School Year: **2026-27**

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 26, 2027	June 23, 2026

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)

X Schoolwide Program

X Targeted Support and Improvement

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).

Woodside School K-8 met the criteria for TSI for the following indicators and/or student groups: Two or more races - Chronic Absenteeism and suspension

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).

Table of Contents

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

Students, staff, SSC, and the parent community at Woodside all had oversight and input into the SPSA process. Feedback was collected and curated from SSC on two occasions (February 2 and March 16th). Staff was regularly consulted with but officially on December 11th and February 12th. For student input, information was gathered via the Student Commission (leadership) on various occasions when it fit the agenda.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.24%	0.99%	1.38%	1	5	7
African American	5.24%	4.94%	3.35%	22	25	17
Asian	1.19%	1.58%	1.57%	5	8	8
Filipino	0.71%	0.99%	0.98%	3	5	5
Hispanic/Latino	35.71%	37.94%	35.43%	150	192	180
White	48.57%	45.06%	47.44%	204	228	241
Multiple/No Response	8.33%	8.50%	9.45%	35	43	48
			Total Enrollment	420	506	508

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		26	24
Kindergarten	53	49	50
Grade 1	44	48	49
Grade 2	42	51	52
Grade3	43	50	53
Grade 4	51	50	52
Grade 5	42	58	59
Grade 6	44	55	58
Grade 7	57	63	63
Grade 8	26	44	48
Total Enrollment	420	496	508

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	54	66	63	13.2%	12.9%	12.4%
Fluent English Proficient (FEP)	36	50	45	7.3%	8.6%	8.9%
Reclassified Fluent English Proficient (RFEP)	18				21.18%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
506	**63.4%**	**13%**	**0.0%**
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.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	66	13%
Foster Youth	0	0.0%
Homeless	50	9.9%
Socioeconomically Disadvantaged	321	63.4%
Students with Disabilities	80	15.8%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	25	4.9%
American Indian	5	1%
Asian	8	1.6%
Filipino	5	1%
Hispanic	192	37.9%
Two or More Races	43	8.5%
Pacific Islander	0	0.0%
White	228	45.1%

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
39.5 points below standard	79.9 points below standard	Fewer than 11 students - No Data for Privacy
Declined 5.6 points	Declined 12.7 points	6 Students
300 Students	70 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	118.1 points below standard	57.1 points below standard
0 Students	Declined 32.2 points	Declined 12.1 points
	29 Students	216 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
84.4 points below standard	42.4 points below standard	Fewer than 11 students - No Data for Privacy
Declined 7.6 points	Increased 63.1 points	1 Student
54 Students	11 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	45.9 points below standard
7 Students	2 Students	Declined 8.6 points
		118 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
37.6 points below standard	0 Students	36.3 points below standard
Declined 48.7 points		Declined 7.2 points
22 Students		139 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.

Most students groups declined, with the primary exception being our African American group (which also represents our third smallest subgroup recorded). Our English Learners and Students with Disabilities were the two groups that scored in the red, but that's likely not the true story because there simply aren't enough students in other categories to register their true scoring this past year. Across the board, Woodside's ELA progression for subgroups presented is on a downward trend.

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

Woodside welcomed a new SLT and administration this school year, which created many opportunities for exploring the previous supports offered and areas of improvement regarding ELA supports. It wasn't immediately apparent that ELA was a predominant focus of the previous administration, though through the innovative work that has set the stage for the last few years of focus here at Woodside, supporting the ELA work was an axillary focus. Some teachers chose to focus their tutoring efforts on ELA supports and our intervention for early elementary grades had a heavy focus on ELA.

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

During the Spring of 2025/26, work began to build more context around supporting the instructional support for the entire school. Specifically in ELA, admin worked with the 1st grade team to pilot an instructional cycle (IC). In this IC system, the 1st grade team met with administration to describe the desired learning goal after the 5-7 weeks of instruction. Administration checked in with the team midway through the cycle, going over the initial data (the pre-test) and formative progress that's occurred thus far. Teachers reported uncovering massive understanding about what their students needed to improve and were pleasantly surprised and excited about the growth throughout the year. With that small success, work continued with the SLT to build out how this could work on a whole school level next year.

