School Year: **2026-27**

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodbridge Elementary School	39685856042303	May 11, 2026	6/16/2026

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

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

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

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

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

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

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Plan Description

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

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

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:
Regularly review and align curriculum with state standards. Provide targeted professional development opportunities for teachers to enhance their instructional practices.

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academicachievement.

Strategies to Address Goal #2 for ESSA Compliance:
Implement data-driven instructional practices to monitor student progress in ELA and Math.
Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:
- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included School Plan for Student Achievement (SPSA) Page 4 of 30 Woodbridge Elementary School examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

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

Ongoing Engagement and Continuous Improvement:
Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted. To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums. This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

There are no overall Red or Orange indicators; however, subgroup data indicates continued areas of need for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

A review of the 2025 California School Dashboard and local data indicates overall improvement, with performance levels in Yellow for ELA, Mathematics, English Learner Progress, Chronic Absenteeism, and Science, and Green for Suspension Rate.

Despite growth, ELA and Mathematics remain below standard, and English Learner Progress and Chronic Absenteeism continue to require improvement. Performance gaps persist for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Root causes include the need for strengthened Tier 1 instruction, consistent use of formative assessment and data cycles, and increased opportunities for academic language development and student discourse.

Steps taken include implementation of targeted interventions, designated ELD, data-driven practices, family engagement efforts, and strengthened attendance monitoring systems.The school will continue to focus on accelerating student achievement, closing subgroup gaps, and improving outcomes across all indicators.

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

Student group data indicates that Students with Disabilities are performing two or more performance levels below All Students in English Language Arts, Mathematics, and Chronic Absenteeism, and English Learners are performing two or more levels below in Mathematics, indicating significant performance gaps requiring targeted support.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Goal 1

Title and Description of School Goal

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

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

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

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

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

Woodbridge Elementary's continuous implementation of MTSS produced meaningful academic gains across all three California Dashboard domains. ELA showed the strongest growth at +7.8 points. Mathematics showed an increase of +5.0 points, and English Learner Progress reached +4.1 points — a strong result that reflects growth and signals opportunity for continued focus on EL-specific instructional supports.

K-2 MOY DIBELS data demonstrated a year over year increase of 15% in students performing at/above grade level. K-2 teachers were provided on-going CORE/SIPPS coaching support in the form of consult, model-lessons, observations w/feedback loops, and specific training tailored to grade level needs

3rd-6th grade MOY i-Ready Reading diagnostic data demonstrated a 6% increase in students performing at/above grade level.

Woodbridge Elementary exceed the 5% increase in proficiency on the CAASPP in ELA and Math. ELA demonstrated an increase of 6.76% growth, Math demonstrated an increase of 7% growth. The CAST assessment only demonstrated a 1% growth overall, not meeting the 5% goal.

Collectively, these results confirm that a data-informed, equity-centered MTSS model — spanning DIBELS, STAR Reading, iReady, CAASPP — is driving measurable improvement for all students across grades K–6.

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

Adjustments were made to align expenditures with site needs and priorities, including a reduction in PBIS collaboration time cards, reallocation of funds within MTSS collaboration, and the addition of supplemental classroom library books. Funds were also shifted to support Language Power and ELPAC Essentials for English Learners, as well as increased materials, supplies, and duplicating to support AVID and Visible Learning implementation. Additionally, the final Title I allocation increased, allowing the site to expand and refine planned expenditures to better meet student needs.

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

Revisions were made to ensure goals and metrics are aligned to actual site data trends rather than a uniform increase, using a three-year trend from the California School Dashboard and a four-year trend from local assessment data. As a result, metrics were adjusted within the goals to reflect realistic and site-specific growth targets. Additionally, the plan was refined to prioritize identified areas of need, specifically Students with Disabilities in English Language Arts, Mathematics, and Chronic Absenteeism, and English Learners in Mathematics. These changes are reflected in the revised goals, updated metrics, and aligned actions and services to better target student needs.

Goal 2

Title and Description of School Goal

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

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

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

Woodbridge has made significant progress toward strengthening its tiered supports for social-emotional and behavioral interventions through the implementation of a multi-layered, evidence-based system designed to meet students at every level of need.

