on the ELPAC in 2023-2024. 14.39 % of students grades K-6 performed at a level 4 on the ELPAC in 2022-2023. *Our goal was to increase from 2022-2023 to 2023-2024 by 5%, instead we decreased by 2%.	15% of students grades K-6 will perform at a level 4 on the ELPAC for the 2024-25 school year.
CAASPP Assessment- Subgroups	6% of EL students met/exceeded CAASPP ELA performance level in 2023-24	5% increase of EL Students meeting/exceeding ELA or/and math performance levels for the 24-25 school year.

	17.5% of EL students met/exceeded CAASPP ELA performance level in 2022-23 6.07% of EL students met/exceeded CAASPP math performance level in 2023-2024 3.75% of EL students met/exceeded CAASPP math performance level in 2022-23 Our goal was to increase EL students meeting/exceeding ELA or math performance levels by 10% and we did not succeed. There was a decrease by 11.5% in ELA and increase by 2% in math.	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	TIER I INSTRUCTION All curriculum and instruction at the rigor level of the state standards. The areas of focus are in Word Study, Fluency and comprehension, student synthesis and application of learning objectives, and moving students from dependent to independent learners. With the guidance of our Instructional Leadership Team, the focus of our professional development and work in our PLCs using data to drive instruction and vertical alignment, and creating common assessments with School City. Woodruff is committed to use data to drive changes to instruction and to work collaboratively within and across grade levels. All instructional strategies and materials will be standards-based, research-based, and aligned with the school goals. Teachers will continually review and align instruction with content standards at PLCs by: - Reviewing and evaluating student work samples and assessments to ensure students are meeting or making satisfactory progress toward mastery of standards. - Continuing to use and implement the backward planning model to guide instructional practices. - Making explicit reference to the standards being taught in each lesson. Objectives are posted on the whiteboards. The instructional program will continue to be improved in alignment with school goals by:	All students and English Language Learners	1,517 SISS 4000-4999: Books And Supplies Office supplies and student certificates and awards. 106,197 Title I 2000-2999: Classified Personnel Salaries Instructional Assistants and Extra Hours 8,968 Concentration Grant 5000-5999: Services And Other Operating Expenditures STEAM Related Field Trips for TK-6 45,559 Supplemental (EL) Grant 5800: Professional/Consulting Services And Operating Expenditures Meet the Masters, ETM-LA and Enrich LA 3406 Title I 4000-4999: Books And Supplies ETM-LA Materials and Supplies 11,958 Concentration Grant 4000-4999: Books And Supplies STEAM Materials & Supplies

Providing staff development opportunities on or off-site. Integrating the use of technology through the implementation of the following: ST Math, ViewSonic boards, and other computer-based and standards-based programs. Continuing to update technology as needed. Differentiated instruction and needed intervention services and programs implemented will be aligned to standards. Differentiated strategies across all subject areas will be implemented, including Thinking Maps, SII, UCI math, UDL, AVID and designated/ integrated ELD. Instructional Aides are provided for push-in support with Tier 1 intervention. Instructional Aides will be utilized to support small groups for either enrichment or additional intervention. Teachers will provide STEAM instruction. Additional STEAM opportunities will be provided for student enrichment by Stemnetics and Nexsplore, contracted companies and funded through our ELOP. In addition to STEAM education for our students, there will also workshops that parents will attend with students. Each grade level will experience a STEAM related field trip on a yearly basis. ETM-LA , Meet the Masters, EnrichLA and a Theater teacher will also add to Woodruff's STEAM instruction. EducationThrough Music Los Angeles (ETM-LA) is providing music instruction for our Kindergarteners through Fourth Graders on a weekly basis. Education Through Music Los Angeles (ETM-LA) is a non-profit service provider in Los Angeles County that helps schools build self-sustaining Music programs, delivers in-school music classes to TK-8 Graders, and equips students with musical skills, knowledge, and creativity to help them succeed in all areas of their lives. The ETM-LA Model fosters child development by cultivating these essential qualities: *Bolstering Self-Confidence by supporting and inspiring each student. *Nurturing a Motivation for Learning with the exploration of learning styles. *Strengthening Problem-Solving skills through music theory and the integration of other subjects. *Developing Leadership qualities through agency and team work. Utilizing Social Emotional Learning as a core element in teaching pedagogy. The Meet the Masters elementary school art experience begins with a multi-media assembly using engaging Powerpoint slides, artist voices, and music where the children learn about the		3424 Concentration Grant 4000-4999: Books And Supplies Classroom novels and student technology needs. 39,761 Supplemental (EL) Grant 4000-4999: Books And Supplies Materials and Supplies, Whiteboard Tables and teacher and student books. 67,003 Prop 28 1000-1999: Certificated Personnel Salaries Theater Teacher and Benefits 16,753 Prop 28 4000-4999: Books And Supplies Materials and Supplies and Curriculum for theater.
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	fascinating lives and famous works of the Master Artists. Interactive questions and multi-media content will captivate the students while walking through a virtual museum filled with interesting stories and facts. After learning the inspiration and techniques of each Master, students will then receive scripted, illustrated, and timed lessons through an art project. EnrichLA is a non-profit organization whose mission is to bring edible gardens and orchards into public schools across Los Angeles. The Edible Schoolyard Project seeks to bring students' lived experiences into the classroom to connect their lives to their learning and provides NGSS-aligned lessons which takes students on a journey of exploring the ecological principle of interdependence through the lens of organic gardening. A range will be to providing all of our students the opportunity to learn science through gardening. Prop 28 funding will be used for a theater teacher who will collaborate with classroom teachers to design and implement an arts-integrated curriculum that aligns with ELA standards. The theater teacher will lead activities such as: *Storytelling and performance to reinforce comprehension and fluency. *Dramatization of texts, enhancing understanding of themes, plot, and character development. *Role-playing activities to support vocabulary acquisition and verbal communication. Research indicates that integrating arts, particularly theater, into academic subjects like ELA can: *Improve reading comprehension and retention. *Increase student engagement and motivation. *Foster critical thinking and creativity.		
2.2	All students will have equitable access to all programs, classrooms, and services as required by law. Classroom teachers will utilize state, district, and local assessments to continually monitor student progress, using NWEA, School City and progress monitoring to generate class, subgroup, and individual student reports for review and data analysis.	All Students	0 District Funded 4000-4999: Books And Supplies Curriculum and chromebooks.
2.3	TIER 2 AND TIER 3 INSTRUCTION Intervention teachers will provide support to classroom teachers through planning and developing interventions to increase student achievement through Tier 2 and Tier 3 supports and systems. Intervention teachers will create WIN (What I Need) cycles with progress monitoring in between. All students will be receiving a second dose of identified, Tier I instruction or enrichment depending on what each student needs. Instructional Aides will also be supporting groups of students during WIN time and also provide additional supports to teachers for 30 minutes daily	Tier 2 and Tier 3	0 District Funded 5800: Professional/Consulting Services And Operating Expenditures YMCA Partners, Think Together, Stemnetics 4000 Supplemental (EL) Grant 4000-4999: Books And Supplies Scholastic News 2576