We are preparing to bring on a new intervention teacher and the goal of that hire will be to completely redesign the intervention space, being more involved with Grade Level Teams (GLTs) during Thursday time and having regular discussions about progress throughout the year.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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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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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
64.4 points below standard	95.8 points below standard	Fewer than 11 students - No Data for Privacy
Declined 7.7 points	Declined 6.6 points	6 Students
302 Students	72 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	135.8 points below standard	82.2 points below standard
0 Students	Declined 18.9 points	Declined 9.5 points
	30 Students	218 Students

Students with Disabilities	African American	American Indian
Red 120.9 points below standard Declined 21.8 points 55 Students	No Performance Color 118.7 points below standard Increased 25.3 points 11 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Orange 75 points below standard Declined 10.2 points 119 Students

Two or More Races	Pacific Islander	White
No Performance Color 43 points below standard Declined 37.7 points 22 Students	No Performance Color 0 Students	Orange 55 points below standard Declined 8.8 points 140 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 students with disabilities are furthest away from standard, and our students identified with more than one race share the greatest decline in points.

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

While our previous direction setting had a focus of math, the structural site-wide components were not in place to make that a reality. The SLT was able to secure some initial Building Thinking Classrooms training at the beginning of the year. No explicit or tangible support was identified or provided to the student subgroups that fell behind the most, due in part to a new administrative team and new SLT trying to get a handle on the site.

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

During the Spring of 2025/26, work began to build more context around supporting the instructional support for the entire school. Specifically in math, admin worked with the 2nd grade team to pilot an instructional cycle (IC). In this IC system, the 2nd grade team met with administration to describe the desired learning goal after the 5-7 weeks of instruction. Administration checked in with the team midway through the cycle, going over the initial data (the pre-test) and formative progress that's occurred thus far. Teachers reported uncovering massive understanding about what their students needed to improve and were pleasantly surprised and excited about the growth throughout the year. With that small success, work continued with the SLT to build out how this could work on a whole school level next year.

We are preparing to bring on a new intervention teacher and the goal of that hire will be to completely redesign the intervention space, being more involved with Grade Level Teams (GLTs) during Thursday time and having regular discussions about progress throughout the year.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
49.6 science points	41.2 science points	Fewer than 11 students - No Data for Privacy
Declined 4.1 points	Increased 2 points	2 Students
106 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	48.3 science points	45.9 science points
0 Students	13 Students	Declined 5.2 points
		84 Students

Students with Disabilities

No Performance Color

40.2 science points

18 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Filipino

No Performance Color

0 Students

Hispanic

No Performance Color

47.4 science points

Maintained -1.3 points

42 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Pacific Islander

No Performance Color

0 Students

White

Yellow

50.9 science points

Declined 5.4 points

50 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 as a whole declined, with White students being both the furthest away from standard and having the largest decline in points.

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

Aside from the preparation of individual classroom teachers to deliver their content, there was no site wide or grade level efforts to strengthen support in the Science content area.

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

We are preparing to bring on a new intervention teacher and the goal of that hire will be to completely redesign the intervention space, being more involved with Grade Level Teams (GLTs) during Thursday time and having regular discussions about progress throughout the year.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Orange	No Performance Color
51.8 making progress.	making progress.
Number Students: 56 Students	Number Students: 7 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.

2025 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
3.6%	44.6%	0%	51.8%

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

The greatest growth were for students progressing at least one ELPI level, a very proud metric that we will look to continue. We still have a large percentage of students maintaining their current level, which will be an area of focus for the 2026-2027 campaign.

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

The decision was made last year to initiate a WIN time, in part to decrease the amount of general pull out times for students that need resource, intervention, and/or ELD. This created problematic grouping for ELD, because we did not have the ability to group purely by grade level (as the times given for WIN were determined by grade level teams, not necessarily ELD competencies). This process was revised halfway through the year in an effort to make the ELD space more equitable.

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

We will continue revising and improving our service model to increase the ability to more strategically create ELD groups. This could include fronting the WIN decisions to ensure that Levels 1 and 2 are not in the same group as 3s, 4s, or LTELs.

School and Student Performance Data

Academic Performance
College/Career Report

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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.

