School Year: **2026-27**

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Woodcrest Elementary School | 30-66506-6028195 | April 22, 2026 | May 19, 2026 |

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

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

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

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

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

- Schoolwide Program
- Comprehensive Support and Improvement

Title 1

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

# Table of Contents


SPSA Title Page ....1
Table of Contents....3
Plan Description....5
Educational Partner Involvement....5
Resource Inequities....5
Comprehensive Needs Assessment Components....5
    California School Dashboard (Dashboard) Indicators....5
    Other Needs....6
School and Student Performance Data....7
    Student Enrollment....7
    CAASPP Results....9
    ELPAC Results....13
    Student Population....17
    Overall Performance....18
    Academic Performance....20
    Academic Engagement....28
    Conditions & Climate....31
Goals, Strategies, & Proposed Expenditures....33
    Goal 1....33
    Goal 2....36
    Goal 3....38
    Goal 4....41
    Goal 5....43
Budget Summary....44
    Budget Summary....44
    Other Federal, State, and Local Funds....44
Budgeted Funds and Expenditures in this Plan....45
    Funds Budgeted to the School by Funding Source....45
    Expenditures by Funding Source....45
    Expenditures by Budget Reference....45
    Expenditures by Budget Reference and Funding Source....45
    Expenditures by Goal....46
School Site Council Membership....47
Recommendations and Assurances....48
Instructions....49
Appendix A: Plan Requirements....56

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....59
Appendix C: Select State and Federal Programs .....62

# Plan Description

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

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Title 1

Woodcrest Elementary School aligns its ESSA plan with the Fullerton School District Local Control and Accountability Plan (LCAP) to ensure coordination across federal, state, and local programs. School goals and actions are based on a comprehensive needs assessment that includes student achievement, English learner progress, attendance, and school climate data. Input from parents, staff, and students, including advisory groups such as ELAC and SSC, helps guide priorities and strategies. ESSA-funded programs (Title I, II, III, and IV) support equitable access to high-quality instruction, targeted support for students, and professional learning for staff. Progress is regularly monitored through data reviews and collaboration with site and district leadership to ensure resources effectively support student success.

# Educational Partner Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

Woodcrest Elementary School engaged in a collaborative planning process to develop and review the School Plan for Student Achievement (SPSA). As a community school in the Fullerton School District, the principal worked closely with the School Site Council (SSC), teachers, support staff, and district personnel to analyze student data, review progress toward previous goals, and identify areas of need. Input from parents and families was gathered through English Learner Advisory Committee (ELAC) meetings, parent meetings, and surveys to ensure stakeholder perspectives were included. Throughout the year, SSC and ELAC members reviewed student achievement data, evaluated the effectiveness of strategies and expenditures, and provided recommendations. The SSC reviewed and approved the final SPSA and Annual Review and Update to ensure the plan reflects student needs and aligns with district priorities, the LCAP, and federal program requirements.

# Resource Inequities

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

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

N/A

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

Based on a review of the California Dashboard, Woodcrest Elementary has identified two areas in need of significant improvement: English Learner (EL) Progress and Chronic Absenteeism, both of which are currently in the red. To address EL Progress, we have implemented targeted interventions, including small-group instruction, designated ELD support, and professional development for teachers focused on strategies to accelerate language acquisition. We are

also monitoring EL and LTEL student progress more frequently to adjust instruction as needed. For Chronic Absenteeism, we are strengthening family engagement by communicating regularly with parents, providing attendance incentives, and offering additional support for students facing barriers to consistent attendance. Our school leadership team reviews attendance data weekly to identify at-risk students, schedule home visits and collaborate with families to improve daily attendance. These steps are designed to provide targeted support, improve student outcomes, and move both indicators toward green on future Dashboard reports.

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

While we currently do not have any significant performance gaps among student groups, we continue to monitor all student populations closely to ensure equitable access to support and resources. These steps are designed to improve outcomes and move both indicators toward green on future Dashboard reports.

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

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

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **American Indian** | 0.61% | % | % | 2 | | |
| **African American** | 0.61% | 0.32% | 0.99% | 2 | 1 | 3 |
| **Asian** | 1.82% | 2.58% | 1.32% | 6 | 8 | 4 |
| **Filipino** | 0.91% | 0.97% | 1.98% | 3 | 3 | 6 |
| **Hispanic/Latino** | 89.7% | 89.35% | 90.10% | 296 | 277 | 273 |
| **Pacific Islander** | 0% | % | % | 0 | | |
| **White** | 4.85% | 4.84% | 3.63% | 16 | 15 | 11 |
| **Two or More Races** | 1.52% | 1.94% | 1.98% | 5 | 6 | 6 |
| **Not Reported** | 0% | % | % | 0 | | |
| | | | **Total Enrollment** | 330 | 310 | 303 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| **Transitional Kindergarten** | | | 16 |
| **Kindergarten** | 57 | 42 | |
| **Grade 1** | 33 | 38 | |
| **Grade 2** | 50 | 30 | |
| **Grade3** | 44 | 51 | |
| **Grade 4** | 46 | 42 | |
| **Grade 5** | 48 | 45 | |
| **Grade 6** | 52 | 46 | |
| **Total Enrollment** | 330 | 310 | |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## English Learner (EL) Enrollment