	to be used for small group supports. Administration, teachers and intervention teachers will review the assessment results of individual students to provide interventions and to determine specific content standards not mastered. Supplementary services provided to students will: 1) be based on scientifically-based instructional strategies and methods, 2) strengthen the core academic program, tier I, 3) provide extended learning time, and 4) provide a high-quality, accelerated curriculum. ST Math's visual puzzles and game-based approach allows all students to build foundational grade-level skills as well as improved self-beliefs in math. Also, ST Math will provide our students with Tier 3 intervention through a ST Math tutoring program. This high-impact program provides grade-level tutoring by California Certified teachers twice a week in 30-minute sessions. All of our classrooms are utilizing ST Math within the school day as tier 2 instruction. Fast ForWord is an adaptive reading program that sets learners up for success with intensive, 1-on-1 instruction in foundational language and literacy skills while also building the cognitive capacities that support strong reading and learning. Fast ForWord doesn't just build better readers; it builds better learners. All of our classrooms are utilizing Fast ForWord for our English Language Learners and Students with Disabilities for tier 2 and 3 instruction. ClearFluency acts as a one-on-one tutor to help students improve their reading fluency and comprehension, and sets our learners up for a lifetime of joyful reading and learning. Fluency is more than reading words on a page. It's reading with accuracy, appropriate pacing, and expression. Our 3rd-6th grade classrooms are utilizing ClearFluency for our English Language Learners and Students with Disabilities for tier 2 instruction. Paper Tutoring Paper is a free resource for all BUSD students. Any student can connect and speak with a tutor for 30 minutes or 6 hours. Their usage will never be capped and families will not have to pay a cent for seeking assistance. When working with a Paper Tutor, students should not expect to receive answers. Instead, their tutor will ask them guiding questions to get students thinking critically about what they know, what they've tried, where any misunderstandings are, and how to move forward. Teachers are encouraging families to integrate Paper Tutoring to support students at home.		Concentration Grant 1000-1999: Certificated Personnel Salaries Extra Duty Pay for SST 0 District Funded 1000-1999: Certificated Personnel Salaries Intervention Teachers
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	FEV Tutoring FEV Tutoring is an ESSA approved intervention for students who require additional support in ELA for our 3rd to 6th graders. The service provides intensive targeted acceleration based on the student's NWEA data. An academic coach is assigned to the student and begins the process by reviewing student MAP Growth data in ELA. All tutoring sessions are recorded and are audio only. The tutor and student work together using an interactive whiteboard and the student chooses to communicate via audio and/or chat. FEV Tutoring will take place during the school day (WIN time) and the nearly meets students in the areas of ELA will be targeted. Tier 3 Before/After School Supports Data-based Tier 3 supports will be created and taught by our certified staff in the areas of Fast ForWord, Fact Fluency, Math Fluency and ELD. ELD directly targets our EL students and Fast ForWord will target our EL Students and Students with Disabilities. Progress monitoring of the students will determine success of this Tier 3 support. Intervention teachers will analyze progress monitoring data to determine students in need of Tier 3 instruction. Teachers will be providing supports, before and after school, that are scientifically-based in phonetics, fluency and math with the goal of bridging any gaps in the student data. Extended Learning Opportunity Programs • YMCA Partners provide before school daycare presents opportunities to address opportunity gaps and boost in-school success, help develop employability skills and prepare kids for college and career. • Think Together provide after school opportunities for intervention (ST Math Tutoring and Paper Tutor) and enrichment (field trips and STEAM lessons). • Summer Academy for identified students for Tier 2 Instruction. Teachers will utilize standards-based supplementary programs and materials that address the specific needs of individual students not meeting grade level standards standards.		
2.4	The district's English Learner Master Plan will be utilized in monitoring the progress of English language learners in acquiring English and to assist them in overcoming academic deficits. The progress of English language learners toward	English Language Learners	0 District Funded 1000-1999: Certificated Personnel Salaries

	attaining English proficiency and in meeting grade-level standards will be monitored through various assessment instruments, including SBAC, district assessments, classroom assessments, ELPAC, NWEA, progress monitoring everying six weeks and ELD Rubric. The instructional program for English language learners will follow the district's plan for monitoring and overcoming academic deficits English language learners may incur while acquiring English. The appropriate ELD indicators will be utilized to provide frequent measures of student progress in ELD throughout the school year. Mastery of ELD standards will be utilized to target instruction for individual English language learners in the classroom and for intervention support. English language learners will receive thirty minutes of daily instruction in ELD to assist them in developing proficiency in English. Designated ELD lessons will be based on ELD standards to build speaking, listening, reading and writing skills. Teachers will utilize the district-adopted texts and supplementary materials. Additionally, English language learners will receive Tier II supports during WIN time and identified English language learners will recieve Tier 3 supports after school with teachers on areas of needs. Integrated ELD will be used throughout the day in core content areas to make certain English language learners can access the core curriculum. Strategies will include partner sharing, academic vocabulary, sentence frames, conversation starters, and total physical response (TPR). The progress of reclassified students will be monitored for four years to ensure appropriate instructional placement and to determine any needs for academic support services.		Teacher Salaries and Benefits
2.5	Implementing school-wide Advanced Via Individual Program Determination (AVID) which encompasses the idea of effort creates ability to support students in a growth mindset and become college ready. The purpose of the program is to prepare students for college eligibility and success. AVID places academically average students; levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families. AVID students learn key skills like critical thinking, writing, reading, and collaboration while also building practices to improve their organizational, time management, and problem-solving abilities. This year 3rd-6th grade teachers will be incorporating AVID and WICOR strategies. Additonally, AVID site meetings will work on vertical alignment in the areas of college/career readiness, organization and notetaking. The goal is	Students in grades 3-6	6354 Title I 1000-1999: Certificated Personnel Salaries Teacher attendance at the AVID Conference 3525 Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Contract 5,202 Title I 5000-5999: Services And Other Operating Expenditures Travel and expenses for AVID Conference 3000

	to continue roll the program down to include two more grade levels each year and eventually become a school-wide AVID school. Additionally, college and trade school field trips will take place twice a year and AVID (College & Career) Family Nights for all students and families.		Title I 1000-1999: Certificated Personnel Salaries AVID Site Coordinator 11,444 Concentration Grant 4000-4999: Books And Supplies Whiteboard Desks for 1-2 2000 Concentration Grant 5000-5999: Services And Other Operating Expenditures College related field trips 1,139 Concentration Grant 4000-4999: Books And Supplies AVID Materials and Supplies 28,020 Title I 4000-4999: Books And Supplies Tables and Desks for TK and Kinder
2.7			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

As of March 2025 we gave yet to take the SBAC, ELPAC and spring NWEA ELA and math MAP. Data will be included in the SPSA Goal 2 Analysis once completed and results are reported. Based on observational and teacher feedback, we were successful with implementing the following:

Grade-Level PLC Alignment & Data-Driven Best Practices

*Teachers engaged in weekly PLC meetings and three full-day pull-outs to refine instructional strategies based on data analysis.

*PLCs focused on common assessments to guide instruction and improve student outcomes through targeted interventions.

*Our focus this year is on reading comprehension and fluency, with students being readers by the end of the 2nd grade.

Vertical Alignment Progress

*Phonics & Fluency (TK-2):

- Structured foundational literacy skills to support early readers.
- Ensured a consistent approach across grade levels for systematic phonics instruction.

*Reading Comprehension (3-6):

- Implemented vertically aligned comprehension strategies to support text analysis and critical thinking.

*AVID Strategies (3-6):

- Strengthened alignment in note-taking, organization, and college/career readiness.
- Ensured AVID strategies were embedded into daily instruction to build academic habits.
- 3rd and 4th graders visited a community college to promote early exposure to higher education.

STEAM Experiences & College Exposure

- All grade levels participated in at least one STEAM-related field trip or hands-on experience, with some grades attending two.
- These experiences reinforced real-world applications of science, technology, engineering, arts, and mathematics, supporting inquiry-based learning.
- Teachers, ETM-LA, Theater classes Enrich LA, STEMnetics, and Nexsplore provided additional STEAM enrichment opportunities, integrating music, environmental science, robotics, coding, and problem-solving activities into the curriculum.

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

A large amount of Title 1 funding was reallocated to purchasing whiteboard tables for the implementation of AVID strategies.