N/A

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

N/A

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

N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red 28.1% Chronically Absent Increased 3.1 540 Students	Orange 27.8% Chronically Absent Declined 2.5 79 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Red 57.9% Chronically Absent Increased 4 57 Students	Red 32.5% Chronically Absent Increased 2.3 381 Students

Students with Disabilities	African American	American Indian
Red 31.4% Chronically Absent Increased 5.9 105 Students	No Performance Color 44.4% Chronically Absent Declined 7.6 27 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Red 28.6% Chronically Absent Increased 3.9 203 Students

Two or More Races	Pacific Islander	White
Red 31.1% Chronically Absent Increased 4.9 45 Students	No Performance Color 0 Students	Red 23.7% Chronically Absent Increased 3.1 245 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 most chronically absent group is our Homeless population (57.9%). The subgroup that has slipped the most is our students with disabilities, with an increase of 5.9%.

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

Our Wellness and Admin team started Attendance Academy with our most chronic absent students in the middle of the Spring semester of 2025/26. This has increased participation in school on a micro level, with individual students seeing some improvement in their attendance.

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

Our Attendance Academy needs to have the support put in place to start from the beginning of the year next year, and more resources need to be available to more publicly increase the recognition of students that are on campus. This could include classroom attendance competitions, monthly assemblies, or other ways to highlight the hard work of students and families to get to school on time each day.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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.

N/A

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

N/A

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

N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	3	2	0	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
6.5% suspended at least one day	1.2% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 1%	Maintained 0%	
557 Students	83 Students	7 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Orange
Fewer than 11 students - No Data for Privacy	17.5% suspended at least one day	8.2% suspended at least one day
	Increased 0.6%	Declined 0.7%
3 Students	57 Students	392 Students

Students with Disabilities

Orange

8.4% suspended at least one day

Declined 3.5%

107 Students

African American

No Performance Color

25% suspended at least one day

Declined 3.6%

28 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Asian

No Performance Color

9.1% suspended at least one day

11 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Hispanic

Orange

4.8% suspended at least one day

Increased 0.8%

210 Students

Two or More Races

Red

10.9% suspended at least one day

Increased 3.9%

46 Students

Pacific Islander

No Performance Color

0 Students

White

Yellow

4.8% suspended at least one day

Declined 2.8%

251 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 students that identify with two or more races fared the worse in terms of an increase (3.9%) and total suspension rate (10.9%) for last year.

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

A lot of work was put into reducing the amount of suspensions, including the hiring of a SCIA and development of a resource room to support students that have escalated and need to be separated from others in a non-threatening manner. The wellness team has also instituted proactive SEL classes with different grade levels to help build prosocial skills. The office, additionally, instituted a push in service to keep a focus on the learning environment while also regulating the escalated behavior.

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

Woodside is looking to move past deescalating and into building skills that students lack in order to foster confidence in their day to day. The admin and SLT are attending training in the Spring of 25/26 on Collaborative and Proactive Solutions (CPS) in order to produce a more complete understanding of how to bring this model to Woodside. The long tail arc of that plan includes providing whole staff training at the beginning of the year PDs to start to incorporate different strategies to handling tier 1 and tier 2 behaviors that will further reduce incidents of challenging behavior from reaching the office.

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: 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 deleted.

ANALYSIS

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

Woodside joins many other district schools in using iReady data to monitor reading and math proficiency throughout the year. Additional measures include formative assessments, varied this year in each classroom, to monitor the various learning targets. Also new to the toolbox this year is the mClass, which was given in K-2 at the beginning of the year and then a midyear check to gauge progress.

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

The data clearly shows that Woodside is failing at most metrics in regards to building student competency in ELA and Math across the system. In ELA, for example, all subgroups but one declined by more than 5 points (our African American students showed the only improvement, gaining 63.1 points). The same applies to math, aside from one group, all subgroups declined with the largest being our Two or More Races group at 37.7 points - the only difference being that, of all groups that declined, they were all at least more than 6 points.

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

Woodside was new to full system iReady implementation, as evident by the inconsistencies of implementation across the grade levels during the fall and initial spring windows. Supporting grade levels that did not often give, or have never given, the iReady assessment with such regularity or fidelity was an initial goal of the new administration and SLT. Similarly, the utilization of the mClass screener took some adjustment for our K-2 team; both of these efforts take time and energy, since district initiatives are often plentiful and varied, so working with our team to ensure their efforts would be recognized and fruitful was not an easy task.

