



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodside TK-8 School	34-67447-6097810	May 20, 2025	June 24,2025

Purpose and Plan Summary

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

☒ Schoolwide Program

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

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

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

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

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

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

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Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

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

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

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

Woodside's Site Council was consulted throughout the school year. Site council was given opportunities at monthly meetings, and at the May 20th meeting, to share ideas and brainstorm around funding, programs and more. Site council includes a community partner from Heights Church and Citrus Heights Rotary, who has been an key part of our program this year. His feedback has helped guide many projects and ideas around our campus.

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	44	52	54	13.30%	11.4%	12.9%
Fluent English Proficient (FEP)	29	29	36	6.30%	7.5%	8.6%
Reclassified Fluent English Proficient (RFEP)			18	1.8%		21.18%

School and Student Performance Data

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
420	66.4%	12.9%	0.2%
Total Number of Students enrolled in Woodside TK-8 School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	12.9%
Foster Youth	1	0.2%
Homeless	22	5.2%
Socioeconomically Disadvantaged	279	66.4%
Students with Disabilities	72	17.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	5.2%
American Indian	1	0.2%
Asian	5	1.2%
Filipino	3	0.7%
Hispanic	150	35.7%
Two or More Races	35	8.3%
Pacific Islander	0	0.0%
White	204	48.6%

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Red

Mathematics



Orange

English Learner Progress



Blue

School and Student Performance Data

Academic Performance English Language Arts

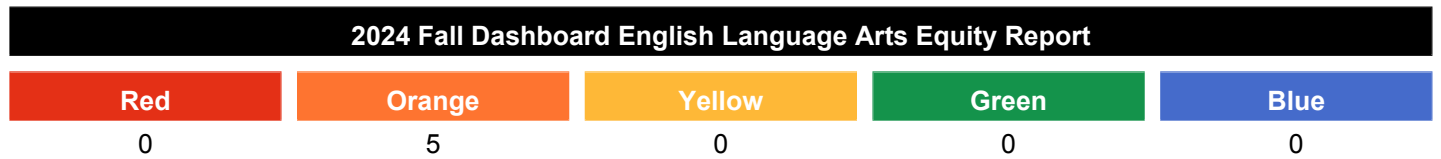
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Orange</div> <div>34.0 points below standard</div> <div>Declined 4.3 points</div> <div>240 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>67.2 points below standard</div> <div>Declined 8.2 points</div> <div>57 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>85.9 points below standard</div> <div>Declined 15.1 points</div> <div>22 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>45.1 points below standard</div> <div>Maintained 2.5 points</div> <div>165 Students</div>

Students with Disabilities  Orange 76.7 points below standard Increased 6.8 points 54 Students	African American  No Performance Color 105.4 points below standard Declined 57.9 points 14 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 37.4 points below standard Declined 3.0 points 93 Students
Two or More Races  No Performance Color 11.1 points above standard Declined 8.2 points 14 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 29.1 points below standard Maintained 0.5 points 116 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 34 points below standard which was a declined by 4.3 points from the previous school year. English Learners scored 67.2 points below standard which was a declined by 8.2 points from the previous school year. African American students scored 105.4 points below standard which was a declined by almost 60 points from the year prior.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Chronic Absenteeism and Early Dismissals

Frequent absences and regular early dismissals reduce valuable instructional time and disrupt learning continuity. Some students are missing key instructional moments multiple times a week.

Loss of Instructional Time Due to Pull-Outs or Transitions

Time spent out of the classroom for interventions, behavior supports, or other programs may interfere with sustained, in-depth instruction in reading and writing.

Instructional Engagement and Differentiation

Lessons that are not sufficiently engaging, culturally relevant, or differentiated to meet diverse learner needs may result in lower comprehension and motivation, especially for struggling readers and multilingual learners.

Limited Access to Literature at Home

A lack of reading materials at home—or books available only in languages other than English—can limit practice and exposure to academic vocabulary, comprehension strategies, and reading fluency.

Language and Literacy Gaps

Multilingual students may face challenges if instruction is not scaffolded to support both language development and content mastery.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Design Engaging, Standards-Aligned Lessons

Ensure daily instruction is both rigorous and engaging by incorporating student voice, culturally relevant texts, collaborative activities, and real-world connections.

Use frequent formative assessments to guide instruction and adjust in real time.

Increase Access to High-Interest Texts

Expand classroom libraries with a variety of genres, reading levels, and culturally diverse authors.

Ensure multilingual learners have access to texts in both English and their home language to support comprehension and language development.

Implement Targeted After-School Tutoring

Offer structured, skill-specific tutoring with credentialed teachers or trained support staff, focusing on reading comprehension, writing skills, and test-taking strategies.

Strengthen the Attendance Academy

Enhance the Attendance Academy with a tiered intervention approach to support families, address root causes of absenteeism, and celebrate improved attendance.

Track patterns of early dismissals and create communication plans with families to reduce learning disruptions.

Monitor and Support Priority Students

Identify students at risk (based on attendance, reading levels, or benchmark scores) and assign case managers or intervention plans.

Provide additional scaffolding and progress monitoring to ensure consistent growth.

School and Student Performance Data

Academic Performance Mathematics

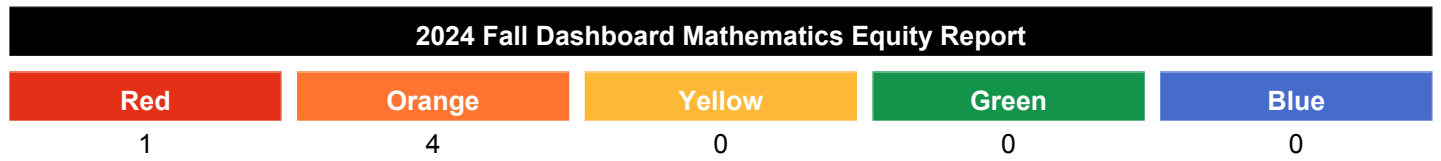
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This section provides number of student groups in each level.