At the universal (Tier 1) level, the school expanded its PBIS framework and embedded a structured Social-Emotional Learning (SEL) curriculum (PATHS) schoolwide, ensuring all students receive consistent, proactive instruction in self-regulation, relationship skills, and responsible decision-making. The district wide SEL Panorama Survey was used as a progress monitoring tool to allow staff to identify students who may benefit from additional support earlier and more accurately, enabling data-informed decision-making across all tiers. To strengthen Tier 2 supports, Woodbridge implemented Check-In/Check-Out (CICO) for students identified as needing additional connection and accountability on campus. This structured, low-intensity intervention provides students with daily check-ins with a trusted adult, goal-setting opportunities, and consistent feedback loops. Additionally, small group counseling and targeted social-emotional skill-building groups were expanded, offering students a structured space to develop coping strategies, peer relationship skills, and emotional regulation in a supportive setting.

For students requiring the most intensive support, individualized behavior intervention plans (Tier 3) were developed and refined using data collected through the updated progress monitoring system. These plans are tailored to each student's specific behavioral and social-emotional needs and are reviewed monthly by our collaborative Tier 3 Team to ensure effectiveness and adjust as needed.

Woodbridge also participated in district led professional development, building capacity schoolwide to recognize warning signs, implement trauma-informed practices, and deliver interventions with fidelity. This ensures that the continuum of support is not siloed within one role or department, but is a shared responsibility across the school community.

Collectively, these efforts reflect a comprehensive, cohesive, and data-driven approach to student well-being — ensuring that no student falls through the cracks and that supports are matched to need at every level.

Woodbridge School has taken intentional and targeted steps to address chronic absenteeism, resulting in measurable progress reflected in the California State Dashboard data.

According to the California State Dashboard, chronic absenteeism has decreased by 2.7% and the suspension rate has declined by 1.3%, signaling that the school's multi-pronged approach to attendance and behavior is producing positive outcomes.

Currently, 19.6% of all students are classified as chronically absent, placing the All Students group in the Yellow performance band. While this represents a 1.4% decline, the rate remains a priority area. Of greater urgency, Socioeconomically Disadvantaged students are performing two color bands below the All Students group, placing them in the Red performance band — an area that requires continued and intensified focus.

To address these trends, Woodbridge has implemented the following evidence-based strategies:

- Increased monitoring of student attendance data to identify at-risk students early, allowing for timely and targeted interventions before absences become chronic.

- Implemented personalized outreach from school staff and attendance teams for students with elevated absenteeism, ensuring that each student receives individualized follow-up rather than a one-size-fits-all response.

- Engaged families through phone calls, conferences, and home visits to identify and address the root barriers to consistent attendance, recognizing that absenteeism is often driven by circumstances outside of school.

- Strengthened Tier 1 supports for student engagement through schoolwide PBIS initiatives, fostering a positive and welcoming school climate that motivates students to attend.

While the downward trend in both chronic absenteeism and suspension rates reflects meaningful progress, Woodbridge remains committed to closing the equity gap for Socioeconomically Disadvantaged students and sustaining improvement across all student groups.

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

Adjustments were made to better align resources with site needs, including a reduction in PBIS collaboration time and reallocation of funds to more targeted supports such as MTSS collaboration, attendance monitoring, and family engagement efforts. While core PBIS structures remained in place, expenditures were refined to focus on improving chronic absenteeism and providing more targeted behavioral supports, particularly for Students with Disabilities.

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

Changes were made to refine the goal and metrics based on site data, including aligning outcomes to multi-year trends rather than fixed increases and placing a greater emphasis on reducing chronic absenteeism, particularly for Students with Disabilities. Strategies and activities were adjusted to prioritize targeted attendance supports, MTSS collaboration, and family engagement. These changes are reflected in the revised goal statement, updated metrics and annual outcomes, and modified actions and services sections of the SPSA.

Goal 3

Title and Description of School Goal

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

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

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

Despite meaningful efforts by Woodbridge Elementary staff, the family engagement goal focused on increasing parent understanding of academic progress and support strategies was not met this school year. Staff demonstrated genuine commitment to this work by planning and hosting academic-focused workshops designed to help families better understand student progress data and strategies for supporting learning at home. However, attendance remained consistently low throughout the year, with only a handful of parents participating in any given session.

In an effort to remove barriers and reach more families, staff proactively adjusted the dates and times of scheduled workshops, recognizing that scheduling conflicts may have been a contributing factor to low turnout. Unfortunately, these modifications did not result in a meaningful increase in attendance. As a result, the 60% family participation target for Metric #1 was not reached, the family confidence survey outlined in Metric #2 was not administered due to insufficient participation to generate reliable data, and while Metric #3 showed promising trends among the small group of students whose families did engage, the sample size was too limited to draw broad conclusions. It is important to acknowledge that the lack of participation does not reflect a lack of effort on the part of staff. The planning, preparation, and willingness to adapt demonstrated this year laid important groundwork. However, the school recognizes that adjusting logistics alone — such as changing dates and times — is not sufficient to move the needle on family engagement when deeper systemic barriers may be at play.