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

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **English Learners** | 164 | 145 | 132 | 49.7% | 46.8% | 43.6% |
| **Fluent English Proficient (FEP)** | 24 | 22 | 24 | 7.3% | 7.1% | 7.9% |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 43 | 46 | 32 | 43 | 46 | 31 | 43 | 46 | 31 | 100.0 | 100 | 96.9 |
| Grade 4 | 42 | 36 | 43 | 41 | 36 | 42 | 41 | 36 | 42 | 97.6 | 100 | 97.7 |
| Grade 5 | 45 | 41 | 37 | 45 | 40 | 36 | 45 | 40 | 36 | 100.0 | 97.6 | 97.3 |
| Grade 6 | 50 | 45 | 41 | 49 | 43 | 39 | 49 | 43 | 39 | 98.0 | 95.6 | 95.1 |
| All Grades | 180 | 168 | 153 | 178 | 165 | 148 | 178 | 165 | 148 | 98.9 | 98.2 | 96.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 2332. | 2387. | 2389. | 2.33 | 8.70 | 12.90 | 13.95 | 26.09 | 22.58 | 18.60 | 28.26 | 25.81 | 65.12 | 36.96 | 38.71 |
| Grade 4 | 2371. | 2408. | 2427. | 4.88 | 8.33 | 4.76 | 4.88 | 11.11 | 23.81 | 19.51 | 30.56 | 26.19 | 70.73 | 50.00 | 45.24 |
| Grade 5 | 2419. | 2442. | 2452. | 2.22 | 5.00 | 0.00 | 13.33 | 32.50 | 19.44 | 20.00 | 15.00 | 41.67 | 64.44 | 47.50 | 38.89 |
| Grade 6 | 2460. | 2467. | 2483. | 2.04 | 4.65 | 7.69 | 26.53 | 18.60 | 25.64 | 24.49 | 25.58 | 28.21 | 46.94 | 51.16 | 38.46 |
| All Grades | N/A | N/A | N/A | 2.81 | 6.67 | 6.08 | 15.17 | 22.42 | 22.97 | 20.79 | 24.85 | 30.41 | 61.24 | 46.06 | 40.54 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 4.65 | 4.35 | 12.90 | 55.81 | 73.91 | 58.06 | 39.53 | 21.74 | 29.03 |
| Grade 4 | 2.44 | 5.56 | 9.52 | 48.78 | 55.56 | 73.81 | 48.78 | 38.89 | 16.67 |
| Grade 5 | 6.67 | 5.00 | 0.00 | 51.11 | 55.00 | 77.78 | 42.22 | 40.00 | 22.22 |
| Grade 6 | 6.12 | 6.98 | 7.69 | 51.02 | 37.21 | 56.41 | 42.86 | 55.81 | 35.90 |
| All Grades | 5.06 | 5.45 | 7.43 | 51.69 | 55.76 | 66.89 | 43.26 | 38.79 | 25.68 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 4.65 | 6.52 | 0.00 | 32.56 | 63.04 | 58.06 | 62.79 | 30.43 | 41.94 |
| Grade 4 | 7.50 | 2.78 | 2.38 | 25.00 | 63.89 | 64.29 | 67.50 | 33.33 | 33.33 |
| Grade 5 | 0.00 | 10.00 | 0.00 | 35.56 | 52.50 | 58.33 | 64.44 | 37.50 | 41.67 |
| Grade 6 | 8.16 | 2.33 | 10.26 | 34.69 | 39.53 | 56.41 | 57.14 | 58.14 | 33.33 |
| All Grades | 5.08 | 5.45 | 3.38 | 32.20 | 54.55 | 59.46 | 62.71 | 40.00 | 37.16 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 4.65 | 6.52 | 9.68 | 65.12 | 78.26 | 58.06 | 30.23 | 15.22 | 32.26 |
| Grade 4 | 0.00 | 2.78 | 0.00 | 65.85 | 77.78 | 73.81 | 34.15 | 19.44 | 26.19 |
| Grade 5 | 4.44 | 7.50 | 8.33 | 64.44 | 70.00 | 69.44 | 31.11 | 22.50 | 22.22 |
| Grade 6 | 6.12 | 13.95 | 2.56 | 69.39 | 65.12 | 79.49 | 24.49 | 20.93 | 17.95 |
| All Grades | 3.93 | 7.88 | 4.73 | 66.29 | 72.73 | 70.95 | 29.78 | 19.39 | 24.32 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 2.33 | 6.52 | 3.23 | 51.16 | 69.57 | 70.97 | 46.51 | 23.91 | 25.81 |
| Grade 4 | 0.00 | 5.56 | 7.14 | 56.10 | 69.44 | 71.43 | 43.90 | 25.00 | 21.43 |
| Grade 5 | 2.22 | 7.50 | 0.00 | 64.44 | 62.50 | 77.78 | 33.33 | 30.00 | 22.22 |
| Grade 6 | 2.04 | 9.30 | 15.38 | 67.35 | 67.44 | 53.85 | 30.61 | 23.26 | 30.77 |
| All Grades | 1.69 | 7.27 | 6.76 | 60.11 | 67.27 | 68.24 | 38.20 | 25.45 | 25.00 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **Grade 3** | 43 | 46 | 32 | 43 | 46 | 32 | 43 | 46 | 32 | 100.0 | 100 | 100 |
| **Grade 4** | 42 | 36 | 43 | 42 | 36 | 43 | 42 | 36 | 43 | 100.0 | 100 | 100 |
| **Grade 5** | 45 | 41 | 37 | 45 | 41 | 37 | 44 | 41 | 37 | 100.0 | 100 | 100 |
| **Grade 6** | 50 | 45 | 41 | 49 | 45 | 41 | 49 | 45 | 41 | 98.0 | 100 | 100 |
| **All Grades** | 180 | 168 | 153 | 179 | 168 | 153 | 178 | 168 | 153 | 99.4 | 100 | 100 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **Grade 3** | 2340. | 2411. | 2415. | 0.00 | 4.35 | 9.38 | 6.98 | 32.61 | 28.13 | 20.93 | 32.61 | 34.38 | 72.09 | 30.43 | 28.13 |
| **Grade 4** | 2377. | 2426. | 2439. | 0.00 | 0.00 | 0.00 | 9.52 | 25.00 | 23.26 | 21.43 | 38.89 | 41.86 | 69.05 | 36.11 | 34.88 |
| **Grade 5** | 2417. | 2439. | 2436. | 0.00 | 4.88 | 2.70 | 6.82 | 12.20 | 8.11 | 18.18 | 19.51 | 27.03 | 75.00 | 63.41 | 62.16 |
| **Grade 6** | 2450. | 2458. | 2464. | 2.04 | 2.22 | 4.88 | 6.12 | 13.33 | 7.32 | 34.69 | 22.22 | 34.15 | 57.14 | 62.22 | 53.66 |
| **Grade 11** | | | | | | | | | | | | | | | |
| **All Grades** | N/A | N/A | N/A | 0.56 | 2.98 | 3.92 | 7.30 | 20.83 | 16.34 | 24.16 | 27.98 | 34.64 | 67.98 | 48.21 | 45.10 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 0.00 | 10.87 | 15.63 | 30.23 | 63.04 | 62.50 | 69.77 | 26.09 | 21.88 |
| Grade 4 | 0.00 | 13.89 | 9.30 | 33.33 | 36.11 | 46.51 | 66.67 | 50.00 | 44.19 |
| Grade 5 | 2.27 | 4.88 | 0.00 | 34.09 | 34.15 | 37.84 | 63.64 | 60.98 | 62.16 |
| Grade 6 | 0.00 | 0.00 | 4.88 | 48.98 | 35.56 | 34.15 | 51.02 | 64.44 | 60.98 |
| Grade 11 | | | | | | | | | |
| All Grades | 0.56 | 7.14 | 7.19 | 37.08 | 42.86 | 44.44 | 62.36 | 50.00 | 48.37 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 0.00 | 13.04 | 6.25 | 32.56 | 52.17 | 53.13 | 67.44 | 34.78 | 40.63 |
| Grade 4 | 0.00 | 2.78 | 0.00 | 26.19 | 50.00 | 48.84 | 73.81 | 47.22 | 51.16 |
| Grade 5 | 0.00 | 2.44 | 2.70 | 43.18 | 51.22 | 59.46 | 56.82 | 46.34 | 37.84 |
| Grade 6 | 0.00 | 2.22 | 4.88 | 36.73 | 53.33 | 43.90 | 63.27 | 44.44 | 51.22 |
| All Grades | 0.00 | 5.36 | 3.27 | 34.83 | 51.79 | 50.98 | 65.17 | 42.86 | 45.75 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 2.33 | 10.87 | 15.63 | 51.16 | 63.04 | 68.75 | 46.51 | 26.09 | 15.63 |
| Grade 4 | 2.38 | 5.56 | 4.65 | 52.38 | 72.22 | 69.77 | 45.24 | 22.22 | 25.58 |
| Grade 5 | 0.00 | 4.88 | 2.70 | 52.27 | 53.66 | 40.54 | 47.73 | 41.46 | 56.76 |
| Grade 6 | 8.16 | 4.44 | 7.32 | 57.14 | 60.00 | 56.10 | 34.69 | 35.56 | 36.59 |
| All Grades | 3.37 | 6.55 | 7.19 | 53.37 | 61.90 | 58.82 | 43.26 | 31.55 | 33.99 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