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		
<div>All Students</div> <div></div> <div>Orange</div> <div>56.7 points below standard</div> <div>Declined 6.6 points</div> <div>242 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>89.2 points below standard</div> <div>Maintained 1.4 points</div> <div>59 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>116.9 points below standard</div> <div>Declined 15.6 points</div> <div>22 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>72.6 points below standard</div> <div>Maintained 0.6 points</div> <div>167 Students</div>

Students with Disabilities  Red 99.1 points below standard Declined 7.8 points 54 Students	African American  No Performance Color 144.1 points below standard Declined 54.6 points 14 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 64.8 points below standard Maintained 2.0 points 94 Students
Two or More Races  No Performance Color 5.4 points below standard Declined 12.0 points 14 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 46.3 points below standard Declined 3.8 points 117 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our lowest performing student group was Students with disabilities. Students with Disabilities scored 99.1 points below standard which was a decrease of 7.8 points from the previous school year.

In comparison, all students scored 56.7 points below standard which was a decrease of 6.6 points from the previous school year.

Lowest performing students are African American who declined by 54 points, students with disabilities who declined by 7.8 points

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

-Gaps in Foundational Skills and Number Sense

Many students lack essential math foundations such as number fluency, place value understanding, and operational flexibility, making it difficult to access grade-level content.

-Underutilization of Academic Supports

Despite the availability of tutoring and interventions, some students do not take advantage of these resources, limiting their opportunities for targeted remediation and practice.

-Chronic Absenteeism

Inconsistent attendance impacts sequential learning in math, where missed lessons often lead to cumulative gaps in understanding.

-Limited Home Support for Math Learning

Many parents or caregivers may feel unequipped to support math homework or concepts, especially as instructional methods have evolved and become more conceptual.

-Low Engagement and Lack of Real-World Relevance

When lessons are not engaging or students don't see how math applies to their lives, motivation and persistence with problem-solving may suffer.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-Implement Consistent Small Group Instruction

Use data to form flexible groups and target specific skill deficits.

-Focus on number sense, problem-solving strategies, and academic vocabulary, strengthen Tier 1 instruction with engaging, high-interest lessons.

Reimagine Intervention Supports

-Shift from pull-out-only models to more integrated and responsive supports within the classroom.

Utilize trained support staff or specialists to co-teach or push in during math blocks.

-Offer After-School Tutoring Focused on Skill Building

Provide targeted tutoring aligned to assessment data and grade-level standards.

-Prioritize students approaching proficiency and those with foundational gaps.

Adopt or Supplement with High-Interest Curriculum and Tasks

-Use real-world, inquiry-based math tasks that promote critical thinking and show the relevance of math.

Consider digital tools or programs that offer adaptive learning paths and engagement.

-Incorporate Universal Design for Learning (UDL)

Design lessons with multiple means of representation, engagement, and expression to ensure accessibility for all learners, including multilingual and neurodiverse students.

-Increase Use of Manipulatives and Visual Models

Provide concrete tools (e.g., number lines, base ten blocks, fraction bars) to support conceptual understanding, especially in early and struggling learners.

Encourage teachers to use manipulatives not only in lower grades but across all levels when introducing new or abstract concepts.

School and Student Performance Data



Academic Performance English Learner Progress

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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 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
 Blue	 No Performance Color
72.9% making progress.	making progress.
Number Students: 48 Students	Number Students: 9 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
2.1%	25%	0%	72.9%

Lowest Performing Group:

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

Our greatest growth was 72.9% and that was students who progressed at least one ELPI level. 25% of our emerging bilinguals maintained and 2.1% decreased one level.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

- Implementation of EL Achieve Curriculum
Provided structured, language-rich instruction that supported multilingual learners in developing both academic language and content understanding.
- Extended Use of Lexia
Offered personalized literacy support that allowed students to build foundational reading skills at their own pace, accelerating progress for struggling readers.
- After-School Tutoring

Gave students additional time and targeted instruction in a smaller setting, helping reinforce classroom learning and close gaps.

-Bilingual Instructional Assistant Support

Daily push-in support from a bilingual aide improved access to content, boosted confidence, and supported language development directly in the classroom setting.

-Strengthened Family Partnerships

Intentional relationship-building with families helped increase student engagement, attendance, and home support for learning.

-Use of iPads for Translation

Technology was leveraged to support communication and access to instruction for multilingual students, fostering independence and inclusion.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-Continued after school tutoring support

School and Student Performance Data

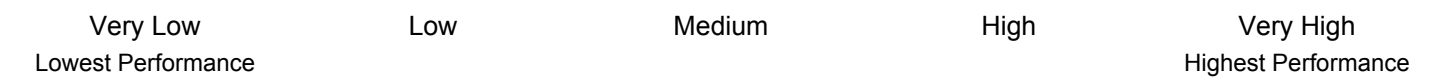
Academic Performance College/Career Report

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.

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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

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

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

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		
<div>All Students</div> <div></div> <div>Yellow</div> <div>25% Chronically Absent</div> <div>Declined 7.5</div> <div>476 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>30.4% Chronically Absent</div> <div>Declined 2.5</div> <div>79 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>53.8% Chronically Absent</div> <div>Declined 1.2</div> <div>52 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>30.3% Chronically Absent</div> <div>Declined 9.8</div> <div>327 Students</div>

Students with Disabilities  Orange 25.6% Chronically Absent Declined 12.1 90 Students	African American  No Performance Color 52% Chronically Absent Increased 4.4 25 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 24.7% Chronically Absent Declined 3.2 170 Students
Two or More Races  Orange 26.2% Chronically Absent Declined 16.2 42 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 20.5% Chronically Absent Declined 10.7 224 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our lowest performing student groups were English learners, Students with Disabilities, and students who identify as Two or More Races.