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

Adjustments were made to reallocate funds from Family Learning Nights to establish a Parent Resource Library, increasing access to take-home materials and resources for families. While Family Learning Nights will continue at a reduced cost, expenditures were refined to prioritize ongoing family support through access to books and instructional resources. Additionally, the final allocation increased, allowing the site to expand parent involvement efforts to better support student learning at home.

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

Family engagement around academic understanding will remain a priority goal for Woodbridge Elementary in the coming school year. Guided by the lessons learned this year, the school will approach this work with a more intentional and research-informed strategy rather than relying primarily on traditional workshop formats that have not yet yielded the desired participation.

Key areas of focus will include conducting a brief family interest and availability survey early in the school year to better understand the actual barriers families face — whether those are transportation, work schedules, language access, childcare needs, or a lack of connection to the school community. This information will directly shape how workshops and engagement opportunities are structured going forward.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Growth and Achievement
By Spring 2027, Woodbridge Elementary School will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district i-Ready assessments, through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework.

Aligned with three-year California Dashboard trends, the school will reduce English Language Arts distance from standard by 6 points, reduce Mathematics distance from standard by 6 points, and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued growth in academic achievement.

Locally, informed by four-year i-Ready middle-of-year trend data, the school will reduce Reading distance from standard by 7 points and reduce Math distance from standard by 6 points, as measured by the i-Ready diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

A review of the 2025 California School Dashboard and local data indicates that while Woodbridge Elementary has demonstrated growth in English Language Arts, Mathematics, and English Learner Progress, all indicators remain in the Yellow performance level, indicating performance below standard. Significant performance gaps persist for Students with Disabilities in ELA and Mathematics and for English Learners in Mathematics and English Learner Progress.

Analysis of local data and focus group feedback indicates that while the site has strong systems for collaboration and data use to inform instruction, there is a need to strengthen Tier 1 core instruction, ensure consistent access to high-quality instructional materials, and increase opportunities for student discourse, writing, and academic language development. Additionally, ensuring supplemental materials are available in all classrooms to support implementation has been identified as a need to better meet the needs of all learners.

To address these needs, the site is implementing targeted interventions, strengthening collaborative team structures and data cycles, increasing support for English Learners through designated and integrated ELD, and providing supplemental instructional materials and resources to support rigorous, standards-aligned instruction.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: English Language Arts (ELA) Distance from Standard	2025 CA Dashboard: 48.9 points below standard	2026 Dashboard: Reduce distance from standard to 42.9 points below standard.
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 62.8 points below standard	2026 Dashboard: Reduce distance from standard to 56.8 points below standard.
CA Dashboard: English Learner Progress	2025 CA Dashboard: 38.2% making progress	2026 Dashboard: Increase to 41.2% making progress.
i-Ready ELA MOY: Distance from Standard	(MOY 2026): 29.92 points below standard	(MOY 2027): Reduce distance from standard to 22.92 points
i-Ready Math MOY: Distance from Standard	(MOY 2026): 19.19 points below standard	(MOY 2027): Reduce distance from standard to 13.19 points below standard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students. Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitors own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.	All Students	$0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA

1.2	Student Support: Provide targeted assistance to K-6 students who need extra help with literacy skills, such as reading and writing. Collaboration with ELA TOSAs: Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives. Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSAs' expertise and district goals. Data Analysis and Progress Monitoring: Use data to identify students who require literacy support and track their progress over time. Share student progress data with ELA TOSAs to inform instructional planning and intervention strategies. Professional Development: Participate in professional development opportunities provided by the district to enhance literacy instruction skills. Collaborate with TOSAs to implement best practices in literacy instruction and intervention strategies.	All Students	$35,484 Title I 1900 Other Cert Salaries .5 Certificated Salary $14,703 Title I 3000 Benefits .5 Certificated Benefits
1.3	MTSS Data Conferences and Analysis Provide release time for teachers to: • Analyze universal screeners and state/local data to identify trends and areas for improvement. • Collaborate, plan, and respond with best practices. • Foster collaboration among teachers to develop targeted intervention strategies. • Tailor instructional practices based on data insights to address diverse student needs. • Include specialists such as speech therapists, resource specialists, intervention teachers, counselor- tiered approach while considering the whole child. • Use Data Collection Sheets to track individual student progress. • Evaluate intervention effectiveness and instructional strategies for continuous improvement.	All Students	$6,800 Title I 1150 Teacher Sub Certified Subs for Data Conferences $1,699 Title I 3000 Benefits Benefits for Certified Subs for Data Conferences
1.4	Release Time and Professional Development for Visible Learning Implementation and Data Cycles Provide certificated substitute coverage to release teachers for participation in Visible Learning professional development, classroom visits (learning walks), and collaborative team data cycles. Professional development will focus on strengthening teacher clarity (learning intentions and success criteria), formative assessment practices, use of exemplars, and targeted instructional strategies. Release time will allow teachers to engage in structured collaboration, analyze student evidence, and adjust instruction to improve student outcomes.	All Students	$39,950 Title I 5800 Prof and Operating/Consultants PLC+ PD Corwin $800 Title I 4200 Books PLC/VL Books $6,800 Title I 1150 Teacher Sub Certificated Subs for VL and Teams