**ELPAC Summative Assessment Data**
**Number of Students and Mean Scale Scores for All Students**

| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 1401.3 | 1417.1 | * | 1416.0 | 1425.7 | * | 1366.3 | 1396.7 | * | 24 | 20 | 10 |
| 1 | 1432.6 | 1425.8 | 1426.1 | 1443.6 | 1436.6 | 1423.9 | 1421.2 | 1414.8 | 1428.0 | 17 | 16 | 19 |
| 2 | 1453.6 | 1446.0 | 1430.9 | 1457.8 | 1456.4 | 1431.1 | 1449.1 | 1434.9 | 1430.1 | 19 | 19 | 15 |
| 3 | 1469.0 | 1495.7 | 1478.3 | 1463.0 | 1498.8 | 1468.3 | 1474.5 | 1492.3 | 1487.7 | 24 | 19 | 18 |
| 4 | 1486.9 | 1520.8 | 1505.0 | 1481.3 | 1526.9 | 1508.3 | 1491.9 | 1514.3 | 1501.4 | 25 | 20 | 11 |
| 5 | 1509.9 | 1527.2 | 1532.8 | 1502.5 | 1525.4 | 1530.3 | 1516.9 | 1528.8 | 1534.9 | 26 | 18 | 15 |
| 6 | 1494.8 | 1531.2 | 1477.8 | 1481.4 | 1523.6 | 1459.7 | 1508.0 | 1538.2 | 1495.3 | 20 | 21 | 12 |
| All Grades | | | | | | | | | | 155 | 133 | 100 |

**Overall Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 4.17 | 10.00 | * | 29.17 | 40.00 | * | 45.83 | 35.00 | * | 20.83 | 15.00 | * | 24 | 20 | * |
| 1 | 0.00 | 0.00 | 0.00 | 41.18 | 37.50 | 36.84 | 29.41 | 37.50 | 36.84 | 29.41 | 25.00 | 26.32 | 17 | 16 | 19 |
| 2 | 0.00 | 0.00 | 0.00 | 42.11 | 42.11 | 20.00 | 26.32 | 36.84 | 46.67 | 31.58 | 21.05 | 33.33 | 19 | 19 | 15 |
| 3 | 4.17 | 21.05 | 11.11 | 20.83 | 36.84 | 38.89 | 50.00 | 15.79 | 27.78 | 25.00 | 26.32 | 22.22 | 24 | 19 | 18 |
| 4 | 8.00 | 20.00 | 18.18 | 40.00 | 45.00 | 36.36 | 28.00 | 20.00 | 27.27 | 24.00 | 15.00 | 18.18 | 25 | 20 | 11 |
| 5 | 11.54 | 38.89 | 33.33 | 34.62 | 33.33 | 33.33 | 50.00 | 5.56 | 20.00 | 3.85 | 22.22 | 13.33 | 26 | 18 | 15 |
| 6 | 10.00 | 9.52 | 0.00 | 35.00 | 57.14 | 25.00 | 30.00 | 28.57 | 33.33 | 25.00 | 4.76 | 41.67 | 20 | 21 | 12 |
| All Grades | 5.81 | 14.29 | 10.00 | 34.19 | 42.11 | 34.00 | 38.06 | 25.56 | 33.00 | 21.94 | 18.05 | 23.00 | 155 | 133 | 100 |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 4.17 | 10.00 | * | 41.67 | 40.00 | * | 33.33 | 35.00 | * | 20.83 | 15.00 | * | 24 | 20 | * |
| 1 | 0.00 | 0.00 | 5.26 | 52.94 | 62.50 | 36.84 | 29.41 | 25.00 | 36.84 | 17.65 | 12.50 | 21.05 | 17 | 16 | 19 |
| 2 | 15.79 | 26.32 | 0.00 | 42.11 | 42.11 | 33.33 | 21.05 | 10.53 | 40.00 | 21.05 | 21.05 | 26.67 | 19 | 19 | 15 |
| 3 | 16.67 | 42.11 | 22.22 | 41.67 | 26.32 | 44.44 | 20.83 | 26.32 | 11.11 | 20.83 | 5.26 | 22.22 | 24 | 19 | 18 |
| 4 | 28.00 | 40.00 | 45.45 | 40.00 | 45.00 | 36.36 | 12.00 | 10.00 | 0.00 | 20.00 | 5.00 | 18.18 | 25 | 20 | 11 |
| 5 | 11.54 | 55.56 | 60.00 | 69.23 | 16.67 | 26.67 | 15.38 | 5.56 | 0.00 | 3.85 | 22.22 | 13.33 | 26 | 18 | 15 |
| 6 | 25.00 | 33.33 | 8.33 | 25.00 | 42.86 | 33.33 | 40.00 | 19.05 | 16.67 | 10.00 | 4.76 | 41.67 | 20 | 21 | 12 |
| All Grades | 14.84 | 30.08 | 21.00 | 45.16 | 39.10 | 37.00 | 23.87 | 18.80 | 20.00 | 16.13 | 12.03 | 22.00 | 155 | 133 | 100 |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 4.00 | 5.00 | * | 16.00 | 30.00 | * | 36.00 | 60.00 | * | 44.00 | 5.00 | * | 25 | 20 | * |
| 1 | 10.53 | 6.25 | 5.26 | 15.79 | 25.00 | 10.53 | 42.11 | 18.75 | 42.11 | 31.58 | 50.00 | 42.11 | 19 | 16 | 19 |
| 2 | 0.00 | 0.00 | 0.00 | 32.00 | 21.05 | 20.00 | 36.00 | 42.11 | 26.67 | 32.00 | 36.84 | 53.33 | 25 | 19 | 15 |
| 3 | 3.45 | 10.53 | 0.00 | 10.34 | 26.32 | 33.33 | 55.17 | 21.05 | 27.78 | 31.03 | 42.11 | 38.89 | 29 | 19 | 18 |
| 4 | 8.33 | 15.00 | 9.09 | 16.67 | 30.00 | 18.18 | 41.67 | 40.00 | 36.36 | 33.33 | 15.00 | 36.36 | 24 | 20 | 11 |
| 5 | 10.34 | 11.11 | 20.00 | 27.59 | 44.44 | 13.33 | 51.72 | 22.22 | 53.33 | 10.34 | 22.22 | 13.33 | 29 | 18 | 15 |
| 6 | 0.00 | 9.52 | 0.00 | 30.00 | 19.05 | 25.00 | 35.00 | 66.67 | 33.33 | 35.00 | 4.76 | 41.67 | 20 | 21 | 12 |
| All Grades | 2.58 | 8.27 | 7.00 | 20.00 | 27.82 | 22.00 | 43.87 | 39.85 | 37.00 | 33.55 | 24.06 | 34.00 | 155 | 133 | 100 |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 8.33 | 10.00 | * | 75.00 | 80.00 | * | 16.67 | 10.00 | * | 24 | 20 | * |
| 1 | 29.41 | 12.50 | 31.58 | 64.71 | 68.75 | 57.89 | 5.88 | 18.75 | 10.53 | 17 | 16 | 19 |
| 2 | 21.05 | 26.32 | 20.00 | 57.89 | 52.63 | 53.33 | 21.05 | 21.05 | 26.67 | 19 | 19 | 15 |
| 3 | 8.33 | 42.11 | 22.22 | 62.50 | 42.11 | 55.56 | 29.17 | 15.79 | 22.22 | 24 | 19 | 18 |
| 4 | 24.00 | 60.00 | 27.27 | 60.00 | 40.00 | 63.64 | 16.00 | 0.00 | 9.09 | 25 | 20 | 11 |
| 5 | 26.92 | 44.44 | 26.67 | 61.54 | 38.89 | 60.00 | 11.54 | 16.67 | 13.33 | 26 | 18 | 15 |
| 6 | 15.00 | 23.81 | 8.33 | 65.00 | 57.14 | 50.00 | 20.00 | 19.05 | 41.67 | 20 | 21 | 12 |
| All Grades | 18.71 | 31.58 | 26.00 | 63.87 | 54.14 | 56.00 | 17.42 | 14.29 | 18.00 | 155 | 133 | 100 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 4.17 | 10.00 | * | 62.50 | 60.00 | * | 33.33 | 30.00 | * | 24 | 20 | * |
| 1 | 5.88 | 0.00 | 0.00 | 76.47 | 81.25 | 63.16 | 17.65 | 18.75 | 36.84 | 17 | 16 | 19 |
| 2 | 31.58 | 21.05 | 6.67 | 57.89 | 57.89 | 80.00 | 10.53 | 21.05 | 13.33 | 19 | 19 | 15 |
| 3 | 20.83 | 36.84 | 38.89 | 54.17 | 57.89 | 44.44 | 25.00 | 5.26 | 16.67 | 24 | 19 | 18 |
| 4 | 28.00 | 40.00 | 36.36 | 48.00 | 50.00 | 45.45 | 24.00 | 10.00 | 18.18 | 25 | 20 | 11 |
| 5 | 53.85 | 50.00 | 66.67 | 34.62 | 22.22 | 20.00 | 11.54 | 27.78 | 13.33 | 26 | 18 | 15 |
| 6 | 40.00 | 47.62 | 25.00 | 40.00 | 47.62 | 33.33 | 20.00 | 4.76 | 41.67 | 20 | 21 | 12 |
| All Grades | 27.10 | 30.08 | 26.00 | 52.26 | 53.38 | 51.00 | 20.65 | 16.54 | 23.00 | 155 | 133 | 100 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 4.17 | 5.00 | * | 75.00 | 85.00 | * | 20.83 | 10.00 | * | 24 | 20 | * |
| 1 | 5.88 | 12.50 | 5.26 | 52.94 | 43.75 | 36.84 | 41.18 | 43.75 | 57.89 | 17 | 16 | 19 |
| 2 | 0.00 | 0.00 | 0.00 | 42.11 | 52.63 | 46.67 | 57.89 | 47.37 | 53.33 | 19 | 19 | 15 |
| 3 | 4.17 | 15.79 | 0.00 | 37.50 | 26.32 | 55.56 | 58.33 | 57.89 | 44.44 | 24 | 19 | 18 |
| 4 | 4.00 | 10.00 | 9.09 | 64.00 | 65.00 | 45.45 | 32.00 | 25.00 | 45.45 | 25 | 20 | 11 |
| 5 | 7.69 | 11.11 | 13.33 | 69.23 | 61.11 | 60.00 | 23.08 | 27.78 | 26.67 | 26 | 18 | 15 |
| 6 | 10.00 | 9.52 | 0.00 | 30.00 | 42.86 | 25.00 | 60.00 | 47.62 | 75.00 | 20 | 21 | 12 |
| All Grades | 5.16 | 9.02 | 6.00 | 54.19 | 54.14 | 48.00 | 40.65 | 36.84 | 46.00 | 155 | 133 | 100 |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 20.83 | 20.00 | * | 45.83 | 70.00 | * | 33.33 | 10.00 | * | 24 | 20 | * |
| 1 | 0.00 | 6.25 | 10.53 | 58.82 | 50.00 | 73.68 | 41.18 | 43.75 | 15.79 | 17 | 16 | 19 |
| 2 | 15.79 | 15.79 | 13.33 | 52.63 | 57.89 | 40.00 | 31.58 | 26.32 | 46.67 | 19 | 19 | 15 |
| 3 | 8.33 | 15.79 | 11.11 | 66.67 | 63.16 | 77.78 | 25.00 | 21.05 | 11.11 | 24 | 19 | 18 |
| 4 | 12.00 | 25.00 | 9.09 | 52.00 | 65.00 | 81.82 | 36.00 | 10.00 | 9.09 | 25 | 20 | 11 |
| 5 | 7.69 | 33.33 | 6.67 | 80.77 | 44.44 | 73.33 | 11.54 | 22.22 | 20.00 | 26 | 18 | 15 |
| 6 | 15.00 | 14.29 | 16.67 | 70.00 | 80.95 | 50.00 | 15.00 | 4.76 | 33.33 | 20 | 21 | 12 |
| All Grades | 11.61 | 18.80 | 15.00 | 61.29 | 62.41 | 64.00 | 27.10 | 18.80 | 21.00 | 155 | 133 | 100 |