Our collaborative efforts to understand the pedagogical delivery across the school took the form of consistent and informal classroom observations and speaking to teachers on their prep periods. It would not have been fruitful to make a bunch of changes while the new team here was just getting a feel for the school. As the year progressed, it became apparent that K-2 was not the only place that students were struggling to read, so work went into gaining support for mClass adoption across 3rd - 6th grade next year.

In math, some teachers piloted Building Thinking Classrooms and/or the new math programs in advance of the adoption event that came this Spring.

2025-26

Identified Need

The opportunity at Woodside to dramatically shore up and strengthen the skills of our students has never been more fervent. With a committed group of teachers and the building of a steady vision, our approach to tackling the slide we are observing is multi-pronged and backed by research.

In the Spring of 2025 - 2026, two grade levels elected to participate in a prototype of Instructional Cycles (IC). This work is adapted and inspired by the Uncommon Schools system, particularly the work of Paul Bambrick-Santoyo (2018, 2019). There are two spokes to this vision:

1. Establishing an Instructional Leadership Team (ILT)
2. Instituting Instructional Cycles

According to a 2015 article “Strong Adult Professional Culture - The Indispensable Ingredient for Sustainable School Improvement”, the author noted among the top factors for strong adult culture at schools are:

Deep collaboration and deliberate design for interdependent work and joint responsibility for adults
Non-defensive self-examination of teaching practice in relation to student results;
Constant use of data to re-focus teaching and learning. (2019)

The aim of the Instructional Leadership Team (ILT) would be to support the academic achievement of students at Woodside through the points mentioned above. The ILT would work in coordination with the SLT to identify PD needs that arise through the implementation of Instructional Cycles throughout the year.

While the Science of Reading approach was describe in last year's SPSA, the support and implementation of it was not readily present nor articulated in any measurable effort by the teaching staff. The goal of next year is to truly implement structural training and ongoing support for this approach in the K-2/3 grade levels.

The aim of the Instructional Leadership Team (ILT) would be to support the academic achievement of students at Woodside through the points mentioned above. The ILT would work in coordination with the SLT to identify PD needs that arise through the implementation of Instructional Cycles throughout the year. Twice a year (Cycles 2 and 4), the ILT would support the whole school implementation of Interim Assessment Benchmarks (IABs) for grades 3 - 8 and mClass or other formative assessment measures for grade TK - 2. (TK-2 can also use, as a substitute, fluency or writing assessments). Structurally, the composition of the ILT would be administration, 1 grade level teacher from each grade span, the intervention teacher, and 1 SPED teacher.

Woodside teachers would teach in 5-6 week blocks. Prior to each teaching cycle, the ILT and admin would set up discovery meetings to identify learning goals for the learning cycle. During Week 2, the teachers would report progress towards the learning goal. During Analysis, the ILT would meet with teachers to analyze data from the cycle. Analysis meetings determine who needs reteach and who needs spiral review, which occurs during Reteach/Spiral (RS). By instituting ICs, Woodside staff will be able to have a pulse on the learning and a beat on the services needed throughout the year. This could lead to dramatic achievement gains in a short amount of time, since teachers would be primed to focus on specifically what the students need during each unit of study. ILT (the intervention teacher and admin) will work with the following GLTs on the following days during the Analysis segment. GLTs will utilize Designated Subs for release time during the 1 hour blocks of time to analyze the IC data in preparation for Reteach/Spiral.

Teachers know a good deal about their classes before these two days, and it’s likely that work has already begun to support the students that aren’t meeting standard. The purpose of RS Days is to pause the pacing guide and support each student where they are with the current unit of study. Woodside will learn ways to support struggling learners during BOY PD and will continue to refine the reteach element throughout the beginning of the year. Spiral review will be supported with ILT for students that met learning target during each learning cycle.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	39.5 points below standard	+3 scale score points
	English Learners	79.9 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Foster Youth		
	Homeless	118.1 points below standard	
	Socioeconomically Disadvantaged	57.1 points below standard	
	Students with Disabilities	84.4 points below standard	
	African American	42.4 points below standard	
	American Indian		
	Asian		
	Filipino		
	Hispanic	45.9 points below standard	
	Two or More Races	37.6 points below standard	
	Pacific Islander		
	White	36.3 points below standard	
Math State Assessment: Change in scale score	All Students	64.4 points below standard	+3 scale score points
	English Learners	95.8 points below standard	
	Foster Youth		
	Homeless	135.8 points below standard	
	Socioeconomically Disadvantaged	82.2 points below standard	
	Students with Disabilities	120.9 points below standard	
	African American	118.7 points below standard	
	American Indian		
	Asian		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino Hispanic 75 points below standard Two or More Races 43 points below standard Pacific Islander White 55 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	51.8	+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	Materials and supplies to supplement academic support in the classroom above and beyond the core curriculum.	X All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,000	School Year 2026-2027