			$1,599 Title I 3000 Benefits Benefits for Certified Subs for PLC/VL
1.5	Supplemental Resources to Support Implementation of AVID and Visible Learning Purchase supplemental instructional resources and materials that support the implementation of AVID strategies and Visible Learning practices across classrooms. These may include organizational tools, student planners, focused note-taking materials, AVID curriculum supports, Visible Learning reference guides, and anchor charts that promote clarity of learning. Resources will be used to reinforce college and career readiness skills, increase student engagement, and support instructional practices aligned with clear learning intentions, success criteria, and formative assessment.	All Students	$1,912 Title I 4300 Materials AVID and Visible Learning Materials and Resources
1.6	Professional Development: Strengthening Instructional Practices through the Teaching and Learning Cycle for Language and Literacy development that includes specific strategies for English Language Learners	English Learners	$8,500 Title I 5800 Prof and Operating/Consultants SJCOE - Language & Literacy Development
1.7	Release Time for SIPPS Instructional Techniques and Implementation Support Provide certificated substitute coverage to release teachers for targeted support in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) instructional techniques. Release time will allow teachers to participate in modeling, co-planning, classroom-based support, and observation of effective SIPPS implementation, including grouping practices, pacing, routines, and targeted skill instruction.	All Students	$2,000 Title I 1150 Teacher Sub CORE Sub Release Days $600 Title I 3000 Benefits Benefits for CORE Sub Release Days
1.8	Professional Development to Support English Learner Achievement Provide professional development through an external vendor focused on instructional strategies that support English Learners, including structured language development, academic discourse, and access to grade-level content. Training will emphasize explicit language routines, scaffolding strategies, and opportunities for student talk. Funds will also support roving substitute coverage to release teachers for participation during the instructional day.	English Learners	$9,500 Title I 5800 Prof and Operating/Consultants Language Power! $400 Title I 1150 Teacher Sub Roving Sub $99 Title I 3000 Benefits Roving Sub Benefits

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL #3 - All students and families will feel safe and connected at school.

Identified Need

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

Chronic Absenteeism
> All Student Group: 16.9% chronically absent, which places this group in the Yellow performance band. Although there was a 2.4% decline, the rate remains slightly high.
> Students with Disabilities: This group is performing two color levels below, placing them in the Red performance band—an area of urgent concern.

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

Suspension Rate
> All Student Group: 1.4% of students were suspended at least once, resulting in a Green performance band rating. This marks a 1.3% decrease.

Steps Taken to maintain Green in Suspension Rates:
• Continued implementation of PBIS practices, reflected in the school's Platinum recognition for the 2025–2026 school year.
• Maintained high implementation fidelity across all PBIS tiers with ongoing coaching and fidelity checks.
• Continue to educate staff on de-escalation techniques and culturally responsive behavior interventions.
• Continued expanded access to tiered social-emotional supports informed by Panorama Survey results.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Chronic Absenteeism (All Students)	(2025): 16.9%	(2026): Reduce chronic absenteeism to 15% or lower
CA Dashboard: Chronic Absenteeism (Students with Disabilities)	(2025): 24.7%	(2026): Reduce chronic absenteeism to 22% or lower
PBIS Recognition	Platinum for the 2025-2026 School Year	Platinum for the 2026-2027 School Year