**Conclusions based on this data:**

**1.**

# 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** |
| **303** | **83.2%** | **43.6%** | **2%** |
| Total Number of Students enrolled in Woodcrest Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 132 | 43.6% |
| **Foster Youth** | 6 | 2% |
| **Homeless** | 16 | 5.3% |
| **Socioeconomically Disadvantaged** | 252 | 83.2% |
| **Students with Disabilities** | 63 | 20.8% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 3 | 1% |
| **American Indian** | 0 | 0.0% |
| **Asian** | 4 | 1.3% |
| **Filipino** | 6 | 2% |
| **Hispanic** | 273 | 90.1% |
| **Two or More Races** | 6 | 2% |
| **Pacific Islander** | 0 | 0.0% |
| **White** | 11 | 3.6% |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Overall Performance

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.

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Yellow | **Chronic Absenteeism**<br>Red | **Suspension Rate**<br>Yellow |
| **Mathematics**<br>Yellow | | |
| **English Learner Progress**<br>Red | | |

**Conclusions based on this data:**

1. In conclusion, Woodcrest Elementary’s English Learner Progress indicator on the California Dashboard declined from Green to Red, signaling a significant area of concern. This shift highlights the urgent need to strengthen targeted support and interventions for our English Learner students. Moving forward, we are prioritizing small-group instruction, designated ELD support, and professional development for staff to accelerate language acquisition and ensure all EL students make measurable progress. This data underscores the importance of ongoing monitoring and strategic action to reverse this trend and better support our English Learners.

2. In conclusion, our most recent California School Dashboard results show that Woodcrest Elementary maintained a Yellow status in English Language Arts, indicating that our overall performance in ELA remains steady and in the mid-range on the state's accountability system. The Yellow rating reflects a solid foundation in English language arts while also highlighting opportunities for continued growth and improvement.

3. In conclusion, our most recent California School Dashboard results show that Woodcrest Elementary maintained a Yellow status in Mathematics, indicating that our overall performance in Math remains steady and in the mid-range on the state's accountability system. The Yellow rating reflects a solid foundation in Math while also highlighting opportunities for continued growth and improvement.