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

Based on data and teacher needs assessment we need to continue strengthening Tier 1 and ELD instruction, and work to provide language scaffolds and supports across all content areas. The changes to our SPSA to meet these needs can be found in the Tier 1 and ELD sections of the SPSA for the upcoming 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 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent and Community Engagement

Frank E. Woodruff Goal:

Students, staff and family members feel that they are valued, safe and connected to our school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide ongoing communication and opportunities for stakeholders to advocate for the success of all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Woodruff parent education opportunities to support student's academic progress and achievement and supports for their own well-being. Additionally, there needs to be opportunities for parents, students and staff to connect to one another in order to build a stronger school community.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District's Parent Tracker	115% Average Parent Participation Rate for 2023-2024 94% Average Parent Participation Rate for 2022-23 *Our goal was to remain above 90% based on the Parent Participation Tracker and we met our goal.	Remain above 100% for 2024-2025.
Chronic absenteeism, a primary cause of poor academic achievement, is defined as missing at least 10 percent of days in a school year for any reason, including excused and unexcused absences. Family factors, school factors, economic influences, and student variables are at the core of absenteeism.	Chronic Absenteeism for the 2021-2022 school year was 38.8% Chronic Absenteeism for the 2022-2023 school year was 26.9% Chronic Absenteeism for the 2023-2024 school year was 27.8% *Our goal was to decrease from 2022-2023 to 2023-2024 by 3% and we increased by 0.9% .	5% decrease for 2024-2025
Parent Title I Survey	92% Parents and staff reported that Woodruff is a safe place for students to learn (Fall 2024). 92% Parents and staff reported that Woodruff is a safe place for students to learn. (Fall 2023)	Remain above 90% for 2024-2025.

*Our goal was to remain above 90% and we met this goal.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Parents, staff and students are stakeholders in the development of our school goals and action plan for our continuous cycle of improvement. School Site Council (SSC) will review data on the effectiveness of instructional practices, monitor and evaluate plan implementation, determine needs, and revise, the plan for the following year. In consultation with a representative from the Los Angeles County Sheriff's Department, the SSC and Safety Committee reviews and approves the Safety Plan and is submitted to the district for review and approval. The plan is then submitted for review and approval by the Board of Education. Parents will participate in English Language Advisory Council (ELAC). The purpose of the ELAC is to provide parents of English language learners (EL) opportunities learn more about the programs offered to their children and to provide input into the development of the SPSA focused on the needs of our EL Learners. A representative from Woodruff's ELAC will serve on the District English Advisory Committee (DELAC). The committees' role is to advise the district on programs and services for EL students. A representative from ELAC also reports to the SSC on ELACs recommendations and feedback for our EL students. Parents of Title I students will attend the annual Title I meeting to plan, review, and improve the school's Title I program, in the review of the parental involvement policy and the school-parent compact. A copy of the district and school compact will be provided to all parents. At parent meetings, information on the curriculum, assessments, and the proficiency levels of students will be provided. Opportunities will be given to parents to provide input into needs regarding parenting education programs. Programs to meet their needs will be implemented.	All students	
3.2	Parent workshops and family nights will create the opportunities for parent education and connection to the school community along the side students and staff. These events can assist with providing supportive home structures, help with homework,	All students	600 Title I Part A: Parent Involvement 4000-4999: Books And Supplies

	show an interest in their child's progress, and stay connected with teachers. Data has shown that students whose parents stay involved in school have better attendance and behavior, resulting in higher achievement. The parent workshops and specific family nights target our EL students (i.e. parent workshops in spanish, Dia los de Muetros and The Latino Literacy Project). In addition to the workshops and family nights that we had last year, we would like to add two AVID family nights that integrate STEAM, career and college. The following opportunities will be available to parents to assist them to acquire skills to help their children with the academic coursework: • Coffee/Tamales/Potluck with the Principal • Parent education classes and workshops • Family Nights (i.e. Stemnetics, Paper Tutor, Fall Festival, Christmas comes to Woodruff, Winter Festival and College and Career events) • Grade level parent workshops and informational meetings. • Weekly communication (English and Spanish). • Parent conferences and meetings with translators are available. • Student Study Team (SST) / Psychologist evaluations • IEP Meetings • Leadership skills development on SSC and advisory committees • Title I parent meetings • Parent Handbook • Instagram and Parent Square • Data review and analysis on SSC and advisory committees		Materials and Supplies 2576 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Teachers for Family Nights and Workshops
3.4	Breaking down barriers for parent involvement and engagement. • Notifications and information on school programs, activities, meetings, and events will be sent home in English and Spanish. • All school-site documents sent home will be translated into Spanish. • Interpreters will be available at meetings. • -Parenting education programs will include workshops in English and Spanish. • All parents will be encouraged to become involved in the school to improve student academic achievement. • Parents will be invited to serve as volunteers, to attend principal meetings,	All students	9256 Concentration Grant 2000-2999: Classified Personnel Salaries CSW Extra Duty pay to support with attendance calls.

	to participate in the PTA, and to volunteer at the school or in classrooms. • Latino Family Literacy Project will be taught by our Case Manager and focus on building literacy within the home. • Early Warning System for Attendance: Telephone outreach to parents for interventions and wrap around services.		
3.5	Case Manager acts as the liason between the community and school by working with all families to provide community resources by: • Teaching the Latino Family Literacy class to encourage literacy in the home. • Providing medical insurance, vision services, counseling, tutoring, clothing, shoes, backpacks with school supplies, presents during the holidays, and food baskets to needy families. • Organizing family nights and all school events such as: Halloween Reading Night, Christmas Comes to Woodruff and Mini-Festival. Collaborating with a small group of parents to organize PTA events and complete activities to support classroom lessons. • Organizing a clothing drive for families to "swap" gently used, outgrown clothes and get "new" clothes. • Translates for parent conferences and meetings with teachers.	All Students	3571 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Supplement Classified pay for parent outreach/support.
3.7			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

As of March 2025, the data is as follows:

* We are currently meeting our goal of decreasing chronic absenteeism rate by 3% from the 2023-24 to 2024-25 school year.

2023-24= 27.8%

March 2025= 19.5%

* Our 115% Average Parent Participation Rate for 2023-2024 and our goal was to keep it above 100% for the 2024-25 school year. Calculating through February 2025, we are at an 102% Average Parent Participation Rate with our big end of the year events coming up (i.e. Open House, Spring Festival and Spring music concert and 6th Grade Promotion).

Current Strengths & Successes:

- Consistent PTA Involvement – Our PTA continues to organize engaging events that foster parent and community participation.

- Parent Workshops Expansion – In addition to existing workshops, we have introduced an SBAC workshop to support parents in understanding state testing and ways to assist their children.
- Daily On-Campus Presence – PTA members and classroom volunteers actively contribute to school operations and student learning on a daily basis.

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

After winter break, we lost our CSW to our middle/high school. We have been without one since January and this has really impacted parent education and workshops.