1.2	Technology or materials to supplement core math and literacy instruction across all grade levels.	X All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	9,034 456	School Year 2026-2027
1.3	ESGI, Mystery Science and other site licenses that support curriculum and data for classroom teachers.	X All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000 1,000	School Year 2026-2027
1.4	On demand printing services to support leveled readers for identified student groups in support of formative and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other	1000	School Year 2026-2027

	summative assessments in ELA		Operating Expenditures		
1.5	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 X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	8,000	School Year 2026-2027
1.6	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 X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	600	School Year 2026-2027
1.7	Purchase supplemental materials and supplies, included but not limited to items that support the California State Standards	X All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	9,500	School Year 2026-2027

1.8	Instructional Aides to assist in classrooms in order to provide academic intervention toward closing achievement gaps.	X All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	56123 56123	School Year 2026-2027
1.9	Training for staff in areas that are not provided by the district. Example would be Building Thinking Classrooms, mClass, Science of Reading, Modern Classrooms Project, or others.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10,000	School Year 2026-2027
1.10	Release time for grade levels to collaborate around prototypes and design thinking as called out in the	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	School Year 2026-2027

	Innovative School, to meet with ILT/GLT for learning cycles.				
1.11	UFLI and Decodeables for TK-2 and other materials and supplies to support literacy for our early learners	X All Students English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	6,000	School Year 2026-2027

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: 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 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)

Our Wellness Team led an effort to start Attendance Academy in the Spring season, working successfully with our most chronically absent students and their families. Through this program, students were given counseling and emotional support, families received outside agency support that included gas cards, and students attended school more often as a result.

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

. Each Tuesday, an intervention team meets to discuss teacher referrals and also look at schoolwide data, which includes attendance. We realized that there were no supports setup for chronically absent students and our Wellness Team reached out to the district for support and began the Wellness Academy.

2025-26

Identified Need

We are prepared to start Attendance Academy in Q1 of next school year, which will be required to get a jump start on supporting these vulnerable families.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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: 28.1% Chronically Absent English Learners: 27.8% Chronically Absent Foster Youth: Homeless: 57.9% Chronically Absent Socioeconomically Disadvantaged: 32.5% Chronically Absent Students with Disabilities: 31.4% Chronically Absent African American: 44.4% Chronically Absent American Indian:	-0.5%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Asian Filipino Hispanic 28.6% Chronically Absent Two or More Races 31.1% Chronically Absent Pacific Islander White 23.7% 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 Hispanic	N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	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	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	8,000	School Year 2026-2027
2.2	PBIS Rewards or the like, to improve student engagement and motivation to attend school.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation	5,624	School Year 2026-2027

			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 X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,000	School Year 2026-2027
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 X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	7,000	School Year 2026-2027
2.5	Funding for lunch and after school	X All Students English Learners	LCFF Supplemental	5000	School Year 2026-2027

	clubs that support identity groups and other student interests, including iLead supplies and incentives tied to this program.	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: 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 deleted.

ANALYSIS

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

In the 2025 - 2026 school year, Woodside launched a new system for responding to classroom behavior needs. Staff was briefed on how to request support using a push-in model, aligning as well with the 2024 - 2025 work done to establish the Den, a space where students who might be escalated can come to regulate.

While this system helped to instill systemic support, more can be done to provide durable solutions to students experiencing problems meeting expectations. For example, sometimes a push in call would create a need to remove the student from class (perhaps to the Den) but the extent of that work, generally, was to regulate the emotions of the student before returning them to class. This pacified classrooms greatly and improved the focus on learning more generally, and created more opportunities to work with students in new ways that are experiencing problematic behaviors.

