Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodbridge Elementary School	39685856042303	April 24, 2025	June 17, 2025

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 Woodbridge Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.
Strategies to Address Goal #1 for ESSA Compliance:
Regularly review and align curriculum with state standards.
Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.
Strategies to Address Goal #2 for ESSA Compliance:
Implement data-driven instructional practices to monitor student progress in ELA and Math.
Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.
Strategies to Address Goal #3 for ESSA Compliance:
Conduct regular climate surveys to gather feedback from students, families, and staff.
Analyze attendance and behavioral data to identify trends and implement interventions as needed.
Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Woodbridge 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 Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection
The process began with a self-reflection phase in January 2025, during which 25 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review
In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement
The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement
Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

Comprehensive Needs Assessment Components

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.

Academic Indicators:

English Language Arts:
* Students with Disabilities: Orange – 121.8 points below standard (though this group improved by 31.3 points).
* White students: Orange – 42.4 points below standard (declined by 4.1 points).

Mathematics:
* All Students: Orange – 67.8 points below standard (declined 10.5 points).
* English Learners: Red – 97.4 points below standard (declined 21.8 points).
* Students with Disabilities: Orange – 140.9 points below standard.
* Socioeconomically Disadvantaged Students: Orange – 72.6 points below standard.
* Hispanic Students: Orange – 79.1 points below standard.
* White Students: Orange – 39.7 points below standard.

English Learner Progress:
* English Learner Progress Indicator: Red
>Only 34.1% of English Learners made progress toward English proficiency.
>22.4% decreased at least one ELPI level.

Chronic Absenteeism:
* Students with Disabilities: Orange – 23.8% chronically absent.
* White Students: Orange – 18.4% (maintained).
* Socioeconomically Disadvantaged Students: Red – 21.1% (maintained).

Steps Taken:
* Targeted interventions are being implemented for EL and SWD populations including tutoring, small group instruction, and designated ELD time.
* The school is strengthening family engagement through workshops to build home-school partnerships.
* Attendance incentives and monitoring systems are being reinforced to reduce chronic absenteeism.

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.

Indicator: English Language Arts
* All Students: Yellow
* English Learners: Red – 87.4 points below standard
>Performance Gap: English Learners are two levels below "All Students."
* Students with Disabilities: Orange – 121.8 points below standard
>Performance Gap: Also two levels below "All Students."

Indicator: Mathematics
* All Students: Orange
* English Learners: Red – 97.4 points below standard
>Performance Gap: One level below "All Students," but with a steep point difference and a significant decline.
* Students with Disabilities: Orange – 140.9 points below standard
>Performance Gap: Although same performance level, the severity of performance is significantly lower.

Indicator: English Learner Progress
* English Learners in general are in the Red zone, with only 34.1% making progress.
>Indicates a substantial gap in growth toward English proficiency.

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.

Academic Growth and Achievement
Through the continuous implementation of the Multi-Tiered System of Support (MTSS),Woodbridge Elementary School aims to enhance academic instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts, Mathematics, and Science:

K-2 DIBELS Assessment
2nd-6th Grade STAR Reading Assessment (AR)
3rd-6th Grade ELA iReady Universal Screener
3rd-6th Grade CAASPP English Language Arts
K-6th Grade Math iReady Universal Screener
3rd-6th Grade CAASPP Mathematics
5th Grade California Science Test (CAST)
California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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.

Based on the needs assessment, we have identified the following areas in ELA, Mathematics, & Science that need improvement based on a review of the California School Dashboard and local data. The indicators not met for the 2024-2025 school year are ELA, Mathematics, & Science. In addition, we have identified notable performance gaps among Math and ELL groups on the CA Dashboard.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:
The 2023-2024 3rd - 6th CAASPP ELA Assessment
The 2024 California Dashboard: ELA
The 2024-2025 2nd-6th iReady MOY ELA Assessment
The 2024-2025 K-2 MOY DIBELS Assessment
The 2024-2025 2-6 MOY Reading Inventory (RI) Assessment
The 2023-2024 3rd-6th CAASPP Math Assessment
The 2024 California Dashboard: Mathematics
The 2024-2025 K-6th grade iReady MOY Mathematics Assessment
The 2023-2024 California Science Test (CAST)
The 2024 California Dashboard: Science
The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

Based upon the CNA, the following high-leverage needs surfaced as key areas for intervention and attention.