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

Opportunities for Growth:

- Increase Workshop Attendance: While we are expanding workshop offerings, we should analyze attendance data to ensure participation is increasing.
- Feedback & Needs Assessment: Conduct surveys or focus groups to determine what additional workshops or resources parents need.
- Strengthen Two-Way Communication: Ensure parents feel heard and have opportunities to provide input on school initiatives beyond PTA meetings.
- Diversify Engagement Methods: Consider virtual workshop options or flexible scheduling to accommodate different family needs. We started during 2nd semester with virtual ELAC meetings and this has increased parent engagement.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$558,503.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$160,872.00
Title I Part A: Parent Involvement	\$6,747.00

Subtotal of additional federal funds included for this school: \$167,619.00

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 (\$)
Concentration Grant	\$168,640.00
District Funded	\$0.00
Prop 28	\$83,756.00
SISS	\$9,874.00
Supplemental (EL) Grant	\$128,614.00

Subtotal of state or local funds included for this school: \$390,884.00

Total of federal, state, and/or local funds for this school: \$558,503.00

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
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Expenditures by Funding Source

Funding Source	Amount
Concentration Grant	168,640.00
District Funded	0.00
Prop 28	83,756.00
SISS	9,874.00
Supplemental (EL) Grant	128,614.00
Title I	160,872.00
Title I Part A: Parent Involvement	6,747.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	164,818.00
2000-2999: Classified Personnel Salaries	132,873.00
3000-3999: Employee Benefits	25,074.00
4000-4999: Books And Supplies	163,300.00
5000-5999: Services And Other Operating Expenditures	23,354.00
5800: Professional/Consulting Services And Operating Expenditures	49,084.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Concentration Grant	81,383.00

2000-2999: Classified Personnel Salaries	Concentration Grant	22,439.00
3000-3999: Employee Benefits	Concentration Grant	25,074.00
4000-4999: Books And Supplies	Concentration Grant	28,776.00
5000-5999: Services And Other Operating Expenditures	Concentration Grant	10,968.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Prop 28	67,003.00
4000-4999: Books And Supplies	Prop 28	16,753.00
4000-4999: Books And Supplies	SISS	3,714.00
5000-5999: Services And Other Operating Expenditures	SISS	6,160.00
4000-4999: Books And Supplies	Supplemental (EL) Grant	82,031.00
5000-5999: Services And Other Operating Expenditures	Supplemental (EL) Grant	1,024.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental (EL) Grant	45,559.00
1000-1999: Certificated Personnel Salaries	Title I	13,856.00
2000-2999: Classified Personnel Salaries	Title I	106,863.00
4000-4999: Books And Supplies	Title I	31,426.00
5000-5999: Services And Other Operating Expenditures	Title I	5,202.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,525.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,576.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,571.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	600.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	170,694.00
Goal 2	371,806.00
Goal 3	16,003.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Trang Nguyen	Principal
Alexa Mattis	Classroom Teacher
Kyle Vitwar	Classroom Teacher
Erika Cantrell	Classroom Teacher
Lorraine Galindo	Other School Staff
Kimberly Gutierrez	Parent or Community Member
Lupe Valdivia	Parent or Community Member
Alexandra Cortez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: Tamales with the Principal and Staff Meeting on 10/17/2024

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 October 22, 2024.

Attested:



Principal, Trang Nguyen on 10/22/2024



SSC Chairperson, Kimberly Contreras on 10/22/2024

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Frank E Woodruff

**English Learner Advisory Committee (ELAC)/Comité Asesor de Estudiantes
Aprendiendo Inglés (ELAC)**

AGENDA

October 11, 2024/ 8:30 a.m.

Room #10 / Aula #10 **Mandated Topics:** (Check the topic(s) that were discussed at the meeting) /
Temas obligatorios: (Marque los temas discutidos en la reunión)

	1. Assist in the development of the schoolwide needs assessment/Asistir con el desarrollo de la encuesta de necesidades de la escuela
	2. Assist with efforts to make parents aware of the importance of regular attendance/Asistir con los esfuerzos para educar a los padres sobre la importancia de la asistencia regular
	3. Advise on the effectiveness of the school's program for English learners/Aconsejar sobre la efectividad del programa de la escuela para los estudiantes aprendiendo inglés
	4. Provide input to the School Site Council (SSC) on the development of the School Plan for Student Achievement (SPSA)/Aportar al desarrollo del Plan Escolar (SPSA) al Concilio Escolar (SSC)
	5. Receive training to assist members in carrying out their legal responsibilities/Recibir capacitación para ayudar a los miembros a realizar sus responsabilidades legales
	6. Elect representative(s) for the District English Learner Advisory Committee (DELAC)/Elegir a un representante para el Comité Asesor de Estudiantes Aprendiendo Inglés del Distrito (DELAC)
	7. Other/Otro

- I. **Welcome and Introductions** / Bienvenida y presentar a miembros y/o invitados
- II. **Call to Order** / Apertura de la sesión
- III. **Meeting Records** / Registro de reunión
 - A. Approval of Proposed Agenda / Aprobación de la Agenda propuesta
 - B. Reading Of Previous Meeting Minutes / Lectura de actas de reuniones anteriores
 - C. Review Meeting Calendar / Revisar el calendario de reuniones
- IV. **Public Comments** / Comentarios Públicos
- V. **DELAC Report** (brief summary of DELAC meeting) / Reporte del DELAC (resumen de la reunión)
- VI. **ELAC Mandated Topics** / Temas Obligatorios del ELAC
 - A.
- VII. **Unfinished or New Business** / Asuntos pendientes o nuevos
 - A. SPSA Plan/ Plan SPSA
- VIII. **Announcements** / Anuncios
- IX. **Adjournment** / Cierre de la sesión

The agenda must be posted at least 72 hours in advance of the meeting/La agenda debe ser publicada por lo menos 72 horas antes de la reunión



Frank E. Woodruff Elementary

ELAC Minutes

October 11, 2024

Call to Order

An ELAC meeting was held on Friday, October 11th, 2024 at Frank E. Woodruff Elementary Room 11 at 8:45 a.m. presided by Dr. Nguyen.

Introductions: Dr. Nguyen welcomed everyone.

Attendees: Dr. Trang Nguyen, Kimberly Gutierrez, Manyeli Correia, Maryolis Correia, Irene Romo, Lilliana Contreras, Jessica Salazar, Lupe Valdivia-Gomez

Attendees on Zoom: Alexandra Cortez, Mayra Colmenarez, Sopheak EK, Veronica Gutierrez, Luz, Ramirez.

Meeting Records

Dr. Nguyen presented the agenda Kimberly Gutierrez made a motion to approve the Proposed Agenda. Lilliana Contreras second the motion. Agenda adopted

Dr. Nguyen presented the minutes from the last meeting. Minutes read/ reviewed, no changes needed. Luz Ramirez made a motion to approve the minutes from September 25, 2024. Lupe Valdivia-Gomez second the motion. Minutes stand as read.

Public Comments: None at this time

Officers' Reports

DELAC Representative: Lilliana Contreras let us know about the meeting held at district DELAC. She shared a link for parents to prepare for testing. Lilly shared that most of the meeting was about informing parents of the purpose and role of DELAC.

ELAC Mandated Topics:

- SSPA -Dr. Nguyen went over the budget with parents. She explained how the money is distributed. She mentioned that she would like to work on student behavior by having teachers attend training. She mentioned the addition of EnrichLA to our other STEAM programs (ETM-LA and Meet the Masters). She informed parents that we share Assistant Principal, Counselor with another school and there is a large portion of money allocated to a shared counselor.
- **Prop 28-** Dr. Nguyen informed parents that we are using part of the money for our theater program that we share with Pyle.
- Parents commented that the new programs have been good for our students and there does need to be additional support for students' SEL.

Unfinished or New Business

Reclassification will be covered during the next meeting.



Announcements: Dr. Nguyen shared that we will be having Tamales with the Principal and Assistant Principal on November 8, 2024 at 8:30 am to have an open conversation with the parents and community about the concerns they have.

Adjournment: Dr. Nguyen moved that the meeting be adjourned at 9:30am

Frank E. Woodruff Elementary
ELAC Meeting
October 11, 2024

Parent's Name/
Number

Student's Room #

Phone

Student's Name

Salon del estudiante

Telfono

Nombre de Padre/

Nombre de Estudiante[illegible]

Frank E Woodruff
English Learner Advisory Committee (ELAC)/Comité Asesor de Estudiantes
Aprendiendo Inglés (ELAC)
AGENDA
March 31, 2024 @ 8:45 a.m.