In November of 2025, Woodside launched a behavior program for middle school students called iLead, inspired by The Leader in Me (Covey, 2008). Middle school students would earn a Leadership Level, each week, that would determine certain consequences. The levels are: Elite, Champion, Amateur, and Rookie. Elite and Champion levels earn certain privileges. Amateur and Rookie levels earn certain reflection opportunities. This work is set to continue, with the current version already an advanced iteration of the original design back in November.

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

Though our push in system was effective in dramatically reducing the amount of students sent to the office, it often served to just return an escalated student or teacher to baseline before resuming course. This was helpful to keep a calmer learning environment but did not support skill development to decrease a repeated issue in the future. This caused stresses to the system and the Den and increased the attention spent on a small group of kids. We noticed a consistent 15-18 students in the middle school space, for example, were earning lunch reflections and after school detentions and this, like any system, caused a need to reexamine both the criteria and the process. This caused a need to reexamine the effectiveness of this program for all students and will lead to a shift in our approach for next year.

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

The Push In system worked well in the beginning, as evidenced by the amount of calls that were coming out there office and the usage of campus monitor and rec aides to support. As any new system gets going, room for improvement abound. For this system, for example, we were able to look at which classrooms were receiving the most push in calls and then scaffold out support, using the SCIA and Wellness Team, to provide tools that the classroom(s) could use to handle minor behavioral issues in class and a thus not need a push in.

The iLead MS program underwent many changes from the first couple of weeks of inception. The idea at first was to have this program run for 2 week cycles, use grades as a leveling tool, and have some students earning multiple consequences for the same behavior. As the program iterated, students are now earning a leadership level every week and the consequences chain has been reduced. Grades were not included in the leveling as the teachers believed this wouldn't be fair to students that were trying hard but couldn't master the material even with effort and consistency, which became values the system acknowledged.

2025-26

Identified Need

In the Spring of 2025 - 2026, the administration and Wellness team began an exploration of Ross Greene's Collaborative & Proactive Solutions (CPS) model for supporting students. In May of 2026, it is planned to have the administration, Wellness Team, and SLT attend a 2 day webinar on the CPS model. This effort will turn into PD in the Fall for the whole staff as an evolution to the push-in system that was built this year.

The purpose of this effort is not simply to reduce the amount of incidence, suspensions, detentions, reflections, or trips to the office. We are looking to build skills that students currently lack which is a main reason they are not meeting the current expectations. As Greene suggests, kids do well if they can.

For repeated unsolved problems, we will work with the Behavior Team to complete an Assessment of Skills and Unsolved Problems (ASUP). This work will help us see students in a different light - as young people with a list of unsolved problems, instead of a bunch of behaviors that need modifying.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	6.5% suspended at least one day	-0.5%
	English Learners	1.2% suspended at least one day	
	Foster Youth		
	Homeless	17.5% suspended at least one day	
	Socioeconomically Disadvantaged	8.2% suspended at least one day	
	Students with Disabilities	8.4% suspended at least one day	
	African American	25% suspended at least one day	
	American Indian		
	Asian	9.1% suspended at least one day	
	Filipino		
	Hispanic	4.8% suspended at least one day	
	Two or More Races	10.9% suspended at least one day	
	Pacific Islander		
	White	4.8% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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 of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	66%	+10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Attendance Academy Incentives. Motivating students who are identified through Unified Insights data as our targeted students for Attendance Academy.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School Year 2026-2027
3.2	Materials/items to support the new 'Reset Room' as part of the	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	2000	School Year 2026-2027

	Innovative School design work.		4000-4999: Books And Supplies		
3.3	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	School Year 2026-2027
3.4	Community Liaison to help bridge the school/home connection.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	1500	School Year 2026-2027
3.5	Pay for SCIA to provide academic intervention including but not limited to check-in and check-outs. PC TBD	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	44,018 37,162	School Year 2026-2027

			Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.6	Parent engagement event and donuts with the principal, Cougar Cookout, Cocoa and Crafts and the Cultural Festival and more.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School Year 2026-2027
3.7	Any event, activity, or promotion materials/prizes that promotes the connection between site and community.	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Parent Involvement	1724	School Year 2026-2027
3.8	Rec Aide support	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Rec Aide Allocation	4130	School Year 2026-2027