Need #1: Monitor short- and long-term goals.
Related Four Domains Practice: 1.2
Overview of Findings:
A key area for improvement at Woodbridge Elementary is the consistent monitoring of short-and long-term school goals. The school has an opportunity to strengthen this practice by engaging in regular and more frequent discussions during collaborative meetings focused on formative assessment data and school goals. These meetings can provide a platform for reviewing goals, reviewing data, and tracking progress. Focus group feedback highlighted a need for greater alignment between assessments used to measure student growth, despite the leadership self-assessment indicating this practice as "adequate." By dedicating more time to data discussions, teachers and staff can proactively adjust strategies, ensuring that instructional plans remain aligned with the school's goals and student needs, leading to improved outcomes.

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
K-2 DIBELS Assessment	During the 2024-2025 school year, 48% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. During the 2024-2025 school year, 57% of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2025-2026 school year, 52 % of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment. During the 2025-2026 school year, 62% of Kindergarten-2nd grade English Learner students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
California Dashboard: ELA	All Students were yellow on the 2024 California Dashboard. This was 57 points below standard.	All Students will perform GREEN, which would be an increase of 51.7 points

	English Learners were red on the 2024 California Dashboard. This was 87 points below standard.	English Learner Students will perform Orange, which would be an increase of 3 points
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 27% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. During the 2023-2024 school year,14% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2025-2026 school year, 32% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA. During the 2025-2026 school year, 19% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.
3rd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 39% of 3rd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2024-2025 school year,13% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2025-2026 school year, 44% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. During the 2025-2026 school year,18% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP Mathematics	During the 2023-2024 school year, 23% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics. During the 2023-2024 school year, 19% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.	During the 2024-2025 school year, 28% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics. During the 2024-2025 school year, 24% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.
K-6 iReady MOY Mathematics Assessment	During the 2024-2025 school year, 23% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2024-2025 school year, 12% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2025-2026 school year, 28% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. During the 2025-2026 school year, 17% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
California Dashboard: Mathematics	All Students were orange on the 2024 California Dashboard for Mathematics. This was 68 points below standard. English Learners were red on the 2024 California Dashboard for Mathematics. This was 97 points below standard.	All Students will perform YELLOW, which would be a 3 point increase English Learners will perform ORANGE, which would be and increase of 2.4 points

5th Grade California Science Test CAST	During the 2023-2024 school year, 12% of 5th grade students met or exceeded standards on CAST Assessment in Science. During the 2023-2024 school year, 0% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.	During the 2024-2025 school year, 17% of 5th grade students will meet/exceed standards on the CAST Assessment in Science. During the 2024-2025 school year, 5% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.
California Dashboard: Science	All Students: No Performance Color in 2024 and performed 22 points below standard English Learners: No Performance Color in 2024 and performed 32.4 points below standard	All Students will perform 19 points or fewer below standard on the 2025 CA Dashboard in Science English Learners will perform 29.4 points or fewer below standard on the 2025 CA Dashboard in Science
California Dashboard: English Learner Progress Indicator	31% (RED) made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	36% will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard. 34.9% at a minimum to reach ORANGE status on the 2025 CA Dashboard

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	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students. Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.	All Students	$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

	* Maintain consistent communication and interaction with administrators. Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitors own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.			
1.2	Student Support: Provide targeted assistance to K-6 students who need extra help with literacy skills, such as reading and writing. Collaboration with ELA TOSAs: Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives.Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSAs' expertise and district goals. Data Analysis and Progress Monitoring: Use data to identify students who require literacy support and track their progress over time.Share studentprogress data with ELA TOSAs to inform instructional planning and intervention strategies. Professional Development: Participate in professional development opportunities provided by the district to enhance literacy instruction skills.Collaborate with TOSAs to implement best practices in literacy instruction and intervention strategies.	All Students		$36,779 Title I 1900 Other Cert Salaries .5 Site Intervention Teacher $15,021 Title I 3000 Benefits .5 Site Intervention Teacher Benefits
1.3	MTSS Data Conferences and Analysis Provide release time for teachers to: * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor- tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement.	All Students		$12,000 Title I 1150 Teacher Sub Subs for MTSS Data Conferences $2,997 Title I 3000 Benefits Sub Benefits for MTSS Data Conferences
1.4	Professional Development: Strengthening Instructional Practices through Visible Learning and PLCs	All Students		$9,600 Title I 1150 Teacher Sub Certificated Subs for VL and PLC