Mandated Topics: (Check the topic(s) that were discussed at the meeting) / Temas obligatorios:
(Marque los temas discutidos en la reunión)

	1. Assist in the development of the schoolwide needs assessment/Asistir con el desarrollo de la encuesta de necesidades de la escuela
	2. Assist with efforts to make parents aware of the importance of regular attendance/Asistir con los esfuerzos para educar a los padres sobre la importancia de la asistencia regular
	3. Advise on the effectiveness of the school's program for English learners/Aconsejar sobre la efectividad del programa de la escuela para los estudiantes aprendiendo inglés
	4. Provide input to the School Site Council (SSC) on the development of the School Plan for Student Achievement (SPSA)/Aportar al desarrollo del Plan Escolar (SPSA) al Concilio Escolar (SSC)
	5. Receive training to assist members in carrying out their legal responsibilities/Recibir capacitación para ayudar a los miembros a realizar sus responsabilidades legales
	6. Elect representative(s) for the District English Learner Advisory Committee (DELAC)/Elegir a un representante para el Comité Asesor de Estudiantes Aprendiendo Inglés del Distrito (DELAC)
	7. Other/Otro

- I. **Welcome and Introductions** / Bienvenida y presentar a miembros y/o invitados
- II. **Call to Order** / Apertura de la sesión
- III. **Meeting Records** / Registro de reunión
 - A. Approval of Proposed Agenda / Aprobación de la Agenda propuesta
 - B. Reading Of Previous Meeting Minutes / Lectura de actas de reuniones anteriores
- IV. **Public Comments** / Comentarios Públicos
- V. **DELAC Report** (brief summary of DELAC meeting) / Reporte del DELAC (resumen de la reunión)
- VI. **ELAC Mandated Topics** / Temas Obligatorios del ELAC
 - A. ELPAC Testing & Reclassification Updates/Actualizaciones de pruebas y reclasificación de ELPAC
- VII. **Unfinished or New Business** / Asuntos pendientes o nuevos
 - A. SPSA Plan Updates and Analysis/ Actualizaciones y análisis del plan SPSA
 - B. Proposed 2025-2026 Budget/Presupuesto propuesto para 2025-2026
- VIII. **Announcements** / Anuncios
- IX. **Adjournment** / Cierre de la sesión

The agenda must be posted at least 72 hours in advance of the meeting/La agenda debe ser publicada por lo menos 72 horas antes de la reunión



Frank E. Woodruff Elementary

ELAC Minutes

March 31, 2025

Call to Order

An ELAC meeting was held on March 31, 2025 at Frank E. Woodruff Elementary Virtual meeting at 8:38 a.m. presided by Dr. Nguyen.,

Introductions: Dr. Nguyen welcomed everyone.

Attendees: Dr. Trang Nguyen, Celerina Veronica, Christina Luna, Joy Bandera, Manyely Correia, Veronica Gutierrez, Irene Romo, Alexander Cortez, Kimberly Gutierrez, Janet Renteria, Vinny Vincent, Maryolis Correia, Celerina Veronica

Meeting Records

Dr. Nguyen presented the agenda Alexandra Cortez made a motion to approve the Proposed Agenda. Irene Romo second the motion. Agenda adopted

Dr. Nguyen presented the minutes from the last meeting. Minutes read/ reviewed, no changes needed. Irene Romo made a motion to approve the minutes from January. Alexandra Cortez second the motion. Minutes stand as read.

Public Comments: No public comment.

DELAC Representative: No comment

ELAC Mandated Topics:

- **Reclassification** -Dr. Nguyen went over the requirements for reclassification. She explains how the ELPAC is used in the reclassification process. She also informed parents that students receive support during the day to help them reach the reclassification.
- **Attendance** Dr. Nguyen went over attendance. Chronic Absenteeism. 2023-2024=27.8%,
- Dr. Nguyen went over the School safety plan with parents in detail.
- **SPSA Analysis:** Principal went over Goal 1 Safe and collaborative conditions for learning School Connectedness went up to 60% for the year 24-25, Feeling safe in school went up to 65% for year 24-25. Caring adult also went up to 62% for the year 24-25.

Unfinished or New Business:

Student Achievement: Reallocated Teacher PD and extra IA funding for TK and Kindergarten tables and desks. ETM-LA contract expenses will be transmitted to Title 1.

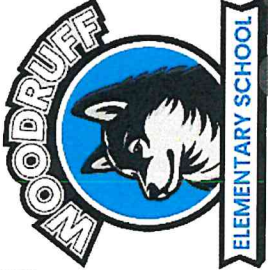
Announcements: SBAC testing, April 22- Woodruff Rodeo, Open house, College and career Fair. Promotion, ELAC Survey for parents going out.

Adjournment: Kimberly Gonzalez adjourned meeting at 9:50 am.

ELAC Meeting

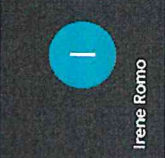
Woodruff Elementary School

March 31, 2025
8:45 am

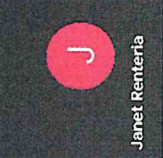




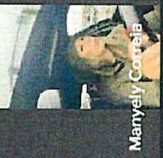
Alex



Irene Romo



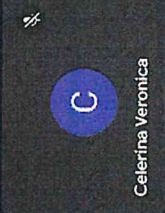
Janet Renteria



Manyely Correia



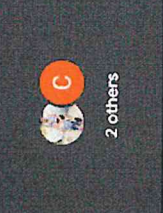
Kimberly Gutierrez



Celerina Veronica



Joy Bandera



2 others



Kieu Trang Nguyen

Mute all

Add people

	Kieu Trang Nguyen (You) Meeting host	
	Kieu Trang Nguyen Your presentation	
	Alex	
	Celerina Veronica	
	Cristina Luna	
	Irene Romo	
	Janet Renteria	
	Joy Bandera	
	Kimberly Gutierrez	
	Manyely Correia	
	veronica gutierrez	



Bellflower Unified School District

Title I Local Educational Agency (LEA)

Parent and Family Engagement Policy

Bellflower Unified School District, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children a written LEA parent and family engagement policy.

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (Every Student Succeeds Act [ESSA] Section 1116[a][2]):

- School Site Council at all Title I sites review the Title I Local Educational Agency (LEA) Parent and Family Engagement Policy annually and are encouraged to provide input. Parent comments are collected from each site, addressed, and integrated into the updated policy as appropriate.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, and District English Language Advisory Committee. During each presentation of the LCAP, diligent notes are taken with respect to parent comments and discussions.
- BUSD's LCAP survey solicits input from all educational partners including staff, parents, and community members. Comments are collected in a digital format and addressed accordingly through our advisory committees as the LCAP is reviewed and updated.
- Each school site annually collaborates with parent committees, such as the English Learner Advisory Committee and School Site Council, to develop and update the School Plan for Student Achievement (SPSA).

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

- Administrative training, collaboration and sharing occur regularly during LEA administrative team meetings to build the capacity of all school administrators in planning and implementing effective parent and family involvement activities.
- LEA provides training to school administrators to effectively facilitate parent advisory groups and committees, such as the School Site Council and English Learner Advisory Committee at each site.

- Title I funds for parent and family engagement are provided for all Title I school sites based on student enrollment. Individual site budget meetings occur with district administrators at least twice per year to provide resources and discuss parent and family involvement activities.
- LEA has a Community Service Worker who coordinates community resources through Caring Connections during monthly meetings with numerous business leaders, community agencies, and educational partners. Schools have a Community Service Worker to actively engage with parents for parent education opportunities, site events, community activities, and resources for families.