26.5% of Students with disabilities were chronically absent which was a declined by 12 points from last year.

26.2% of our students of two or more races were chronically absent which was a drop by 16 points.

30.3% of our Socioeconomically disadvantaged students were chronically absent which was also a drop by almost 10 points.

In comparison, 25% of all students were chronically absent which was a decrease of 7.5 points from the previous year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

-Lack of Reliable Transportation

Inconsistent or unavailable transportation makes it difficult for some families to get students to school regularly and on time.

-Mental Health Challenges

Ongoing mental health issues—either in students or their family members—can lead to school avoidance, fatigue, or instability in the home environment.

-Low Motivation Among Older Students

A lack of engagement, connection to school, or perceived relevance of education may contribute to reduced attendance in upper grades.

-Limited Home Support

Some families may be unable or unwilling to reinforce the importance of consistent school attendance due to various barriers, including work schedules or lack of awareness.

-High Rates of Transiency

Frequent moves or unstable housing disrupt students' educational continuity and contribute to gaps in attendance.

-Familial Trauma and Crisis

Trauma, domestic instability, or crisis situations in the home can significantly impact a student's emotional ability or logistical capacity to attend school consistently.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-School Community Intervention Assistant

A new role focused on building relationships with students and families, conducting outreach, and providing case management to address barriers to attendance.

-Creation of a Reset Room

A designated space for students to de-escalate, regulate emotions, and re-engage with learning in a supportive environment—helping reduce behavior-related absences.

-Expanded Student Engagement Opportunities

Increased access to clubs, sports, and interest-based activities to foster a stronger sense of belonging and motivation to attend school consistently.

-Alternative Safe Spaces for Students

Establishing welcoming, supervised spaces for students to connect during unstructured times (before school, recess, lunch) to build community and support emotional well-being.

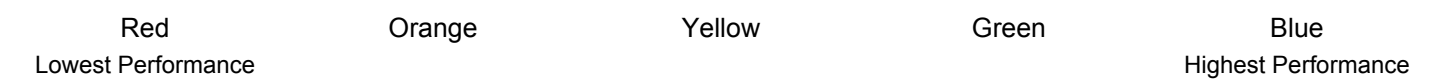
School and Student Performance Data

Academic Engagement Graduation Rate

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.”



This section provides number of student groups in each level.



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

Lowest Performing Student Groups:

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

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

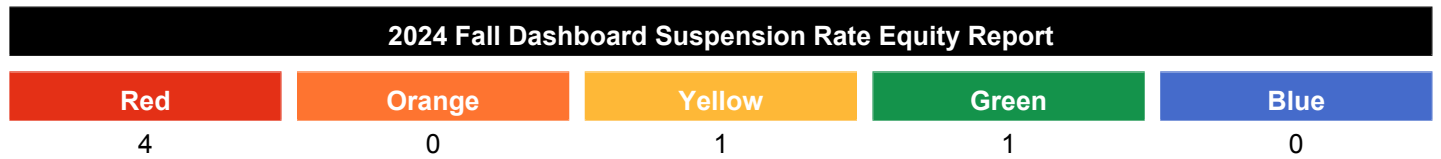
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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.”












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		
<div>All Students</div> <div> Red</div> <div>7.4% suspended at least one day</div> <div>Increased 1.8%</div> <div>499 Students</div>	<div>English Learners</div> <div> Green</div> <div>1.2% suspended at least one day</div> <div>Declined 0.3%</div> <div>82 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>17% suspended at least one day</div> <div>Increased 7.9%</div> <div>53 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>8.8% suspended at least one day</div> <div>Increased 2.6%</div> <div>340 Students</div>

Students with Disabilities  Red 12% suspended at least one day Increased 3.3% 92 Students	African American  No Performance Color 28.6% suspended at least one day Increased 14.3% 28 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 4% suspended at least one day Declined 2% 177 Students
Two or More Races  Red 7% suspended at least one day Increased 3.9% 43 Students	Pacific Islander  No Performance Color 0 Students	White  Red 7.6% suspended at least one day Increased 2.5% 236 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our lowest performing student groups were Socioeconomically disadvantaged, Students with Disabilities, students who identify as Two or More Races, and White students.

8.8 % of our Socioeconomically disadvantaged students were suspended at least one day which was a increase of 2.6% from the previous school year.

12% of our Students with Disabilities were suspended at least one day which was a increase of 3.3% from the previous school year.

7% of our students who identify as Two or More Races were suspended at least one day which was a increase of 3.9% from the previous school year.

7.6% of our white students were suspended at least one day which was a increase of 2.5% from the previous school year.

In comparison, 7.4% of all students were suspended at least one day which was a increase of 1.8% from the previous school year.

Our homeless population suspension rate increased by almost 8% and our African American students increased by 14%. Socioeconomically disadvantaged increased 2.6% for an 8.8% overall suspension rate.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

-Lack of Engagement in Learning

When students are not meaningfully engaged in their academic experience, they may act out or disengage, leading to behaviors that result in suspension.

-Inconsistent or Unclear Consequences

Both at home and at school, students may not experience clear, consistent boundaries or follow-through on behavioral expectations, making it difficult to internalize appropriate conduct.

-Suspension Viewed as a Reward or Escape

Some students do not perceive suspension as a deterrent; instead, they may see it as a way to avoid class or gain attention from peers.

-Peer Influence and Social Pressures

A desire to impress or gain status among peers can lead to disruptive or defiant behavior, especially when boundaries and expectations are not firmly in place.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

-Hiring a School Community Intervention Assistant

This new role will be instrumental in addressing behavior proactively through relationship-building, early intervention, and direct student and family support. Their presence on campus will help de-escalate issues before they lead to suspension.

-Providing More Engaging Curriculum and Instruction

Increasing student engagement through relevant, hands-on, and culturally responsive teaching can reduce off-task and disruptive behaviors. When students are connected to their learning, they are more likely to stay focused and invested.