	Implement ongoing professional development focused on Visible Learning to strengthen classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative assessment practices. This work will build teacher clarity, promote student ownership of learning, and improve overall instructional effectiveness. Professional development will also incorporate the PLC model to support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry. Peer Observations: A coverage schedule will be developed to allow staff to observe peers across grade levels and disciplines.Observation protocols will include targeted look-fors in literacy strategies, mathematical reasoning, and science discourse. Structured reflection and feedback sessions will follow each observation.		$2,398 Title I 3000 Benefits Benefits for Certificated Subs for VL and PLC $9,886 Title I 5220 Conference Conferences to support VL and PLC practices
1.5	Supplemental Resources to Support Implementation of AVID and Visible Learning Purchase supplemental instructional resources and materials that support the implementation of AVID strategies and Visible Learning practices across classrooms. These may include organizational tools, student planners, focused note-taking materials, AVID curriculum supports, Visible Learning reference guides, and anchor charts that promote clarity of learning. Resources will be used to reinforce college and career readiness skills, increase student engagement, and support instructional practices aligned with clear learning intentions, success criteria, and formative assessment.	All Students	$7,000 Title I 4300 Materials AVID and Visible Learning Materials and Resources $500 Title I 4328 Warehouse Supplies Supplemental Copy Paper $500 Title I 5715 Print Shop Duplicating
1.6	MTSS (Multi-Tiered System of Supports) Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address	All Students	$3,500 Title I 1120 Teacher Temp See PD 5.1 for Funding Allocation $876 Title I 3000 Benefits Certificated Time Card Benefits

		challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support. Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework. Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts. Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation. Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students. Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework. Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		
1.7	ELD Instruction and Support for English Learners English Learners will receive 30 minutes of designated ELD instruction daily, delivered consistently by classroom teachers to ensure access to academic language development aligned with the ELD standards. To strengthen implementation, District ELD Coaches will provide ongoing support and modeling for classroom teachers to enhance instructional practices for EL students. Additionally, Bilingual Para-educators, certificated staff, and classified support staff will work collaboratively to provide targeted	English Learners	$0 LCFF 1103 Prep Period Teacher 120% District ELD Coach $0 LCFF Bilingual Paraprofessional	

	instructional support within the core curriculum, ensuring that identified EL students receive differentiated instruction and scaffolds to access grade-level content more consistently.		
1.8	Study Trips Supplementing Grade-Level Core Curriculum: Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips: Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning. Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions. Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings. Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum. Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings. Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.	All Students	$5,250 Title I 5872 Field Trips Entrance Fees and Charter Busses

Annual Review

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS Assessment	During the 2024-2025 school year, 45% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 48% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.
California Dashboard: ELA	All Students will be Green on the 2024 California Dashboard. This will be 58.6 points below standard points below standard.	All Students performed yellow on the 2024 California Dashboard. This was 56.7 points points below standard.
3rd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 39% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 35% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2024-2025 school year, 29% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 27% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA.
Professional Development Trainings, Meetings, and PLCs	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets	98% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets
K-6th iReady MOY Mathematics Assessment	During the 2024-25 school year, 34% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-36% Grade 1- 28% Grade 2- 32% Grade 3- 28% Grade 4- 45% Grade 5- 36% Grade 6- 36%	During the 2024-2025 school year, 23 % of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. Grade K-37% Grade 1- 6% Grade 2-16 % Grade 3-22 % Grade 4-22 % Grade 5-28 % Grade 6-28 %
3rd- 6th Grade CAASPP Mathematics	During the 2023-24 school year, 34% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 59% Grade 4- 42% Grade 5- 13% Grade 6- 16%	During the 2023-2024 school year, 23% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics. Grade 3- 26% Grade 4- 30% Grade 5- 16% Grade 6- 18%
CA Dashboard: English Learner Progress Indicator	58% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	34% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Analysis

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

The implementation of strategies and activities showed mixed effectiveness across the articulated goals:

Strengths in Implementation and Outcomes:

K-2 DIBELS Assessment: The school exceeded its target, with 48% of students performing at or above grade level compared to the goal of 45%. This suggests that early literacy interventions and supports were effectively implemented. Professional Development Participation: 98% of certificated staff participated in PD, meetings, and PLCs, surpassing the 95% goal. High staff engagement indicates strong implementation of professional learning structures.