# School and Student Performance Data

## Academic Performance
## English Language Arts

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.

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard English Language Arts Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 1 | 3 | 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 |
|---|---|---|
|  Yellow |  Orange |  No Performance Color |
| 42.8 points below standard | 65.9 points below standard | Fewer than 11 students - No Data for Privacy |
| Increased 12 points | Maintained 2.1 points | 3 Students |
| 156 Students | 80 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Yellow |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 39.2 points below standard |
| 5 Students | 10 Students | Increased 10.1 points |
| | | 136 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Yellow<br>65.4 points below standard<br>Increased 4.4 points<br>37 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |  No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  Yellow<br>43.3 points below standard<br>Increased 14.6 points<br>145 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students |

**Conclusions based on this data:**

1. Overall student performance improved by 12 points, with Socioeconomically Disadvantaged students showing a 10.1 point increase. These gains indicate that our targeted interventions and instructional strategies are making a positive impact. However, performance remains below standard across all groups, highlighting the need for continued focus and support to accelerate student achievement.

# 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 2 | 2 | 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 |
|---|---|---|
|  Yellow |  Orange |  No Performance Color |
| 57.9 points below standard | 77.6 points below standard | Fewer than 11 students - No Data for Privacy |
| Increased 4.6 points | Maintained 0.4 points | 3 Students |
| 158 Students | 82 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Orange |
| Fewer than 11 students - No Data for Privacy | 83.6 points below standard | 56.6 points below standard |
| 5 Students | 11 Students | Maintained 2.7 points |
| | | 138 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Yellow<br>75.8 points below standard<br>Increased 14.1 points<br>36 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |  No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |  Yellow<br>59.2 points below standard<br>Increased 8.5 points<br>146 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students |

**Conclusions based on this data:**

1. All students showed a 4.6-point increase, reflecting solid progress in math achievement. Students with disabilities experienced the largest growth, increasing by 14.1 points, demonstrating that targeted interventions and instructional strategies are having a positive effect. Despite these gains, overall performance remains below standard, indicating the need for continued support and focused instruction.

# 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Science Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 1 | 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 |
|---|---|---|
|  Green |  No Performance Color |  No Performance Color |
| 45.1 science points | 42.8 science points | 0 Students |
| Increased 2.8 points | Increased 5.5 points | |
| 40 Students | 22 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Orange |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 44.7 science points |
| 2 Students | 6 Students | Maintained 1.5 points |
| | | 38 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 45.1 science points | Fewer than 11 students - No Data for Privacy | 0 Students |
| 11 Students | 0 Students | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Yellow |
| 0 Students | 0 Students | 44.6 science points |
| | | Increased 2.6 points |
| | | 37 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| Fewer than 11 students - No Data for Privacy | 0 Students | Fewer than 11 students - No Data for Privacy |
| 1 Student | | 2 Students |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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.

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

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

**2025 Fall Dashboard English Learner Progress Indicator**

| English Learner Progress | Long-Term English Learner Progress |
|---|---|
|  |  |
| Red | No Performance Color |
| 38.9 making progress. | making progress. |
| Number Students: 95 Students | Number Students: 1 Student |

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 |
|---|---|---|---|
| 20.2% | 38.1% | 0% | 41.7% |

**Conclusions based on this data:**

1. 41.7% of our English Learners progressed at least one ELPI level.
2. Although we saw a decline in our English Learner progress, we have strengthened our focus on school wide instructional strategies, including student discourse, graphic organizers, and the use of sentence frames. These research-based supports are implemented with fidelity during daily ELD instruction to better support language development and student achievement.
3. We are committed to supporting our English learners in making continuous progress by using targeted, data-driven practices. This includes administering Interim ELD assessments to monitor growth and guide instruction, as well as providing differentiated support for our newcomer and Long-Term English Learner (LTEL) students. Through intentional instruction and ongoing progress monitoring, we ensure all English learners receive the support they need to develop language skills and achieve academic success.

# School and Student Performance Data

## Academic Performance
## College/Career Report

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.

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

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

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | 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 |

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

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 |  Red |  No Performance Color |
| 22.1% Chronically Absent | 21.3% Chronically Absent | Fewer than 11 students - No Data for Privacy |
| Increased 3.6 | Increased 4.4 | 3 Students |
| 308 Students | 136 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Red |
| Fewer than 11 students - No Data for Privacy | 42.9% Chronically Absent | 22.3% Chronically Absent |
| 8 Students | Increased 19.3 | Increased 1.6 |
| | 21 Students | 269 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Red |  No Performance Color |  No Performance Color |
| 40% Chronically Absent | Fewer than 11 students - No Data for Privacy | 0 Students |
| Increased 18.7 | 4 Students | |
| 75 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 | 19.6% Chronically Absent |
| 4 Students | 6 Students | Increased 1 |
| | | 276 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| Fewer than 11 students - No Data for Privacy | 0 Students | 41.7% Chronically Absent |
| 6 Students | | Increased 28.3 |
| | | 12 Students |

**Conclusions based on this data:**

1. Chronic Absenteeism has declined for all students.
2. Focus on improvement of chronic absenteeism for students with disabilities will remain a focus.
3. Chronic Absenteeism has declined for socioeconomically disadvantaged students.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

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.

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 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 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 3 | 0 | 1 | 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 |  Orange |  No Performance Color |
| 0.9% suspended at least one day | 1.4% suspended at least one day | Fewer than 11 students - No Data for Privacy |
| Increased 0.4% | Increased 1.4% | 4 Students |
| 322 Students | 142 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Orange |
| Fewer than 11 students - No Data for Privacy | 0% suspended at least one day | 1.1% suspended at least one day |
| 8 Students | Maintained 0% | Increased 0.4% |
| | 21 Students | 274 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Orange<br>1.2% suspended at least one day<br>Increased 1.2%<br>83 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students |  No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students |  Green<br>0.7% suspended at least one day<br>Maintained 0.1%<br>286 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students |  No Performance Color<br>0 Students |  No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>15 Students |

**Conclusions based on this data:**

1. Suspension rates has continued to decline and students are remaining in school.
2. Other forms of disciplinary measures are being utilized as an alternative to suspension.
3. PBIS will continue to be used to improve student behavior at Woodcrest.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 1

## Title and Description of School Goal

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

**Student Achievement**
ENGLISH LANGUAGE ARTS

Based on the 2025 Data, the percentage of students in grades 2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% from the district diagnostic one results

Based on the 2025 Data, based on the overall ELA distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -42.8 to -39.8

Based on the 2025 Data, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% from the results from the ELPAC.

MATHEMATICS:

Based on the 2025 Data, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in Math will decrease by at least 10% from the 2025 district diagnostic one results.

Based on the 2025 Data, based on the overall math distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -57.9 to -54.9

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

## Identified Need

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

Based on a review of the California Dashboard, Woodcrest Elementary has identified two areas in need of significant improvement: English Learner (EL) Progress which is currently in the red. To address EL Progress, we have implemented targeted interventions, including small-group instruction, designated ELD support, and professional development for teachers focused on strategies to accelerate language acquisition. We are also monitoring EL and LTEL student progress more frequently to adjust instruction as needed. These steps are designed to provide targeted support, improve student outcomes, and move both indicators toward green on future Dashboard reports.