-Expanding Enrichment and Extracurricular Opportunities

Clubs, sports, and creative outlets give students positive ways to connect with peers and staff, build self-esteem, and stay motivated to behave responsibly.

-Strengthening Positive Behavior Supports

Continued focus on clear expectations, consistent consequences, and restorative practices can help shift the culture from reactive discipline to proactive support.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

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

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

The data from the 2023-24 school year revealed that a significant portion of students scored below standard in language arts proficiency, as evidenced by the limited +.29% increase on our CAASPP assessment results from the previous year. During the

2023-24 school year, our primary staff aligned instruction to Science of Reading approach, continuing and strengthening this focus into the 2024-25 school year. Grounded in evidence-based practices and a deep understanding of the cognitive processes involved in reading, this approach offered a systematic and explicit framework for teaching foundational reading skills. By prioritizing phonics, phonemic awareness, and decoding strategies, we aimed to provide students with the solid foundation needed to become proficient readers. This focused instruction showed positive results with the .29% increase in CAASPP and our iReady progress, notably 3rd grade students closed 2023-24 with 70% meeting and exceeding expectations. Both CAASPP and iReady data show a need for increased engagement at the 4th-8th grade levels.

The data from the 2023-24 school year revealed a 6% decrease in student proficiency in mathematics in CAASPP assessment results. Recognizing the importance of foundational mathematics skills, this data continues to call for a change in our instructional practices. The beginning steps of this instructional shift included a handful of teachers studying the Building Thinking Classrooms approach (some during the 2023-24 school year and some during the 2024-25 school year), a Number Sense learning team that prototyped lessons to improve engagement and student reflection, and targeted intervention that included screeners and curriculum led by a Math Recovery trained instructor.

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

In the 2024-2025 school year we expanded our Science of Reading approach. This is a significant shift in our reading instruction methodology, the intent is to better meet the diverse learning needs of our students across grade levels with a focused, differentiated approach. In Transitional Kindergarten through second grade, the adoption of the Science of Reading approach helped students receive a solid foundation in early literacy skills from the outset. By prioritizing explicit, systematic instruction in phonics, phonemic awareness, and decoding strategies, we empower young learners to develop strong literacy fundamentals essential for future academic success. This approach is particularly beneficial for English Language Learners (ELLs), providing them with the structured support needed to navigate the complexities of English language acquisition with confidence and proficiency.

During the 2024-2025 school year we noticed the need for common assessment data. We expanded our digital assessments to include K-2 taking part in iReady Diagnostic assessment. This is a significant shift for our K-2 grade levels moving from running records. This allowed for increased knowledge of student understanding school wide and allowed for increased targeted supports. In addition, our primary teachers utilized ESGI to track student data and tailor planning to meet individual needs. The iReady common assessment in math allowed for the intervention team to target supports in a more meaningful way. The beginning steps of this instructional shift included a handful of teachers studying the Building Thinking Classrooms approach, a Number Sense learning team that prototyped lessons to improve engagement and student reflection with number talks, problem strings, and fluency games. Targeted intervention included enhanced number sense screeners and intervention curriculum taught by a Math Recovery-trained instructor for small groups and 1:1 after school tutoring. Middle school intervention was expanded to include reading and math support three days per week.

In the 2024-25 school year we continued the implementation of our innovative approach to education. This design thinking model puts empathy gathering and student engagement at the forefront of our lesson design. By integrating this approach with student

need, modifications began with prototypes focused on number sense for math, prototyping a new writing curriculum, experiential science studies, and more. This approach is particularly beneficial for our English Language Learners (ELLs) and Students with Disabilities, providing them with access to experiential learning, hands-on engagement, and expanded vocabulary.

2025-26

Identified Need

For next year, focus on strengthening our Tier 1 instruction including increasing culturally relevant opportunities, high-interest texts, implementing frequent formative assessments to guide our small-group and 1:1 supports remain needs. Teachers continue to provide balanced literacy options rooted in the Science of Reading and writing opportunities. Recognizing the importance of sound-to-text correspondence, the teachers will incorporate writing exercises into the curriculum. These activities will encourage students to apply phonetic knowledge in practical contexts, strengthening their understanding of letter-sound relationships and enhancing overall literacy skills. By introducing high frequency sight words early on and contextual vocabulary building it will shift the focus away from teaching vocabulary in isolation. Students will write their own sentences through what they have learned in site words and vocabulary instruction rather than copying pre-written sentences. This approach will encourage creativity, ownership, and independence in their writing.

Monitoring progress with frequent formative assessments, integrating high-interest curriculum and tasks in mathematics, including real-world, inquiry-based instruction and small group instruction. Staff members have expressed interest in expanding engagement in math instruction with Building Thinking Classroom instruction, problem strings, integrating problem solving and math tasks. Instructional focus on adding Universal Design for Learning (UDL) options, providing manipulatives and visuals are areas of need.

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

Targeted academic support through tutoring, small group instruction, and connection with our after-school programs, as well as expanding the reach of our Bilingual Instructional Assistant remain areas of growth. Teachers utilize and reflect on assessment data to plan for differentiated instruction, accommodations, and modifications that meet individualized learning needs. English Language Learners utilize iPads for translation and support programs in the classroom. Continued improvement in curriculum, supports, and offerings for after-school or before-school tutoring for our English Learners and other priority students remain focus areas of growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	34.0 points below standard	+3 scale score points
	English Learners	67.2 points below standard	
	Foster Youth		
	Homeless	85.9 points below standard	
	Socioeconomically Disadvantaged	45.1 points below standard	
	Students with Disabilities	76.7 points below standard	
	African American	105.4 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	37.4 points below standard	
	Two or More Races	11.1 points above standard	
	Pacific Islander		
	White	29.1 points below standard	
Math State Assessment: Change in scale score	All Students	56.7 points below standard	+3 scale score points
	English Learners	89.2 points below standard	
	Foster Youth		
	Homeless	116.9 points below standard	
	Socioeconomically Disadvantaged	72.6 points below standard	
	Students with Disabilities	99.1 points below standard	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>African American144.1 points below standard</div> <div>American Indian</div> <div>Asian</div> <div>Filipino</div> <div>Hispanic64.8 points below standard</div> <div>Two or More Races5.4 points below standard</div> <div>Pacific Islander</div> <div>White46.3 points below standard</div>	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	72.9%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	21.18%	+1%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Technology to supplement core math instruction and increase literacy across grade levels.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,494	2025-2026 School Year