Partial Progress Toward Goals:
California Dashboard ELA: Although the goal was for all students to perform in the "green" band, the school landed in the "yellow" band, just 56.7 points below standard (goal was 58.6 points below). This reflects moderate progress and signals that strategies had some positive effect but fell short of closing the achievement gap entirely.

3rd-6th iReady MOY ELA and Math Assessments: Results were below target (35% achieved vs. 39% goal for ELA; 23% achieved vs. 34% goal for Math). Although the math goal was technically met overall, grade-level breakdowns reveal inconsistencies, with several grades significantly underperforming.

Areas Needing Significant Improvement:
CAASPP Assessments (ELA and Math): Performance on state assessments remained below target in both subjects. Only 27% met/exceeded ELA standards (goal: 29%), and only 23% met/exceeded Math standards (goal: 34%). These results suggest that while assessments were administered as planned, the instructional strategies may not have been sufficiently effective in boosting student achievement at these grade levels.

English Learner Progress: Only 34% of English Learners made progress toward proficiency, significantly under the 58% goal. This indicates a need for more targeted and effective English Language Development (ELD) supports.

While there was clear evidence of strong implementation structures—particularly around professional development and early literacy—many of the academic achievement goals were only partially met or not met at all. This suggests that while strategies were executed, their effectiveness varied. Adjustments to instructional practices, more differentiated supports, and targeted interventions—especially for English Learners and upper grade students—are needed to improve future outcomes.

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

There were no major differences between the intended implementation and the budgeted expenditures to support the articulated goals. Goals and expenditures were reviewed and updated with School Site Council (SSC) approval in April to ensure alignment with the current academic and instructional needs of students.

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.

As a result of the outcome analysis, changes will be made to strengthen the implementation of instructional practices with a clear emphasis on teacher clarity and intentional planning:

Refined Focus on Instructional Clarity
* The data reveals that while professional development participation was strong, the impact on student achievement was inconsistent. To address this, the site will increase support around learning intentions, success criteria, and formative assessment to ensure clarity is evident in every classroom.
* Instructional planning time in PLCs will now include lesson design protocols focused on clarity—identifying what students need to learn, how they will demonstrate mastery, and what success looks like.

Targeted Instructional Practices
* Strategies will shift from program-focused implementation to evidence-based instructional practices. This includes:
* Consistent modeling and guided practice.
* Increased use of checks for understanding.
* Adjustments to instruction based on real-time student data.

Implementation Monitoring
* Leadership walkthroughs will now include look-fors aligned to teacher clarity and visible learning practices (e.g., posted learning intentions and success criteria, student articulation of what they are learning and why).
* Data from walkthroughs will inform coaching, PD, and PLC priorities.

Improved Use of Formative Data
* PLCs will be supported in using iReady and DIBELS data not only for placement, but to guide targeted small group instruction focused on priority skills, particularly in reading and math.
* Emphasis will be placed on ensuring instruction is directly aligned with standards and addresses the most critical needs identified by formative data.

Location in SPSA
* Goal 1: Updated rationale and revised strategies emphasize clarity-based instruction and implementation fidelity.
* Strategies/Activities: Added focus on lesson design with clarity, teacher collaboration on learning intentions and success criteria, and improved progress monitoring through leadership walkthroughs.
* Professional Development: Includes new PD sessions on Visible Learning, teacher clarity, and using formative data for instructional decisions.

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.

Social-Emotional Behavioral
Woodbridge School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

Chronic Absenteeism
> All Student Group: 19.6% chronically absent, which places this group in the Yellow performance band. Although there was a 1.4% decline, the rate remains high.
> Socioeconomically Disadvantaged Students: This group is performing two color levels below, placing them in the Red performance band—an area of urgent concern.

Steps Taken to Address Chronic Absenteeism:
* Increased monitoring of student attendance data to identify at-risk students early.
* Implemented personalized outreach from school staff and attendance teams for students with high absenteeism.
* Engaged families through phone calls, conferences, and home visits to address barriers to attendance.
* Strengthened Tier 1 supports for student engagement, including schoolwide PBIS initiatives, to increase a sense of belonging and motivation to attend.

Suspension Rate
> All Student Group: 2.7% of students were suspended at least once, resulting in an Orange performance band rating. This marks a 0.9% increase, indicating a need to strengthen positive behavior supports and restorative practices.
> While no specific student group is in Red, the increase suggests a growing concern across the broader student population.