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| SBAC | 2026 Dashboard Data | DFS increase by 3 |
| iReady Data | D2-2026 Data | Increase by 10% |
| Benchmark Testing | Fall 2026 Data | Increase by 10% |

| | | |
|---|---|---|
| ELPAC | 2026 Dashboard Data | Increase by 10% |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **1.1** | Strengthen school-wide Professional Learning Communities (PLCs) to support ongoing collaboration, real-time analysis of student data, and timely identification of students in need of additional support.<br><br>Ensure consistent implementation of curriculum through school-wide mapping and full utilization of Wonders ELA and Go Math to maintain alignment and instructional rigor.<br><br>Maintain daily Orton-Gillingham (OG) practices in grades K–3 while enhancing Tier I and Tier II small group instruction to better meet diverse student needs.<br><br>Leverage instructional aides in kindergarten through 2nd grade to facilitate small group learning and provide targeted support, particularly for students not meeting grade level standards.<br><br>Provide differentiated, individualized instruction for English Learners and other targeted subgroups, supported by ongoing progress monitoring to ensure growth and success.<br><br>Foster a culture of continuous improvement by implementing research-based best practices, offering meaningful professional development, and providing additional teacher planning time to strengthen instruction. | All students | 286<br>Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>Professional Development/Release/Planning Extra Time/Substitutes<br><br>12887<br>LCFF - Supplemental<br>5700-5799: Transfers Of Direct Costs<br>Physical Education Teacher<br><br>1000<br>Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>Hours for Additional Aide support for interventions and enrichment opportunities for students.<br><br>300<br>Title I Part A: Allocation<br>3000-3999: Employee Benefits<br>Certificated Benefits. |
| **1.2** | Ensure all students and teachers have consistent access to high-quality instructional materials, including digital resources, that are aligned to the Common Core State Standards (CCSS).<br><br>Allocate substitute time to support instructional rounds and collaborative curriculum planning, allowing teachers to observe, reflect, and refine their practice, including materials and supplies such as the laminator and copier contracts. | | 2174<br>LCFF - Base<br>5000-5999: Services And Other Operating Expenditures<br>Laminator Service and Xerox<br><br>10639<br>LCFF - Base<br>4000-4999: Books And Supplies<br>Instructional Materials<br><br>2749<br>Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>Planning time Sub release |
| **1.4** | Provide additional hours for teachers and instructional assistants to deliver both before- and after-school interventions in ELA and Math, | | 3,000<br>LCFF - Base |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | ensuring targeted support for students who need extra time and instruction. | | 1000-1999: Certificated Personnel Salaries<br>Teacher Hourly pay for intervention classes<br><br>8,000<br>LCFF - Base<br>2000-2999: Classified Personnel Salaries<br>Aide support for morning interventions<br><br>1,953<br>LCFF - Base<br>3000-3999: Employee Benefits<br>Benefits for Interventions |
| **1.5** | Sixth grade students participate in Science Camp, where they gain a deeper, hands-on understanding of marine science. | | Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>Science Camp Catalina Island |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

Our school supports academic growth through a multi-tiered, data-driven approach focused on collaboration and targeted instruction. Teachers use PLCs to analyze data and provide timely interventions, while consistent implementation of Wonders ELA, Go Math, and curriculum mapping ensures alignment and rigor. In K–2, literacy is strengthened through Orton-Gillingham practices, small groups, and instructional aide support. English Learners and targeted groups receive differentiated instruction and ongoing progress monitoring.
Professional development, collaborative planning, and expanded before- and after-school interventions support continuous improvement. Enrichment opportunities and strong family engagement further enhance student success, leading to increased achievement and engagement across the school.

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

Due to the recent increase in certificated salaries, we have had to make adjustments to our budget.

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

We have expanded our intervention program to include after-school ELA and Math support, addressing previous challenges with before-school participation. We will carefully review scheduling to ensure Tier I and Tier II instruction remains protected, supporting high-quality, first-teaching practices for all students.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

## Title and Description of School Goal

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

**Technology and Digital Literacy**
All Woodcrest School students and staff will have access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 2: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

## Identified Need

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

Staff will continue to receive professional development in order to be on the cutting edge of technological and digital instructional techniques as well as applications to improve academic success for students in this ever changing landscape.

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Survey | School Wide Weekly Learning Strategies | 100% Participation |
| Walkthrough Data | Weekly Walkthrough Measurements | 100% of teachers will use 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences. |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **2.1** | | | |
| **2.2** | Woodcrest will offer students opportunities to explore and develop their digital literacy and personal passions through engaging experiences in robotics, STEM, Speech and Debate, photography, videography, and animation. These programs are designed to inspire creativity, problem-solving, and hands-on learning across a variety of exciting disciplines. | | 500<br>LCFF - Base<br>1000-1999: Certificated Personnel Salaries<br>Teacher Hourly<br><br>200<br>LCFF - Base |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | 3000-3999: Employee Benefits<br>Teacher Hourly |
| **2.3** | | | |
| **2.4** | Provide dedicated hours for a part-time Media Technician to support both staff and students in all aspects of technology use and integration. | | 4420<br>Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>Media Person<br><br>3520<br>Title I Part A: Allocation<br>3000-3999: Employee Benefits<br>Benefits |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

Woodcrest has successfully implemented a variety of enrichment programs that provide students with opportunities to explore and develop their personal passions. Through engaging experiences in robotics, STEM, Speech and Debate, photography, videography, and animation, students are able to apply critical thinking, creativity, and problem-solving skills in meaningful, hands-on ways. These programs have been highly effective in fostering student engagement, encouraging exploration, and supporting the growth of both academic and social-emotional skills, allowing our students to discover and pursue their unique interests with confidence and enthusiasm.

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

Due to the recent increase in certificated and classified salaries, we have had to make adjustments to our budget.

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

We have expanded our technology offerings to include programs such as Speech and Debate and Videography, providing students with opportunities to develop and showcase their individual talents.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 3

## Title and Description of School Goal

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

**Safe and Secure Environment**
Woodcrest School will provide a welcoming, safe, and secure environment for all members of our community.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 3: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social, and emotional health and well-being of all staff and students.

## Identified Need

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

Woodcrest families have shared their views and ideas in our needs assessments in regards to school safety and welcoming enviormment.