CA Dashboard - Suspension Rate	(2025): 1.4% (Green)	(2026): Maintain suspension rate at 1.5% or lower (Maintain Green)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Data-Driven MTSS Attendance System with Tiered Interventions Implement a data-driven MTSS attendance system that includes monthly team meetings to identify and support students at risk of chronic absenteeism, with priority given to Students with Disabilities. Teams will analyze attendance data, identify root causes, and develop targeted support plans. Tiered interventions will include mentoring, regular check-ins, and individualized attendance plans to address barriers and improve student engagement and attendance. Certificated staff will be compensated through timecards for participation in MTSS meetings and intervention planning conducted outside of the regular contract day.	All Students w/ a focus on SWD	$2000 Title I 1120 Teacher Temp Certificated PBIS Time Cards $499 Title I 3000 Benefits Benefits for Certificated PBIS Time Cards

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent Involvement
Woodbridge Elementary will continue to strengthen two-way communication and build family capacity to support student learning by providing clear, accessible communication and targeted workshops in reading and math, resulting in increased family engagement and improved support for student academic progress at home.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school.

Identified Need

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

While Woodbridge Elementary has strong parent involvement through programs like PTA, Bridge, and tutoring, we will continue to strengthen clear, two-way communication with families (even though this improved last year). Some parents have expressed more support in helping their child with their academic progress at home. The school will provide simple, targeted workshops and resources to help families better support learning in reading and math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in Academic Workshops and Events	3% of families participated in school-sponsored academic workshops, events, or programs as measured by sign-in sheets and attendance records.	Increase family participation in school-sponsored academic workshops, events, and programs (e.g., PTA, Bridge, tutoring, reading and math family events) to 15% as measured by sign-in sheets and attendance records.
Parent Confidence & Capacity	Establish baseline using a beginning-of-year parent survey measuring confidence in supporting reading and math at home (e.g., % of parents reporting "confident" or "very confident").	Increase parent-reported confidence by 10 percentage points by the end of the school year, as measured by a follow-up survey.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Family Workshops and Academic Game Nights for Reading and Math Support	All students	$500 Title I: Parent Involvement 4325 Food For Meetings

	Host at least two family workshops and/or academic Game Nights focused on building parent capacity to support reading and math at home. Sessions will provide simple, practical strategies, modeling of activities, and take-home resources that families can use to support their child's learning. Opportunities for two-way communication will be embedded to allow families to ask questions and engage with staff about their child's academic progress.		Light refreshments for parent events $1,000 Title I: Parent Involvement 4300 Materials Learning materials to take home
3.2	Parent Resource Library Provide books and educational resources for families to check out to support learning at home. Materials may include literacy resources, parent guides, and activities aligned to grade-level standards and student needs. This activity strengthens family engagement, builds home–school connections, and supports academic growth by equipping families with tools to reinforce learning outside the classroom.	All Students	$1,609 Title I: Parent Involvement 4200 Books Books for parent resource library

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$136,454.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$136,454.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$133,345.00
Title I: Parent Involvement	$3,109.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $136,454.00

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

State or Local Programs	Allocation ($)
Central Title I	$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

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

Total of federal, state, and/or local funds for this school: $136,454.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
Title I	133,345.00
Title I: Parent Involvement	3,109.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	2,000.00
1150 Teacher Sub	16,000.00
1900 Other Cert Salaries	35,484.00
3000 Benefits	19,199.00
4200 Books	2,409.00
4300 Materials	2,912.00
4325 Food For Meetings	500.00
5800 Prof and Operating/Consultants	57,950.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
1120 Teacher Temp	Title I	2,000.00
1150 Teacher Sub	Title I	16,000.00
1900 Other Cert Salaries	Title I	35,484.00

3000 Benefits	Title I	19,199.00
4200 Books	Title I	800.00
4300 Materials	Title I	1,912.00
5800 Prof and Operating/Consultants	Title I	57,950.00
4200 Books	Title I: Parent Involvement	1,609.00
4300 Materials	Title I: Parent Involvement	1,000.00
4325 Food For Meetings	Title I: Parent Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	130,846.00
Goal 2	2,499.00
Goal 3	3,109.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Christina Halsey	Principal
Jennifer Willis	Classroom Teacher
Robbin Ransome	Classroom Teacher
Emily Werner	Parent or Community Member
Rosalina Haro	Parent or Community Member
Jason Yarbrough	Parent or Community Member
Tawney Davis	Parent or Community Member
Laura Cunningham	Other School Staff
Cathryn O'Grodnick	Classroom Teacher
Kelly Brooks	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 5/11/26.

Attested:

	Principal, Christina Halsey on 5/11/26
	SSC Chairperson, Jennifer Willis on 5/11/26