Steps Taken to Address Suspension Rates:
* Continued implementation of PBIS practices, reflected in the school's Gold recognition for the 2024–2025 school year.
* Maintained high implementation fidelity across all PBIS tiers (Tier 1: 83%, Tier 2: 96%, Tier 2 TIF: 91%), with ongoing coaching and fidelity checks.
* Introduced staff training on de-escalation techniques and culturally responsive behavior interventions.
* Expanded access to tiered social-emotional supports informed by Panorama Survey results.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

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
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is yellow, which is an decrease of 1.4 points.	2025 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group will be GREEN, which is a decrease of 9.6 points.
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator: ALL Student Group is orange which is an increase of .9 points.	2025 CA Dashboard Suspension Indicator: ALL Student Group will be GREEN, which is a decrease of .3 points.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 83% Tier 2 TIF Score 96% Tier 2 TIF Score 91%	2025-2026 Local Data: Tier 1 TFI Score 88% Tier 2 TIF Score 100% Tier 2 TIF Score 96%
PBIS Recognition	Gold for the 2024-2025 School Year	Platinum for the 2025-2026 School Year
Panorama Survey	Data from the Student Panorama Survey 2024-2025: Social Awareness - 59% Challenging Feelings - 52% Emotional Regulation - 45% Positive Feelings - 63% Sense of Belonging - 62% Self- Efficacy - 45%	2025-2025 Data Student Panorama Survey: Social Awareness - 64% Challenging Feelings - 57% Emotional Regulation - 50% Positive Feelings - 68% Sense of Belonging - 67% Self- Efficacy - 50%

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	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports.	All Students	$3,000 Title I 1120 Teacher Temp Certificated PBIS Time Cards $749 Title I 3000 Benefits Benefits for Certificated PBIS Time Cards

	Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training. Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives. Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)		
2.2	Student Recognition Assemblies to Promote Positive Behavior, Attendance, and Academic Effort The school will host quarterly student recognition assemblies to celebrate student achievement in academics, attendance, behavior, and citizenship. These assemblies will highlight students who demonstrate growth, effort, and positive	All Students	$1,000 Title I 4300 Materials Award Certificates

	contributions to the school community. Recognition categories may include: *Perfect or improved attendance * Academic growth or achievement (including iReady/DIBELS/CAASPP gains) * Positive behavior and citizenship (aligned with PBIS expectations) * Special recognitions (student leadership, kindness awards, etc.)		

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism	All Student Group will obtain Green	Yellow- Which is a decrease of 1.4%
CA Dashboard - Suspension Rate	All Student Group will obtain Blue by decreasing the suspension rates to .8%	Orange - Which is an increase of .9%
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 100% Tier 2 TIF Score 100% Tier 2 TIF Score 100%	2024-2025 Local Data: Tier 1 TFI Score 83% Tier 2 TIF Score 96% Tier 2 TIF Score 91%
PBIS Recognition	Platinum for the 2024-2025 School Year	Platinum for the 2024-2025 School Year
Panorama Survey	Panorama Student Survey: Sense of Belonging (grades 3-5):74% Positive Feelings (grade 6):60%	Panorama Student Survey: Sense of Belonging (grades 3-5):67% Positive Feelings (grade 6):68%

Analysis

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

The implementation of strategies to improve student outcomes showed mixed effectiveness. While certain systems were implemented with high fidelity, others did not fully meet performance expectations.

Positive Implementation Highlights:
* The school earned Platinum PBIS Recognition for the 2024–2025 school year, reflecting strong schoolwide systems and a clear commitment to positive behavior supports.
* PBIS implementation fidelity remained strong, with Tier 2 TIF at 96% and Tier 3 at 91%, demonstrating consistent practices for Tier 2 and Tier 3 supports.
* The Panorama Survey results for Grade 6 students showed an increase in Positive Feelings (68%), exceeding the expected outcome of 60%, suggesting improved climate for upper-grade students.

Areas Where Implementation Fell Short:
* Despite targeted efforts, the Chronic Absenteeism rate remained high at 19.6% (Yellow), missing the goal of reaching Green. The socioeconomically disadvantaged student group remained in the Red performance band, indicating that current attendance supports were not effective enough for the highest-need students.

* The Suspension Rate increased to 2.7% (Orange), missing the expected target of reducing suspensions to 0.8%. This suggests a need for strengthened Tier 1 behavior supports, as well as increased access to Tier 2 behavior interventions and restorative practices.
* The Panorama Survey showed a shortfall in Sense of Belonging (Grades 3–5) at 67%, missing the 74% target. This indicates the need to further focus on building relationships and inclusive classroom practices in lower grade levels.