1.2	Chromebooks and Chrome carts so K-2 has access to students engaging in iReady.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	2025-2026 School Year
1.3	Materials and supplies to supplement academic support in the classroom above and beyond the core curriculum.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	2025-2026 School Year
1.4	ESGI, Mystery Science and other site licenses that support curriculum and data for classroom teachers.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000	2025-2026 School Year
1.5	On demand printing services	X All Students English Learners	LCFF Supplemental	2,000	2025-2026 School Year

	to support leveled readers for identified student groups in support of formative and summative assessments in ELA	Low-Income Students Foster Youth Lowest Performing	Site Allocation 5000-5999: Services And Other Operating Expenditures		
1.6	Supplemental leveled readers for identified student groups in support of formative assessments in ELA.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	12,000	
1.7	Before and after school tutoring to provide support for students in the areas of explicit language development, math, english, science and social studies.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	8,000 8,000	2025-2026 School Year

1.8	Parent information nights to promote understanding around curriculum,.Nights will be put on by staff. Childcare will be included in the budget for this event.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	500	2025-2026 School Year
1.9	Update classroom leveled libraries and order decodables to support the work around early literacy we have been doing.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5000	2025-2026 School Year
1.10	Purchase supplemental materials and supplies, included but not limited to items that support the California State Standards	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	10000	2025-2026 School Year
1.11	Provide budget to update a severely outdated school library. Ordering books around diversity, equity	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	7,000	2025-2026 School Year

	and inclusion, as well as books in primary languages for newcomers.				
1.12	Funds to support the Innovative School initiative. As innovative curriculum will be a focus area, funds can be spent in support of lesson design around design thinking.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	15000	2025-2026 School Year
1.13	Funds to support middle school academic interventions. Site has agreed to provide intervention support in reading and math for students grades 6-8 during their school day. This will require additional materials and supplies.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	3303	2025-2026 School Year
1.14	Training for staff in areas that are not provided by the district. Example would	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And	10,000	2025-2026 School Year

	be Building Thinking Classrooms. Provide staff the opportunity to attend training, or bring speakers to the site, that will help build capacity and support innovative thinking.		Other Operating Expenditures		
1.15	Hand Writing without Tears or similar materials to support students writing in the younger grades.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	500	2025-2026 School Year
1.16	Purchase additional math manipulatives, books, curriculum or supplies to help enrich math lessons and improve Number Sense data.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies	7000	2025-2026 School Year
1.17	Release time for grade levels to collaborate around prototypes	X All Students English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	5000	2025-2026 School Year

	and design thinking as called out in the Innovative School.	Lowest Performing	1000-1999: Certificated Personnel Salaries		
1.18	Purchase new headsets for students in all grades to improve quality of experience on Chromebooks.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5000	2025-2026 School Year
1.19	UFLI and Decodeables for TK-2 and other materials and supplies to support literacy for our early learners	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5000	2025-2026 School Year
1.20	Purchase additional science materials to help support middle school science labs and prototypes as needed for the	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	7000	2025-2026 School Year

	Innovative School.				
1.21	Online subscriptions to support teacher needs. Example: TPT	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	2025-2026 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

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

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

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

In the 2024-25 school year, we continued many practices that we put into place during the 2023-24 school year: a weekly family and community newsletter sent out through email, monthly grade level celebrations, reminders, and rewards, daily calls from attendance clerk, and relationship building with families. Utilizing bilingual staff members to aid in our phone calls to families was helpful to our communication and understanding. Our collaborated efforts with the entire team helped us schedule family meetings, set up attendance goals, and offer supports. The 2024-25 school year showed increased instability in our families to have reliable transportation, so efforts needed strengthening to provide more support. In January 2025, Sacramento Regional Transit discontinued a free shuttle bus service that approximately 15 students per day were utilizing.

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

In an effort to strengthen our connection with students flirting with chronically absent, especially those in the Homeless and Students with Disabilities groups, we started working with our McKinney-Vento and SPED teams more closely. We initiated meetings and supports, including car services, bike and helmet donations, and walking groups.

2025-26

Identified Need

The 2024 California Dashboard shows three student groups in the Orange Category: English Learners, Two or More Races, and Students with Disabilities and three student groups in the Yellow Category: Socioeconomically Disadvantaged, Hispanic, and White. We continued our efforts with attendance intervention support with Attendance Academy for chosen students who were flirting with chronic absenteeism, however these efforts during the 2024-25 did not have the same positive outcomes we had in the past.

The school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. This school plan aligns with the San Juan Unified Local Control Accountability Plan (LCAP) to eliminate gaps in student outcomes based on poverty, race or English language proficiency. All actions are directed toward accelerating learning and promoting social emotional wellness. The plan utilizes providing professional learning, student intervention, and parental engagement. Our innovative school focus includes collaborative efforts with students, staff, and community.