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		

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	55,680	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	246,960	0.00
Title I Part A Parent Involvement	3,224	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	55,680.00
Title I Part A Parent Involvement	3,224.00
Title I Part A Site Allocation	246,960.00

Expenditures by Budget Reference

Budget Reference	Amount
	6,310.00
1000-1999: Certificated Personnel Salaries	23,600.00
2000-2999: Classified Personnel Salaries	101,641.00
3000-3999: Employee Benefits	93,285.00
4000-4999: Books And Supplies	54,158.00
5000-5999: Services And Other Operating Expenditures	31,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Rec Aide Allocation	4,130.00
	LCFF Supplemental Site Allocation	456.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	5,600.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	28,624.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	21,000.00
	Title I Part A Parent Involvement	1,724.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	18,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	100,141.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	93,285.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	25,534.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	180,836.00
Goal 2	29,624.00
Goal 3	99,534.00

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
Charlie Moynahan	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
Laura Wohlford	Classroom Teacher
Lisa Lunardi	Other School Staff
Cory Bishop-Olivares	Classroom Teacher
Carli Krebs	
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 05/26/2026.

Attested:

	Principal, Charlie Moynahan on 5/26/2026
	SSC Chairperson, Cierra Compton on 6/5/26

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.

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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **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/guidanceuseseinvestment.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/guidanceuseseinvestment.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 support		$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 **$55,680.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
		$456.00	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	$3,000.00	Engaging Academic Programs	
Materials and supplies to supplement academic support in the classroom above and beyond the core curriculum.	4000-4999: Books And Supplies	$8,000.00	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)

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	$1,000.00	Connected School Communities
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	$600.00	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	$8,000.00	Positive Culture & Climate
PBIS Rewards or the like, to improve student engagement and motivation to attend school.	4000-4999: Books And Supplies	$5,624.00	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	$4,000.00	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	$7,000.00	Positive Culture & Climate
Funding for lunch and after school clubs that support identity groups and other student interests, including iLead supplies and incentives tied to this program.	1000-1999: Certificated Personnel Salaries	$5,000.00	Positive Culture & Climate
Attendance Academy Incentives. Motivating students who are identified through Unified Insights data as our targeted students for Attendance Academy.	4000-4999: Books And Supplies	$5,000.00	Engaging Academic Programs
Materials/items to support the new 'Reset Room' as part of the Innovative School design work.	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs

Woodside School (K-8)

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	

LCFF Supplemental Site Allocation Total Expenditures: $56,180.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement **$3,224.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Community Liaison to help bridge the school/home connection.	2000-2999: Classified Personnel Salaries	$1,500.00	Engaging Academic Programs	
Any event, activity, or promotion materials/prizes that promotes the connection between site and community.		$1,724.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: $3,224.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation **$246,960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$1,000.00	Connected School Communities	
	3000-3999: Employee Benefits	$56,123.00	Connected School Communities	
UFLI and Decodeables for TK-2 and other materials and supplies to support literacy for our early learners	4000-4999: Books And Supplies	$6,000.00	Connected School Communities	

Woodside School (K-8)

	3000-3999: Employee Benefits	$37,162.00	Engaging Academic Programs
Pay for SCIA to provide academic intervention including but not limited to check-in and check-outs. PC TBD	2000-2999: Classified Personnel Salaries	$44,018.00	Engaging Academic Programs
Purchase supplemental materials and supplies, included but not limited to items that support the California State Standards	4000-4999: Books And Supplies	$9,500.00	Connected School Communities
Instructional Aides to assist in classrooms in order to provide academic intervention toward closing achievement gaps.	2000-2999: Classified Personnel Salaries	$56,123.00	Connected School Communities
Training for staff in areas that are not provided by the district. Example would be Building Thinking Classrooms, mClass, Science of Reading, Modern Classrooms Project, or others.	5000-5999: Services And Other Operating Expenditures	$10,000.00	Connected School Communities
Release time for grade levels to collaborate around prototypes and design thinking as called out in the Innovative School, to meet with ILT/GLT for learning cycles.	1000-1999: Certificated Personnel Salaries	$10,000.00	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 or materials to supplement core math and literacy instruction across all grade levels.	4000-4999: Books And Supplies	$9,034.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$246,960.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Woodside School (K-8) Total Expenditures:	$310,494.00