While the foundation for positive behavior supports is strong, as reflected in PBIS recognition and implementation scores, key student outcome data—particularly in attendance and suspension—indicate that additional efforts are needed. The school will continue refining its Tier 1 supports and expand proactive, targeted interventions for at-risk groups to better meet outcome goals in the coming year.

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

There were no major differences between the intended implementation and the budgeted expenditures. All planned strategies and activities were carried out as outlined in the SPSA, and expenditures were aligned with the original budget to support the implementation of the articulated goal.

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 analysis of outcome and implementation data, adjustments will be made to strengthen the overall effectiveness of this goal. These changes will focus on refining existing strategies, enhancing supports for students with the greatest needs, and ensuring more consistent progress monitoring.

Key areas of adjustment include improving attendance and behavior supports, expanding social-emotional learning efforts, and revisiting outcome targets to ensure they are both ambitious and achievable. Metrics will be reviewed to ensure they accurately reflect student growth and school climate.

These updates and adjustments can be found throughout Goal 2, including the strategies and actions related to attendance, behavior, and student connectedness.

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 Involvement**
> Woodbridge Elementary will increase parent understanding of academic progress and support strategies, as measured by participation in parent-reported confidence on the annual family engagement survey and in participation in academic-focused family workshops.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

> Woodbridge Elementary demonstrates strong family engagement through established programs such as the Bridge program, tutoring, and house structures. Focus group feedback suggest a need to further strengthen two-way communication and deepen families' understanding of how to support students' academic growth at home. Although families are actively involved, some expressed uncertainty about how to interpret assessment data or apply learning strategies outside of school. To address this, the school has begun exploring ways to provide more targeted parent education opportunities, including workshops on interpreting academic progress, navigating intervention supports, and reinforcing foundational literacy and math skills at home. Building on existing trust and engagement structures, this next step aims to further empower families as full partners in academic success.

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
Parent Workshop Participation Rate: Percentage of families attending academic-focused workshops (e.g., understanding assessment data, supporting reading/math at home)	New Metric	Target: 60% of families participate in at least one workshop by end of year. Data Source: Sign-in sheets, RSVPs, and virtual attendance logs.
Family Survey on Academic Understanding and Confidence: Percentage of parents reporting increased confidence in supporting their child's academic progress at home after participating in school-provided learning opportunities.	New Metric	Target: 75% of survey respondents indicate improvement in understanding and ability to help with academics. Data Source: Pre/post-event surveys or annual family engagement survey.
Academic Progress of Students with High Family Engagement: Comparison of academic growth (e.g., DIBELS or i-Ready scores) between students whose families attend	New Metric	Target: Students with family participation in academic workshops show equal or greater academic growth compared to peers.

academic events and those who do not.			Data Source: Assessment data disaggregated by family participation.

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	Family Learning Nights: Bridge to Academic Success

Overview:
Bi-Monthly interactive evenings designed to deepen two-way communication and equip families with practical tools to support their child's academic progress at home. These events will align with ongoing school programs and house structures to build on existing family trust and engagement.

Purpose:
To empower families with the knowledge and skills to:
* Interpret assessment data
* Understand intervention supports
* Apply strategies to support reading and math at home

Data & Donuts (Quarterly)
* Short sessions to help families understand report cards, DIBELS, iReady, or CAASPP results.
* Interactive data chats with teachers using student-friendly visuals.

Bridge Workshops
* Hosted by intervention teachers, TOSAs, or classroom teachers.
* Topics: "Helping Your Child Read at Home," "Foundations of Math," "What Is MTSS?"
* Hands-on practice with take-home strategy cards or materials.

House Challenges: Home Edition
* Monthly academic challenges sent home (e.g., fluency logs, math game nights) that tie into house points.
* Encourage families to engage in structured learning together.

Parent Learning Lab
* A rotating pop-up during existing events (e.g., Open House, Title 1 Night).
* Features mini-lessons, resource handouts, and a question booth.

Learning Café (Bilingual Sessions Available)
* Informal small-group discussions with coffee and snacks. | All Students | $1,312
Title I: Parent Involvement 5800 Prof and Operating/Consultants
Outside vendors for event nights such as math or science
$1,000
Title I: Parent Involvement 4300 Materials
Materials to support events
$500
Title I: Parent Involvement 4325 Food For Meetings
Light refreshments for parent events |

	* Hosted by bilingual staff or liaisons to ensure inclusive access and language support.		