School wide positive behavior support system that focuses on prevention, intervention, and restorative practices to address disciplinary issues and promote a positive school culture is utilized. During the 2024-25 school year, staff was trained in de-escalation and restorative practices. Staff have indicated continuing this professional learning with Transformative Behavior Strategies and diving into Social-Emotional curriculum support. The school will also provide social-emotional support through counseling services, support groups, and other resources. To meet the increased need felt during the 2024-25 school year, we have secured a School Community Intervention Assistant position, as well as a RESET Room, and updated ROARS. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals. Woodside continued its

partnership with Project Optimism during 2024-25, and plan to continue into 2025-26 school year Project Optimism Mentorship Sessions (POMS) is designed to improve accessibility to positive role models for historically underserved youth. POMS aligns youth with mentors who are reflective of their demographics for the year. Students will be placed in groups with a PO mentor (Ratio 1:3 or 1:5) to foster peer engagement and collaboration. Participants will attend workshops that will focus on strengthening students' leadership skills, academic progress & civic engagement. During the 2024-25 school year, expansion of learning opportunities came in the way of lunch time clubs and activities: Student Senate, Celebrating Diversity, Design Club, Glee Club, and LatinX. We look to expand these opportunities further in the 2025-26 school year.

Moving forward, one of our goals for the 2025-26 school year is to offer students authentic learning experiences by expanding opportunities for field trips and introducing community learning experiences through assemblies directly onto the campus. We recognize the value of hands-on, real-world learning in enriching student's educational journey. By organizing field trips relevant to what students are learning in class and inviting community members to share their expertise on campus through assemblies, we can enhance students' understanding of various subjects and foster deeper connections to the world around them. This approach not only bring learning to life but also strengthens our school's ties with the community, providing students with valuable insights and experiences right here at the site. By having these high engaging activities it is our aim to create a climate where students don't want to miss out on a day in school. Recognizing the immense value of field trips in providing students with hands-on, real-world experiences that enhance their academic knowledge, social development, and overall educational experience, we are committed to implementing a well-rounded and diverse range of field trip experiences. Many of these experiences will be connected to our innovative school program, built out of student empathy gathering and voice, and connecting Woodside to community partners.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	25% Chronically Absent	-0.5%
	English Learners	30.4% Chronically Absent	
	Foster Youth		
	Homeless	53.8% Chronically Absent	
	Socioeconomically Disadvantaged	30.3% Chronically Absent	
	Students with Disabilities	25.6% Chronically Absent	
	African American	52% Chronically Absent	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	American Indian Asian Filipino Hispanic 24.7% Chronically Absent Two or More Races 26.2% Chronically Absent Pacific Islander White 20.5% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.59%	93%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	-1.00%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino	N/A

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Hispanic Two or More Races Pacific Islander	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide authentic learning experiences for students to connect what they are learning in class to the world around them. Create authentic learning by providing high quality academic field trips and bringing vibrant academic assemblies to the school. *May include transportation through bus	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	17,000	2025-2026 School Year
2.2	PBIS Rewards or the like, to improve student engagement and	All Students X English Learners X Low-Income Students X Foster Youth	LCFF Supplemental Site Allocation	6634	2025-2026 School Year

	motivation to attend school.	X Lowest Performing	4000-4999: Books And Supplies		
2.3	Provide supportive measures for middle school students in terms of activities and places to gather. This may look like additional supplies for identified middle school 'hang out' areas, money to support intramurals, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	2025-2026 School Year
2.4	Assemblies to promote student engagement and positive behavior. Assemblies could possibly include Wild Things, Sami Kader or BMX, Crocker Art Arc, etc.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	11,500	2025-2026 School Year
2.5	Funding for lunch and after school	X All Students English Learners	LCFF Supplemental	2000	2025-2026 School Year

	clubs that support identity groups and other student interests.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 1000-1999: Certificated Personnel Salaries		
2.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
2.7		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

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

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

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

Additionally, our innovative school initiatives during the 2024-25 school year included feedback from our students and families several times. These empathy gathering discussions and surveys serve as an opportunity for student voice and perspective, providing invaluable insights into the effectiveness of our initiatives and identifying areas for growth and improvement. By engaging in regular communication and collaboration with these student leaders, we foster a sense of ownership and shared responsibility in shaping our learning environment.

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

Culture and climate continued at the forefront promoting collaboration, belonging, and a supportive learning environment. For staff this included kicking off the year with professional learning from the National Equity Project and collaborating on Innovative Design prototypes for systems change in positive behavior intervention supports. We also offered staff expanded professional learning focus on de-escalation skills and restorative practices.

We invite all staff to Equity Meetings, English Learners Advisory Council Meetings (ELAC), Site Leadership Meetings, School Site Council Meetings, and Parent Teacher Organization Meetings. From the results of our District Climate Survey, the staff reflected 87.9% positive score to "school has a climate that is caring" (a 6.6% decrease with 15 more staff members completing) and scoring 81.3% overall in the area of Caring Relationships, 85.9% in Family and Staff Engagement, and 85.3% in School Decision Making. Although promoting a sense of belonging is one of our focus areas of innovation, District Survey scores show that this remains an area to focus on.

We continued weekly communication with families with our community newsletter emailed each week and the use of Talking Points to text our families. We increased our volunteer opportunities which included several family and community events (Cocoa, Crafts & Community, our first Cultural Festival, Lunch with a Loved One, and Friendship Friday events) and continued outreach with community partners (CHASEN, Heights Church, Rotary, Kiwanis) including having a community partner hold a position on our School Site Council.

In the 2024 California Dashboard, our suspension rates increased almost 2% overall to 7.4% overall, with four groups in the red: Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White (African American, Foster Youth, and Homeless did not have a performance color). This has been very concerning to us. This has allowed us to reflect, brainstorm, collaborate, and work together for behavioral supports needed.

This year, our Wellness Center was run by a Counselor three days a week and a Social Worker two days. These staff members work together to see groups, facilitate lunch and recess clubs, and meet with students 1:1. We continue to coordinate our efforts for support.

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

This year, we have coordinated student support with weekly STARS Meetings that include administration, counselor, social worker, intervention teachers, Special Ed teachers, English Language Development instructor, psychologist, speech and language pathologist, and other district personnel. This has streamlined the SST referrals and increased communication for student support, ensuring parent meetings and student supports occurred in a timely manner.