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Decrease Chronic Absenteeism by 2.2% annually among all student groups particularly EL and socio economically disadvantaged. | Overall Rate: The school's chronic absenteeism rate indicated by dashboard. | Improved mental health and student health outlook compared to start of the year. |
| Dashboard Suspension Rate | Dashboard Data | Decrease suspension rate from previous year based on Dashboard Data. |
| Second Step | Zero percent | 100% completion rate at all grade levels |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **3.1** | Develop and implement programs that promote the emotional and physical well-being of students and staff, utilizing the Second Step Curriculum and support from Community Schools. Necessary materials will be provided to ensure effective program delivery.<br><br>Enhance PBIS initiatives through a digital system that delivers positive reinforcement, student incentives, and experiences aimed at improving school climate and safety. Additional hours will be | | 14772<br>LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>Social Services Assistant<br><br>3,500<br>LCFF - Base<br>2000-2999: Classified Personnel Salaries<br>Extra Supervision |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | allocated to classified staff to support the implementation and success of PBIS programming. | | 5,074<br>LCFF - Base<br>3000-3999: Employee Benefits<br>Classified and Certificated Benefits<br><br>1,553<br>LCFF - Base<br>4000-4999: Books And Supplies<br>Materials and supplies for PBIS |
| **3.2** | Organize and provide targeted learning support services for identified student subgroups to address academic, behavioral, attendance, and social-emotional needs.<br><br>Establish an attendance team to conduct parent outreach, provide attendance incentives, and perform home visits for students with chronic absences, while ensuring Independent Study is implemented consistently and effectively.<br><br>Employ a full-time licensed counselor to deliver individual and small group counseling, as well as behavior support, to meet the diverse needs of our students. | | 99948.59<br>Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>School Counselor<br><br>99948.59<br>LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>School Counselor<br><br>Title I Part A: Allocation<br>3000-3999: Employee Benefits<br>Certificated Benefits<br><br>LCFF - Supplemental<br>3000-3999: Employee Benefits<br>Certificated Benefits |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

Woodcrest has implemented a comprehensive system to support students academically, socially, and emotionally. Programs like Second Step and Community Schools promote well-being and provide access to essential resources. PBIS reinforces positive behavior through a digital system that recognizes and rewards students, strengthening school climate. Targeted supports address the needs of specific student groups, including improved attendance efforts and consistent use of Independent Study. A full-time counselor provides individual and small group support to build students' social-emotional skills.
Together, these efforts create a supportive environment that helps students succeed, build positive relationships, and stay engaged in learning.

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

Due to the recent increase in salaries, we have had to make adjustments to our budget.

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

We will integrate student feedback to create meaningful experiences that strengthen and enrich our PBIS system, ensuring it is more engaging and responsive to student needs.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 4

## Title and Description of School Goal

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

**Parent Engagement**
Woodcrest School will support family engagement, communication and partnerships among all members of our school community and stakeholders and within our district and city geographic area at large.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4: FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

## Identified Need

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

Woodcrest Elementary is committed to strengthening family-school connections by improving communication and increasing equitable participation. Data shows a need for better outreach, especially for socioeconomically disadvantaged and English Learner families facing language and scheduling barriers. To address this, the school will enhance multilingual communication, use digital tools for real-time updates, and offer flexible meetings, workshops, and cultural events to create an inclusive and engaged school community.

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Parent Meetings(SSC, ELAC, PTA, Coffee w/Principal, Parent classes) | Sign in sheets | Increase by 10% |
| School Survey | Fall and Winter Survey | Increase by 10% |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **4.1** | Woodcrest will foster continuous and transparent communication among all stakeholders to uphold a culture of respect, integrity, and inclusivity. All communication will be offered in both English and Spanish.<br><br>Parent engagement initiatives are designed to strengthen family involvement and enhance student success, with necessary materials provided to support these activities. | | 1000<br>LCFF - Base<br>2000-2999: Classified Personnel Salaries<br>Office Extra Support<br><br>1178<br>LCFF - Base<br>3000-3999: Employee Benefits<br>Benefits |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | We will offer a variety of parent workshops focused on nutrition, technology, and literacy and math to build parent skills and promote active participation in supporting their children's academic growth.<br><br>Additionally, Woodcrest will offer an ESL class available to both parents and community members, providing opportunities to develop English language skills and engage more fully in school and community life. | | 590<br>Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>Translators<br><br>2180<br>Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>Materials and Supplies |

# Annual Review

**SPSA Year Reviewed: 2025-26**

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

## Analysis

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

Woodcrest promotes strong communication and meaningful family engagement through consistent, bilingual outreach that fosters an inclusive and respectful school community.
Parent workshops in areas like nutrition, technology, literacy, and math provide families with practical tools to support learning at home, while the ESL program helps parents build language skills and stay connected.
These efforts strengthen home-school partnerships, increase family involvement, and support student success both academically and socially.

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

Due to the recent increase in salaries, we have had to make adjustments to our budget.

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

Our newly established ESL classes have significantly boosted parent and community engagement, and we anticipate an even greater impact as we begin recruiting additional parents for the 2026–27 school year.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 5

## Title and Description of School Goal

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

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

## Identified Need

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

## Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|

# Annual Review

**SPSA Year Reviewed: 2025-26**

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

# Analysis

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

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

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

# Budget Summary

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

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $281,372.18 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation ($) |
|---|---|
| Title I Part A: Allocation | $114,993.59 |

Subtotal of additional federal funds included for this school: $114,993.59

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

| State or Local Programs | Allocation ($) |
|---|---|
| LCFF - Base | $38,771.00 |
| LCFF - Supplemental | $127,607.59 |

Subtotal of state or local funds included for this school: $166,378.59

Total of federal, state, and/or local funds for this school: $281,372.18

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF - Base | 38,771.00 |
| LCFF - Supplemental | 127,607.59 |
| Title I Part A: Allocation | 114,993.59 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 206,432.18 |
| 2000-2999: Classified Personnel Salaries | 33,282.00 |
| 3000-3999: Employee Benefits | 12,225.00 |
| 4000-4999: Books And Supplies | 14,372.00 |
| 5000-5999: Services And Other Operating Expenditures | 2,174.00 |
| 5700-5799: Transfers Of Direct Costs | 12,887.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF - Base | 3,500.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 12,500.00 |
| 3000-3999: Employee Benefits | LCFF - Base | 8,405.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 12,192.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Base | 2,174.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 99,948.59 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 14,772.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF - Supplemental | 12,887.00 |

| | | |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 102,983.59 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 6,010.00 |
| 3000-3999: Employee Benefits | Title I Part A: Allocation | 3,820.00 |
| 4000-4999: Books And Supplies | Title I Part A: Allocation | 2,180.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 42,988.00 |
| Goal 2 | 8,640.00 |
| Goal 3 | 224,796.18 |
| Goal 4 | 4,948.00 |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Soraya Ramos | Principal |
| Dionna Spencer | Classroom Teacher |
| Krystal Sloan Ramirez | Classroom Teacher |
| Karina Tran | Classroom Teacher |
| Amy Chung | Other School Staff |
| Jessica Belmontes | Other School Staff |
| Carmela Vasquez | Parent or Community Member |
| Martha Olivar | Parent or Community Member |
| Beatriz Camacho | Parent or Community Member |
| Denise Diaz | Parent or Community Member |
| Aura Cardona | 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 April 22, 2026.