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

- Parent committees and advisory groups at the LEA level include Citizen's Task Force, Parent Advisory Committee, the District English Learner Advisory Committee, and PTA Council. Parent engagement and discussion about curriculum, policies, student achievement, and programs occur during regular meetings.
- LEA provides guidance to and oversees school site committees and advisory groups, such as School Site Council and English Learner Advisory Committee.
- Parent education nights are organized and facilitated by the LEA on a variety of topics relevant to improving academic achievement and meeting social-emotional needs of all students. Funding sources include both federal and state funds depending on the topic and/or targeted parent group.
- Caring Connections is a network of community agencies at the district level that supports parent engagement, meets students' basic needs, and supports families with numerous resources.
- A multitude of district and site events are regularly held to highlight student achievement, programs, and build school community.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

- All Title I schools will conduct a Title I Parent Evaluation in the Spring of each year. Data from the evaluation will be used to analyze the effectiveness of both site and LEA Title I parent and family engagement policies.
- School Site Council at all Title I sites review the Title I Local Educational Agency (LEA) Parent and Family Engagement Policy annually and are encouraged to discuss the effectiveness of this policy through meaningful conversations. Parent comments are collected from each site, addressed, and integrated into the updated policy as appropriate.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist

with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

- The analysis of the Title I Parent Evaluation will assist both Title I schools and the LEA to identify barriers to parent and family engagement by soliciting feedback regarding student academic progress, communication with school staff, information sent in English and Spanish, parent participation, and meeting times.
- Effective strategies to support successful school and family interactions will be designed according to parents' needs identified from the Title I Parent Evaluation, and input from multiple parent committees and advisory groups including: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, Parent Advisory Committee, and PTA Council.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to design evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

- LEA will provide training on effective strategies for parent and family engagement and involvement for our administrative team.
- LEA will provide resources to school administrators for effective parent and family engagement and involvement workshops for school sites.
- Through the district Community Service Worker, the LEA will provide community resources to meet varying needs of students, parents, and families.

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

- Title I schools discuss the Title I program and services, achievement data, curriculum, assessment, parent involvement opportunities, and parent notifications during the annual Title I parent meeting.
- Title I schools solicit feedback from parents using the Fall Title I Needs Assessment and the Spring Title I Parent Evaluation. Parent comments and feedback are used to improve the Title I programs, services, and policies at the school sites.
- School Site Councils will discuss and update both the school and LEA Title I parent and family engagement policies annually.

Bellflower Unified School District's Title I, Part A LEA Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on February 16, 2023. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before August 10, 2023.

Signature Page

Beverly Swanson, Program Administrator for Title I

Trang Nguyen, Principal at Woodruff Elementary School

Enter Signature of Authorized Official

Date 3/23/2023

California Department of Education

April 2020

El Distrito Escolar Unificado de Bellflower, con los padres y miembros de la familia, ha desarrollado conjuntamente, acordado mutuamente y distribuido a los padres y miembros de la familia de los niños participantes una política escrita de LEA para la participación de los padres y la familia.

Describa cómo los padres y los miembros de la familia participan en el desarrollo de la política de participación de los padres y la familia del Título I, Parte A (Ley de éxito de todos los estudiantes [ESSA] Sección 1116 [a] [2]):

- El consejo del sitio escolar en todos los sitios del Título I revisa anualmente la Política de participación de los padres y la familia de la Agencia Educativa Local (LEA) del Título I y se les anima a brindar sus comentarios. Los comentarios de los padres se recopilan de cada sitio, se abordan y se integran en la política actualizada según corresponda.

Describa cómo los padres y los miembros de la familia participarán en el desarrollo del Plan LEA y los planes de apoyo y mejora conforme a la Sección 1111(d)(1-2) de la ESSA (Sección 1116[a][2][A] de la ESSA):

- El Plan de responsabilidad y control local (LCAP, por sus siglas en inglés) de BUSD se comparte con varios grupos asesores de padres: el Grupo asesor del distrito y el Comité asesor del idioma inglés del distrito. Durante cada presentación del LCAP, se toman notas diligentes con respecto a los comentarios y discusiones de los padres.
- La encuesta LCAP de BUSD solicita aportes de todos los socios educativos, incluidos el personal, los padres y los miembros de la comunidad. Los comentarios se recopilan en un formato digital y se abordan en consecuencia a través de nuestros comités asesores a medida que se revisa y actualiza el LCAP.
- Cada sitio escolar colabora anualmente con los comités de padres, como el Comité Asesor de Aprendices de Inglés y el Consejo Escolar, para desarrollar y actualizar el Plan Escolar para el Rendimiento Estudiantil (SPSA).

Describa cómo LEA brinda la coordinación, asistencia técnica y otro apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes dentro de LEA en la planificación e implementación de actividades efectivas de participación de padres y familias

para mejorar el rendimiento académico y el rendimiento escolar de los estudiantes, y cómo esto puede incluir consultas significativas con empleadores, líderes empresariales y organizaciones filantrópicas, o personas con experiencia en involucrar de manera efectiva a los padres y miembros de la familia en la educación (Sección 1116 [a] [2] [B] de la ESSA):

- La capacitación administrativa, la colaboración y el intercambio ocurren regularmente durante las reuniones del equipo administrativo de LEA para desarrollar la capacidad de todos los administradores escolares en la planificación e implementación de actividades efectivas de participación de padres y familias.
- LEA brinda capacitación a los administradores escolares para facilitar de manera efectiva los grupos y comités asesores de padres, como el Consejo del sitio escolar y el Comité asesor de estudiantes de inglés en cada sitio.
- Los fondos del Título I para la participación de los padres y la familia se proporcionan para todos los sitios escolares del Título I en función de la inscripción de los estudiantes. Las reuniones de presupuesto de sitio individual ocurren con los administradores del distrito al menos dos veces al año para proporcionar recursos y discutir las actividades de participación de los padres y la familia.
- LEA tiene un trabajador de servicios comunitarios que coordina los recursos comunitarios a través de Caring Connections durante reuniones mensuales con numerosos líderes empresariales, agencias comunitarias y socios educativos. Las escuelas tienen un trabajador de servicio comunitario para participar activamente con los padres en oportunidades de educación para padres, eventos en el sitio, actividades comunitarias y recursos para las familias.

Describa cómo la LEA coordina o integra las estrategias de participación de los padres y la familia con otras leyes y programas federales, estatales y locales pertinentes (Sección 1116[a][2][C] de la ESSA):

- Los comités de padres y los grupos asesores a nivel de LEA incluyen el Grupo de Trabajo de Ciudadanos, el Comité Asesor de Padres, el Comité Asesor de Aprendices de Inglés del Distrito y el Consejo de la PTA. La participación de los padres y la discusión sobre el plan de estudios, las políticas, los logros de los estudiantes y los programas ocurren durante las reuniones regulares.
- LEA brinda orientación y supervisa los comités del sitio escolar y los grupos asesores, como el Consejo del sitio escolar y el Comité asesor de estudiantes de inglés.
- Las noches de educación para padres son organizadas y facilitadas por LEA sobre una variedad de temas relevantes para mejorar el rendimiento académico y satisfacer las necesidades socioemocionales de todos los estudiantes. Las fuentes de financiación incluyen fondos federales y estatales según el tema y/o el grupo de padres objetivo.
- Caring Connections es una red de agencias comunitarias a nivel de distrito que apoya la participación de los padres, satisface las necesidades básicas de los estudiantes y apoya a las familias con numerosos recursos.
- Una multitud de eventos del distrito y del plantel se llevan a cabo regularmente para resaltar los logros de los estudiantes, los programas y construir una comunidad escolar.