Safety during unstructured times remains challenging. For the bulk of the 2024-25 school year we continued the safety staff in place from 2023-24: one campus monitor, one safety monitor, three recreational aides, as well as having instructional assistants with the students in the multipurpose room, quad, and playground during student lunch periods.

2025-26

Identified Need

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

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

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

Having support during unstructured times continues to be a need.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	7.4% suspended at least one day	-0.5%
	English Learners	1.2% suspended at least one day	
	Foster Youth		
	Homeless	17% suspended at least one day	
	Socioeconomically Disadvantaged	8.8% suspended at least one day	
	Students with Disabilities	12% suspended at least one day	
	African American	28.6% suspended at least one day	
	American Indian		
	Asian		
	Filipino		
	Hispanic	4% suspended at least one day	
	Two or More Races	7% suspended at least one day	
	Pacific Islander		
	White	7.6% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	56%		60%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	55%		60%
Parent and Family Engagement in Leadership Roles: Percentage of parents	66%		+10%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).		

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Attendance Academy Incentives. Motivating students who are identified through Unified Insights data as our targeted students for Attendance Academy.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	2025-2026 School Year
3.2	Materials/items to support the new 'Reset Room' as part of the Innovative School design work.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	2025-2026 School Year
3.3	Rec Aide to support	X All Students English Learners Low-Income Students	LCFF Rec Aide Allocation	4130 3366	2025-2026 School Year

	supervision and student safety. PC 37799	Foster Youth Lowest Performing	2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
3.4	PBIS Incentives to support student behavior and Woodside ROAR expectations. Incentives are given daily, weekly and monthly.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2025-2026 School Year
3.5	Community Liaison to help bridge the school/home connection.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified	1440 1000	2025-2026 School Year

			Personnel Salaries		
3.6	Parent engagement events that promote positive attendance.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	1500	2025-2026 School Year
3.7	Pay for SCIA to provide academic intervention including but not limited to check-in and check-outs. PC TBD	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	35309 32506	2025-2026 School Year
3.8	Funds to support our Wellness Center in updating and bringing in new innovations that will	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2025-2026 School Year

	engage/calm/center our students.				
3.9	Updated materials to support SEL schoolwide. This may include Second Step materials or something of the sort. We are currently researching best practices in this area.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	2025-2026 School Year
3.10	Funds to support staff trainings to support best practices around Tier 1 and Tier 2 instruction in the classroom.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	12000	2025-2026 School Year
3.11	Parent engagement event and donuts with the principal, Cougar Cookout, Cocoa and Crafts and the Cultural Festival and more.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	2025-2026 School Year



Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:					
Student Achievement and Implementation of Standards					
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development for English learners by language proficiency levels.	School Year 2025-2026	ELD Teacher	1000-1999: Certificated Personnel Salaries		
Provide targeted interventions to meet the needs of our Lowest Performing Students.	School Year 2025-2026	Intervention Specialist	1000-1999: Certificated Personnel Salaries		
Provide explicit language development for English learners by language proficiency levels.	School Year 2025-2026	BIA	2000-2999: Classified Personnel Salaries		
SCHOOL GOAL #2:					
Student Engagement and Course Access					
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
SCHOOL GOAL #3:					
School Conditions, Climate, and Family Engagement					

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Community Partnership Outreach Program designed to improve social, behavioral, and academic outcomes for our African American, Low Socioeconomic, and Students with Disabilities.	School Year 2025-2026	Project Optimism	5000-5999:	Services And Other Operating Expenditures	
Provide additional supervision and support to ensure student safety	School Year 2025-2026	Campus Safety Monitory	2000-2999:	Classified Personnel Salaries	
Provide guidance and resources for all students and all families	School Year 2025-2026	MTSS Social Worker .5	1000-1999:	Certificated Personnel Salaries	
Provide support for students and families through counseling services	School Year 2025-2026	Counselor .5	1000-1999:	Certificated Personnel Salaries	
Provide additional supervision support	School Year 2025-2026	Rec Aide	2000-2999:	Classified Personnel Salaries	

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$303,682.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Rec Aide Allocation	\$4,130.00
LCFF Supplemental Site Allocation	\$56,000.00
Title I Part A Parent Involvement	\$3,440.00
Title I Part A Site Allocation	\$240,112.00

Subtotal of state or local funds included for this school: \$303,682.00

Total of federal, state, and/or local funds for this school: \$303,682.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	56,000	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	240,112	0.00
Title I Part A Parent Involvement	3,440	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	56,000.00
Title I Part A Parent Involvement	3,440.00
Title I Part A Site Allocation	240,112.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,500.00
2000-2999: Classified Personnel Salaries	49,879.00
3000-3999: Employee Benefits	35,872.00
4000-4999: Books And Supplies	144,931.00
5000-5999: Services And Other Operating Expenditures	57,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,000.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	3,366.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	36,134.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	13,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	500.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,440.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	13,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	43,309.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	32,506.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	107,297.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	44,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,797.00
Goal 2	42,134.00
Goal 3	112,751.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Beth Wahl	Principal
Cierra Compton	Parent or Community Member
Al Fox	Parent or Community Member
Tenesha Caudill	Parent or Community Member
Rita Holverstot	Other School Staff
Gerell Elliott	Classroom Teacher
Karla Gonzalez	Classroom Teacher
Lisa Lunardi	Other School Staff
Cory Bishop-Olivares	Classroom Teacher
Carli Krebs	Parent or Community Member
Jamal Price	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20, 2025.