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase parent attendance at Open House.	Increase parent attendance to Open House from 78% to 83%	84% of parents attended Open House.

Analysis

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

Woodbridge Elementary successfully implemented family engagement strategies aimed at increasing participation in school events, specifically Open House. Building on a strong foundation of family involvement—highlighted as a strength in the WestEd needs assessment—the school utilized programs such as the Bridge program, tutoring opportunities, and house structures to create a welcoming and inclusive environment for families. These structures fostered ongoing communication and connection between school and home, making families feel more informed and invested in their child's education.

As a result of these consistent and intentional efforts, the school exceeded its targeted goal of increasing parent attendance at Open House from 78% to 83%, achieving 84% attendance. This demonstrates the effectiveness of the school's strategies in fostering a culture of engagement and partnership. Moving forward, the school plans to expand these efforts to include more targeted academic workshops to further build families' understanding of student progress and support strategies at home.

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

Although the intended strategies to increase parent attendance at Open House were successfully implemented and the goal was exceeded, only 20% of the budgeted expenditures were used. This was primarily due to lower-than-anticipated costs associated with family engagement activities. Many of the events leveraged existing school programs and resources—such as the Bridge program, tutoring, and house structures—which minimized the need for additional spending. Additionally, some planned purchases (e.g., printed materials, refreshments, or contracted services) were either provided in-kind or deemed unnecessary due to high turnout without extra incentives. Moving forward, funds may be reallocated toward expanding parent education workshops that support academic understanding at home.

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 WestEd needs assessment and the analysis of implementation and expenditures, this goal will be expanded to move beyond event attendance and focus more intentionally on deepening families' academic understanding and their ability to support student learning at home. While strong attendance at events like Open House reflects successful outreach, focus group feedback indicated a need for more two-way academic communication and skill-building opportunities for families.

As a result, the SPSA will be updated to include a revised goal and new metrics such as:
* Parent workshop participation rates
* Survey results measuring parent confidence in supporting academics
* Academic growth comparisons of students whose families participate in engagement activities

These updates, along with aligned strategies (e.g., hosting academic-focused family workshops, sending home data guides, and follow-up support), can be found in the revised Goal 3: Parent & Family Engagement section of the SPSA. The related budget will be adjusted to prioritize resources that directly support these expanded activities.

Goals, Strategies, & Proposed Expenditures

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

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	$113,868.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$113,868.00
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	$111,056.00
Title I: Parent Involvement	$2,812.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $113,868.00

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 ($)
Central Title I	$0.00
LCFF	$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $113,868.00

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

Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
LCFF	0.00
Title I	111,056.00
Title I: Parent Involvement	2,812.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1103 Prep Period Teacher 120%	0.00
1120 Teacher Temp	6,500.00
1150 Teacher Sub	21,600.00
1900 Other Cert Salaries	36,779.00
3000 Benefits	22,041.00
4300 Materials	9,000.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	500.00
5220 Conference	9,886.00
5715 Print Shop	500.00
5800 Prof and Operating/Consultants	1,312.00
5872 Field Trips	5,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
	LCFF	0.00
1103 Prep Period Teacher 120%	LCFF	0.00
1120 Teacher Temp	Title I	6,500.00
1150 Teacher Sub	Title I	21,600.00
1900 Other Cert Salaries	Title I	36,779.00
3000 Benefits	Title I	22,041.00
4300 Materials	Title I	8,000.00
4328 Warehouse Supplies	Title I	500.00
5220 Conference	Title I	9,886.00
5715 Print Shop	Title I	500.00
5872 Field Trips	Title I	5,250.00
4300 Materials	Title I: Parent Involvement	1,000.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,312.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	106,307.00
Goal 2	4,749.00
Goal 3	2,812.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Christina Halsey	Principal
Laura Cunningham	Other School Staff
Jennifer Willis	Classroom Teacher
Shelly Schatz	Classroom Teacher
Robbin Ransome	Classroom Teacher
Rebecca Isbell	Parent or Community Member
Jason Yarborough	Parent or Community Member
Ann Polendey	Parent or Community Member
Rosalina Haro	Parent or Community Member
Tawney Davis	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/24/25.

Attested:

	Principal, Christina Halsey on 4/24/25
	SSC Chairperson, Jennifer Willis on 4/24/25