Describe cómo la LEA llevará a cabo, con una participación significativa de los padres y miembros de la familia, una evaluación anual del contenido y la eficacia de esta Política para mejorar la calidad académica de todas las escuelas atendidas bajo el Título I, Parte A (ESSA Sección 1116[a][2][D]):

- Todas las escuelas de Título I llevarán a cabo una Evaluación de Padres de Título I en la primavera de cada año. Los datos de la evaluación se utilizarán para analizar la eficacia de las políticas de participación de padres y familias tanto del sitio como del LEA Título I.
- El consejo del sitio escolar en todos los sitios de Título I revisa anualmente la Política de participación de padres y familias de la Agencia educativa local (LEA) de Título I y se les anima a discutir la efectividad de esta política a través de conversaciones significativas. Los comentarios de los padres se recopilan de cada sitio, se abordan y se integran en la política actualizada según corresponda.

Describe cómo la LEA incluye lo siguiente en la evaluación anual de la política de participación de los padres y la familia del Título I, Parte A: identificar las barreras para una mayor participación de los padres en las actividades autorizadas por esta sección (con especial atención a los padres económicamente desfavorecidos, discapacitados , tienen un dominio limitado del inglés, tienen un alfabetismo limitado o pertenecen a una minoría racial o étnica); identificar las necesidades de los padres y miembros de la familia para ayudar con el aprendizaje de sus hijos, incluida la participación del personal escolar y los maestros; e identificar estrategias para apoyar interacciones exitosas entre la escuela y la familia (Sección 1116[a][2][D][i-iii] de ESSA):

- El análisis de la Evaluación de Padres del Título I ayudará tanto a las escuelas del Título I como a la LEA a identificar las barreras para la participación de los padres y la familia al solicitar comentarios sobre el progreso académico del estudiante, la comunicación con el personal de la escuela, la información enviada en inglés y español, la participación de los padres y la reunión. veces.
- Se diseñarán estrategias efectivas para apoyar interacciones exitosas entre la escuela y la familia de acuerdo con las necesidades de los padres identificadas a partir de la Evaluación de Padres del Título I y los aportes de varios comités de padres y grupos asesores, incluidos: Consejo del sitio escolar, Comité asesor de estudiantes de inglés, Comité asesor de estudiantes de inglés del distrito. , Comité Asesor de Padres y Consejo de la PTA.

Describe cómo la LEA involucra a los padres en las actividades de las escuelas atendidas bajo el Título I, Parte A, que puede incluir el establecimiento de una junta asesora de padres compuesta por un número suficiente y un grupo representativo de padres o familiares atendidos por la LEA para representar adecuadamente las necesidades. de la población atendida por la LEA con el fin de desarrollar, revisar y revisar la política de participación de los padres y la familia (Sección 1116[a][2][F] de la ESSA):

- Las escuelas de Título I discuten el programa y los servicios de Título I, los datos de rendimiento, el plan de estudios, la evaluación, las oportunidades de participación de los padres y las notificaciones de los padres durante la reunión anual de padres de Título I.

- Las escuelas de Título I solicitan comentarios de los padres utilizando la Evaluación de necesidades de Título I de otoño y la Evaluación de padres de Título I de primavera. Los comentarios y opiniones de los padres se utilizan para mejorar los programas, servicios y políticas del Título I en las escuelas.
- Los consejos del sitio escolar discutirán y actualizarán las políticas de participación de padres y familias tanto de la escuela como de LEA Título I anualmente.

La Política de participación de los padres y la familia de la LEA del Título I, Parte A del Distrito Escolar Unificado de Bellflower se desarrolló conjuntamente y se acordó con los padres y familiares de los niños que participan en los programas del Título I, Parte A el 16 de febrero de 2023. La LEA distribuirá la Política a todos padres y familiares de estudiantes participantes del Título I, Parte A anualmente el 10 de agosto de 2023 o antes.

**Title I School Parent and Family Engagement Policy
Frank E Woodruff Elementary School**

Frank E Woodruff Elementary, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

- School Site Council (SSC) collaborates to write and review the Title I School Parent and Family Engagement Policy annually.
- Title I School Parent and Family Engagement Policy is uploaded into Data Confirmation through Aeries to be distributed to all families at Title I schools at the beginning of the year.
- Title I School Parent and Family Engagement Policy is discussed during the annual Title I Parent Meeting at the beginning of each school year.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may share their suggestions or concerns with SSC as they are reviewing and updating the Title I School Parent and Family Engagement Policy.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

- The LEA Title I Parent and Family Engagement Policy will be reviewed and updated annually. The LEA policy will be updated and shared with site level SSCs at all Title I schools to receive input.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, Parent Advisory Committee, and District

Title I School Parent and Family Engagement Policy
Frank E Woodruff Elementary School

English Language Advisory Committee. During each presentation of the LCAP, diligent notes are taken with respect to parent comments and discussions.

- BUSD's LCAP survey solicits input from all educational partners including staff, parents, and community members. Comments are collected in a digital format and addressed accordingly through our advisory committees as the LCAP is reviewed and updated.
- BUSD shares educational partners' feedback and BUSD responses to the feedback at all advisory committee meetings, with the Board of Education, and submits this information to the State with the LCAP as part of the educational partners feedback section.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

- Frank E Woodruff Elementary School annual Title I Parent Meeting is held at the beginning of each school year during Back to School Night, as this is an event with maximum attendance.
- The annual Title I Parent Meeting presentation explains Title I requirements and regulations in detail. It also provides specific information about site Title I funds and expenditures, parent notifications and participation, and parent involvement opportunities.
- Title I student assessment data and SEL surveys are analyzed to inform school goals. Instruction, intervention, and SEL supports are driven by the data to meet school goals.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

- A variety of parent engagement opportunities (i.e. Parent workshops and classes, SCC, ELAC, PTA, Coffee with the Principal and volunteering for school activities) exist with child-care provided.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

Title I School Parent and Family Engagement Policy
Frank E Woodruff Elementary School

- During the annual Title I Parent Meeting, specific details regarding Title I services are reviewed. We also review the process for writing and reviewing the School Plan for Student Achievement. The Annual Title I Parent Meeting also reviews all of the parent notification requirements for Title I, including the family engagement policy. Specific information about the school's Title I program and services is shared and reviewed. Parents are welcome and encouraged to provide input.
- All parents are welcome to attend English Learning Advisory Committee (ELAC) meetings. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. ELAC reviews and provides input for the School Plan for Student Achievement, which includes the Title I program and services.
- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services, and the Title I School Parent and Family Engagement Policy.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

- During the annual Title I Parent Meeting, specific information is shared about the Title I program and services, the adopted curriculum, academic assessments, and analysis of school data which includes achievement levels as measured by California state content standards.
- During Back to School Night, teachers share about the Title I program and services, the adopted curriculum, and academic assessments with the parents of students in their individual classes.
- During annual parent conferences, teachers discuss the Title I program and services, the adopted curriculum, academic assessments, and individual achievement data which includes achievement levels as measured by California state content standards and how they pertain to each individual student.
- During spring parent conferences, teachers discuss interventions and progress for students who are below grade level. Teachers also have electronic platforms in which to regularly communicate with parents.

Bellflower Unified School District



Title I School Parent and Family Engagement Policy Frank E Woodruff Elementary School

Describe how the schoolwide program plan, ESSA Section 1114(b), if not satisfactory to the parents of participating children in Title I, Part A programs, can submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement, which includes the Title I program and services. Parent input and comments are documented on the SSC minutes, which are submitted with the School Plan for Student Achievement, for review by district administration and the Board of Education.

Frank E Woodruff Elementary School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on 2/2/2024. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before August 1, 2024.