Attested:



Principal, Elizabeth Wahl on 05/20/25



SSC Chairperson, Cierra Compton on 05/20/25

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Woodside School (K-8)

Funding Source: LCFF Rec Aide Allocation

\$4,130.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Rec Aide to support supervision and student safety. PC 37799	2000-2999: Classified Personnel Salaries	\$4,130.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: \$4,130.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation

\$56,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PBIS Incentives to support student behavior and Woodside ROAR expectations. Incentives are given daily, weekly and monthly.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
PBIS Rewards or the like, to improve student engagement and motivation to attend school.	4000-4999: Books And Supplies	\$6,634.00	Positive Culture & Climate	
Provide supportive measures for middle school students in terms of activities and places to gather. This may look like additional supplies for identified middle school 'hang out' areas, money to support intramurals, etc.	4000-4999: Books And Supplies	\$5,000.00	Positive Culture & Climate	
Assemblies to promote student engagement and positive behavior. Assemblies could possibly include Wild Things, Sami Kader or BMX, Crocker Art Arc, etc.	5000-5999: Services And Other Operating Expenditures	\$11,500.00	Positive Culture & Climate	
Funding for lunch and after school clubs that support identity groups and other student interests.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Positive Culture & Climate	

Woodside School (K-8)

Attendance Academy Incentives. Motivating students who are identified through Unified Insights data as our targeted students for Attendance Academy.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
Materials/items to support the new 'Reset Room' as part of the Innovative School design work.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
Funds to support our Wellness Center in updating and bringing in new innovations that will engage/calm/center our students.	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs
Updated materials to support SEL schoolwide. This may include Second Step materials or something of the sort. We are currently researching best practices in this area.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$3,366.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$1,000.00	Engaging Academic Programs
Provide resources or supplies to support students and families for education of students' futures, including but not limited to events like career day or family education	4000-4999: Books And Supplies	\$500.00	Clear Pathways to Bright Futures
On demand printing services to support leveled readers for identified student groups in support of formative and summative assessments in ELA	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Connected School Communities
Online subscriptions to support teacher needs. Example: TPT	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities
Parent engagement event and donuts with the principal, Cougar Cookout, Cocoa and Crafts and the Cultural Festival and more.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs

Woodside School (K-8)

LCFF Supplemental Site Allocation Total Expenditures: \$56,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$3,440.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent information nights to promote understanding around curriculum,.Nights will be put on by staff. Childcare will be included in the budget for this event.	1000-1999: Certificated Personnel Salaries	\$500.00	Connected School Communities	
Community Liaison to help bridge the school/home connection.	2000-2999: Classified Personnel Salaries	\$1,440.00	Engaging Academic Programs	
Parent engagement events that promote positive attendance.	4000-4999: Books And Supplies	\$1,500.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$3,440.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation \$240,112.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Pay for SCIA to provide academic intervention including but not limited to check-in and check-outs. PC TBD	2000-2999: Classified Personnel Salaries	\$35,309.00	Engaging Academic Programs	
Provide budget to update a severely outdated school library. Ordering books around diversity, equity and inclusion, as well as books in primary languages for newcomers.	4000-4999: Books And Supplies	\$7,000.00	Connected School Communities	

Woodside School (K-8)

Funds to support the Innovative School initiative. As innovative curriculum will be a focus area, funds can be spent in support of lesson design around design thinking.	4000-4999: Books And Supplies	\$15,000.00	Connected School Communities
Funds to support middle school academic interventions. Site has agreed to provide intervention support in reading and math for students grades 6-8 during their school day. This will require additional materials and supplies.	4000-4999: Books And Supplies	\$3,303.00	Connected School Communities
Training for staff in areas that are not provided by the district. Example would be Building Thinking Classrooms. Provide staff the opportunity to attend training, or bring speakers to the site, that will help build capacity and support innovative thinking.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Connected School Communities
Hand Writing without Tears or similar materials to support students writing in the younger grades.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
	3000-3999: Employee Benefits	\$32,506.00	Engaging Academic Programs
Funds to support staff trainings to support best practices around Tier 1 and Tier 2 instruction in the classroom.	5000-5999: Services And Other Operating Expenditures	\$12,000.00	Engaging Academic Programs
Update classroom leveled libraries and order decodables to support the work around early literacy we have been doing.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities
Purchase supplemental materials and supplies, included but not limited to items that support the California State Standards	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities
Purchase additional math manipulatives, books, curriculum or supplies to help enrich math lessons and improve Number Sense data.	4000-4999: Books And Supplies	\$7,000.00	Connected School Communities
Release time for grade levels to collaborate around prototypes and design thinking as called out in the Innovative School.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Connected School Communities
Purchase new headsets for students in all grades to improve quality of experience on Chromebooks.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities

Woodside School (K-8)

UFLI and Decodeables for TK-2 and other materials and supplies to support literacy for our early learners	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities
Purchase additional science materials to help support middle school science labs and prototypes as needed for the Innovative School.	4000-4999: Books And Supplies	\$7,000.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	\$8,000.00	Connected School Communities
Provide authentic learning experiences for students to connect what they are learning in class to the world around them. Create authentic learning by providing high quality academic field trips and bringing vibrant academic assemblies to the school. *May include transportation through bus	5000-5999: Services And Other Operating Expenditures	\$17,000.00	Positive Culture & Climate
Supplemental leveled readers for identified student groups in support of formative assessments in ELA.	4000-4999: Books And Supplies	\$12,000.00	Connected School Communities
Before and after school tutoring to provide support for students in the areas of explicit language development, math, english, science and social studies.	1000-1999: Certificated Personnel Salaries	\$8,000.00	Connected School Communities
Technology to supplement core math instruction and increase literacy across grade levels.	4000-4999: Books And Supplies	\$10,494.00	Connected School Communities
Chromebooks and Chrome carts so K-2 has access to students engaging in iReady.	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities
Materials and supplies to supplement academic support in the classroom above and beyond the core curriculum.	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities
ESGI, Mystery Science and other site licenses that support curriculum and data for classroom teachers.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Connected School Communities

Woodside School (K-8)

Title I Part A Site Allocation Total Expenditures:	\$240,112.00
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Title I Part A Site Allocation Allocation Balance:	\$0.00
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Woodside School (K-8) Total Expenditures:	\$304,182.00
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