Typed Name of Principal: Dr. Trang Nguyen

Signature of Principal:

Date: 2/2/2024

Frank. E. Woodruff Elementary School Site Council



AGENDA

October 22, 2024

Welcome and Introductions

- I. Call to Order
 - A. Approval of Proposed Agenda
 - B. Approval of Last Meeting Minutes
 - C. Review of Meeting Calendar
- II. Public Comment
- III. Committee Reports
- IV. Legal Requirements
 - A. Uniform Complaint Procedures
- V. New/Unfinished Business
 - A. School Plan for Student Achievement Overview
 1. Approval
- VI. Adjournment

The next meeting will take place on November 19, 2024 @ 7:30 a.m.

Woodruff Elementary School
School Site Council
October 22, 2024
7:38-8:07am

Members in Attendance:

Trang Nguyen – Principal
Erika Cantrell – Certificated
Alexa Mattis – Certificated
Kyle Vitwar – Certificated

Lorraine Galindo - Classified
Alexander Cortes - Parent
Kimberly Gutierrez -Parent
Lupe Valdivia Gomez - Community Member

Meeting called to order at 7:36am by Kimberly.

Motion to approve proposed agenda by Kimberly, seconded by Erika; all in favor.

Motion to approve September minutes by Kimberly, seconded by Erika; all in favor.

Reviewed future SSC meetings for Fridays, 11/19/24, 2/11/25, 4/2/25 in room 10 @ 7:35am

Public Comment

Concerns brought up about the water fountains; rusty and not clean. A work order will be put in. Also, the lunch shelter outside needs to be sprayed down. Hose extensions will be ordered. The empty area where the bungalows were was brought up – there is a proposal submitted from a student in Ms. Weeks class for a rock garden in a safe place. Also looking into permanent seating that can be used for instruction and can use supplemental monies. We are next to have our big toy area redone, and the kinder yard.

ELAC

Lily Contreras is our representative and we will talk about reclassification at the next meeting. With more parent involvement, it increases the student's reclassification process.

DELAC

Alexander Cortes is our representative. Information is on our website and is open for all stake holders to know how we spend our monies.

Legal Requirements

Uniform complaint procedures can be filed re: violation of specific Federal/State programs. These complaints are brought to the site level

SPSA – School Plan for Student Achievement Overview

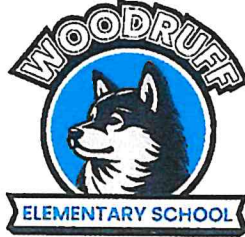
The school plan is reviewed by School Site Council and provide feedback. If something comes, we can reallocate monies. Our site has \$500,000 in supplemental funding to focus on instruction and parent engagement which the money links to student achievement. We are a Title I school ranking #6, but in the 90 percentile in terms of economically disadvantaged area. Went over Title disbursement: IA's, AVID, Really Great Reading Program, extra hours for IA's to support interventions and added Professional Development for Restorative/Behavior management. TK is unregulated and to have strong systems in place. Reviewed all budgets. Prop 28 monies is to cover the salary for a new theater teacher and student supplies. Went over .4 and .5 expenditures.

Motion to approve Budget by Lupe, seconded by Erika; all in favor.

Meeting adjourned at 8:17am

The next meeting will take place on November 19, 2024 at 7:35am

School Site Council

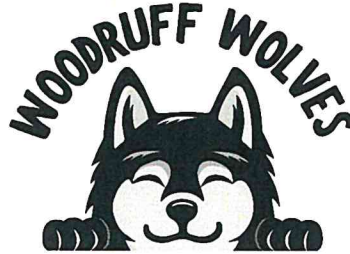


October 22, 2024

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Frank. E. Woodruff Elementary School Site Council
AGENDA

Wednesday, April 2, 2025 @ 7:30 a.m.



Welcome and Introductions

- I. Call to Order
 - A. Approval of Proposed Agenda
 - B. Approval of Meeting Minutes from February
 - C. Review of Meeting Calendar
- II. Public Comment
- III. Committee Reports
- IV. Legal Requirements
 - A. LEA 1 Parent and Family Engagement Policy
- V. New/Unfinished Business
 - A. Updates on the School Improvement Plan
 - B. SPSA Analysis
 - C. Proposed Budgets for 2025
 - D. Feedback
- VI. Adjournment

April 2, 2025

[illegible]

Woodruff Elementary School
School Site Council
April 2, 2025
7:35-8:19am

Members in Attendance:

Trang Nguyen – Principal
Erika Cantrell – Certificated
Alexa Mattis – Certificated
Kyle Vitwar – Certificated

Lorraine Galindo - Classified
Alexandra Cortez - Parent

vacant – Community Member

Member Absent:

Kimberly Gutierrez -Parent

Meeting called to order at 7:36am by Alexandra.

Motion to approve proposed agenda by Kyle, seconded by Alexa; all in favor.

Motion to approve February minutes by Kyle, seconded by Erika; all in favor.

Public Comment

Alex brought up that parents were wondering about the desks. If there is training for them? It was explained that the desks are supplied by D.O. for AVID strategies and other UDL training. Students are writing on the desk with math problems, circle maps etc.

Committee Reports - ELAC

The goal is to get students off ELAC during elementary school so not having it as an elective when they reach middle/high school. Students do better on state testing when they are out of ELAC.

Legal Requirements

LEA 1 Parent and Family Engagement Policy has not changed, only the year and is added to the Parent Portal to read and confirm in data confirmation. Legal document is tied to Title 1 funding. We use 5-6% allocated for Case Worker, teacher extra duty and have added monies for family night with food.

Motion to approve LEA 1 Parent and Family Engagement Policy by Alexandra, seconded by Erika; all in favor.

Updates on the School Improvement Plan – SPSA Analysis

Goal 1: A safe and collaborative connection for learning increased by 5%. We met the goals for:

- . School connectedness – 2023-2024 was 50%, increased to 60% for 24-25
- . Feeling safe – it increased from 45% to 65% (the 2 areas that were of concern were in the bathrooms and PE.
- . Caring adults – increased from 42% to 67%
- . Chronic absenteeism – meeting the goal of decreasing chronic absenteeism by 3%. It was 26.9% and in March this year it is 19.5%
- . The strategies that have made a difference are: PBIS and rewards, classroom calm corners, Shared AP, 2nd shared counselor, full time Behavioral Assistant, continued support of the SSA's, Playground Partners, the wellness center, access to the library, CSW sub that comes twice a week, our PBIS team, and the PTA volunteers that are here daily.

Goal 2: Academics & Equity. Upcoming testing in April and May, Grade level PLC's focused on vertical alignment & data driven practices. Focus on reading comprehension & fluency with students being able to read by the end of second grade. Suggested workshop for parents regarding AVID.

Goal 3: Parent & Community Engagement

As of March 2025, decrease of chronic absenteeism by 3%. The goal for parent participation is to be at 100% for 24-25. As of February, we are at 102% average. We still have Open House, Spring Festival, Spring music concert and 6th grade promotion to increase that percentage.

Reallocated teacher PD & extra IA funding for TK and Kinder tables and chairs. We need to spend 85% of Title I funding. We were approved by D.O. to put in an expenditure transfer to move the monies for ETM-LA to Title I, which frees up supplemental and it rolls over to next year.

District is paying for new whiteboard desks for the 4-6th grade and moving desks to other grade levels, and also to Intervention.

Motion to approve the expenditure transfer to pay ETM-LA from Title, by Erika, seconded by Alexander; all in favor

Feedback:

Complimented Trang and the PTA for all the programs we have in school and how lucky the students are to have them; Meet the Masters, Enrich LA, ETMLA, Theatre. We may be looking into another art program other than MTM. It is appreciated that we have instruments free for students to use.

Proposed Budgets for 2025

Title I:	\$139,370
Supplement:	\$128, 719 (same as last year)
Concentration:	\$131,688
SISS:	\$44,00 (is the least restricted, PD food, custodial supplies (looking into better Smelling cleaning supplies)
Prop 28:	\$74,934 (which rolls over)

Meeting adjourned at 8:18am