Attested:

| | |
|---|---|
|  | Principal, Soraya Ramos on 4/22/26 |
|  | SSC Chairperson, Krystal Sloan Ramirez on 4/22/26 |

# 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 (LCAP) process.

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

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

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

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

## Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Plan Description

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

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

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

## Educational Partner Involvement

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

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

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

**Additional ATSI Planning Requirements:**
This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Comprehensive Needs Assessment

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

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

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

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

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

**ATSI Planning Requirements:**
Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

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

**Additional CSI Planning Requirements:**
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

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

## Goal

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

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

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

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Identified Need

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

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Annual Measurable Outcomes

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

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

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

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## CSI Resources

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

# Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

# Title I School-Level Parental Involvement Policy
# Woodcrest Elementary
# 2025-2026

Woodcrest Elementary has developed a written Title I parental involvement policy with input from Title I parents. During the School Site Council parents were shown the Title 1 parental involvement policy and asked for feedback and/or additional ideas to incorporate so as to improve home and school interactions. It has distributed the policy to parents of Title I students. Each year the Parent Compact is shared electronically and in hard copy with the community. The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

**Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Woodcrest Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Each year at Back to School Night parents receive a brief presentation on the Title 1 supports and regulations we follow.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Each year parents are surveyed about availability in order to best determine meeting times. Usually, it is required to have both an AM session and a PM session. These are usually done on a quarterly basis.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Students are grouped homogeneously and put in ELD sections for additional language support. Underperforming students are also grouped and pulled into intervention groups in six-week cycles, reassessed, re-grouped, and the cycles repeat. This is done in both ELA and Math. Classrooms with the highest concentration or need are assigned additional support in the form of an instructional assistant.

- The school provides parents of Title I students with timely information about Title I programs. At Back to School Night parents receive the first introductions to Title 1 and how it impacts the school. Soon thereafter during Parent Teacher Conferences parents of English learners receive individualized reports on progress and intervention efforts.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During ELAC and DELAC parents get to review curricular decisions, as well as provide feedback on its ease or difficulty of use. During curriculum adoption years, parents get to preview the curriculum and offer feedback.

- The school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Each year parents are shown the multiple ways they can be involved at the school. For example, they can learn how to become an ELAC member, as well as the roles and responsibilities of the School Site Council. These two groups are instrumental in getting the school the support it needs to grow and learn.

**School-Parent Compact**

Woodcrest Elementary distributes to parents of Title I students a school-parent compact. The compact, which is jointly developed with parents, outlines how parents, the entire school staff, and students will share the

responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide a high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Each year the parent compact is updated by incorporating the feedback we receive from staff, students and parents. It is also reviewed at SSC and staff meetings to gauge its merits and implementation levels.

**Building Capacity for Involvement**

Woodcrest Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, and assessments, and how to monitor and improve the achievement of their children. Our office staff is trained in translation services. During Back to School Nights and other events, our bilingual staff translates for the parents as needed.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Each year we offer parent workshops on ways the parents can set up their homes to promote learning is a priority and homework.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners. Parents surveys are done annually where parents get to share their points of view and perspectives about the level of instruction.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Our PTA and DELAC members are also heavily involved with our EL families in an effort to provide access and enrichment to all the students in our care.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Each informational item required by parents to have is translated for them. They are emailed to them and also posted on our website. Lastly, we send hard copies home as needed.

- The school provides support for parental involvement activities requested by Title I parents. The number one support parents have asked for and received are adult translators for school-wide events and the ability to come to campus to support staff by volunteering.

**Accessibility**

Woodcrest Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All relevant student learning info is translated for parents for ease of interpretation.

# Título I Política de participación de los padres a nivel escolar
# Woodcrest Elementary
# 2025-2026

Woodcrest Elementary ha desarrollado una política escrita de participación de los padres de Título I con aportes de los padres de Título I. Durante el Consejo Escolar, a los padres se les mostró la política de participación de los padres del Título 1 y se les pidió comentarios y/o ideas adicionales para incorporar a fin de mejorar las interacciones entre el hogar y la escuela. Ha distribuido la política a los padres de estudiantes de Título I. Cada año, el Pacto de Padres se comparte electrónicamente y en forma impresa con la comunidad. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I [20 USC 6318 Sección 1118(a)-(f) inclusive].
Participación de los padres en el programa Título I

**Para involucrar a los padres en el programa Título I en Woodcrest Elementary, se han establecido las siguientes prácticas:**
La escuela convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos de Título I y sobre el derecho de los padres a participar en el programa de Título I. Cada año, en la Noche de Regreso a Clases, los padres reciben una breve presentación sobre los apoyos y las regulaciones del Título 1 que seguimos.

La escuela ofrece una cantidad flexible de reuniones para padres de Título I, como reuniones por la mañana o por la noche. Cada año se encuesta a los padres sobre la disponibilidad para determinar mejor los horarios de las reuniones. Por lo general, es necesario tener una sesión de mañana y una sesión de tarde. Generalmente se realizan trimestralmente.

La escuela involucra a los padres de estudiantes de Título I de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas de Título I de la escuela y la política de participación de los padres de Título I. Los estudiantes se agrupan de manera homogénea y se ubican en secciones ELD para apoyo lingüístico adicional. Los estudiantes con bajo rendimiento también son agrupados y llevados a grupos de intervención en ciclos de seis semanas, reevaluados, reagrupados y los ciclos se repiten. Esto se hace tanto en ELA como en Matemáticas. A las aulas con mayor concentración o necesidad se les asigna apoyo adicional en forma de un asistente de instrucción.

La escuela proporciona a los padres de estudiantes de Título I información oportuna sobre los programas de Título I. En la Noche de Regreso a Clases, los padres reciben las primeras presentaciones sobre el Título 1 y cómo afecta a la escuela. Poco después, durante las conferencias de padres y maestros, los padres de estudiantes de inglés reciben informes individualizados sobre el progreso y los esfuerzos de intervención.

La escuela proporciona a los padres de estudiantes de Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Durante ELAC y DELAC, los padres pueden revisar las decisiones curriculares, así como también brindar comentarios sobre su facilidad o dificultad de uso. Durante los años de adopción del plan de estudios, los padres pueden obtener una vista previa del plan de estudios y ofrecer comentarios.

La escuela brinda oportunidades para reuniones periódicas que permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos. Cada año se muestra a los padres las múltiples maneras en que pueden participar en la escuela. Por ejemplo, convertirse en miembro de ELAC, además de que se le muestren las funciones y responsabilidades del Consejo Escolar. Estos dos grupos son fundamentales para que la escuela reciba el apoyo que necesita para crecer y aprender.

**Pacto entre la escuela y los padres**

Woodcrest Elementary distribuye a los padres de estudiantes de Título I un pacto entre la escuela y los padres. El pacto, que se desarrolla conjuntamente con los padres, describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Describe formas específicas en que la escuela y las familias se asociaron para ayudar a los niños a alcanzar los altos estándares académicos del estado. Aborda los siguientes elementos legalmente requeridos, así como otros elementos sugeridos por los padres de estudiantes de Título I.

La responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad.
Las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos
La importancia de la comunicación continua entre padres y maestros a través, como mínimo, de conferencias anuales de padres y maestros; informes frecuentes sobre el progreso de los estudiantes; acceso al personal; oportunidades para que los padres se ofrezcan como voluntarios y participen en la clase de sus hijos; y oportunidades para observar las actividades del aula.
Cada año, el pacto de padres se actualiza incorporando los comentarios que recibimos del personal, los estudiantes y los padres. También se revisa en el SSC y en las reuniones del personal para evaluar sus méritos y niveles de implementación.

**Desarrollo de la Capacidad para la Participación**

La Escuela Primaria Woodcrest involucra a los padres de Título I en interacciones significativas con la escuela. Apoya una colaboración entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas.

La escuela brinda a los padres de Título I apoyo para comprender los estándares académicos de contenido del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento académico de sus hijos. Nuestro personal de oficina está capacitado en servicios de traducción. Durante las Noches de Regreso a Clases y otros eventos, nuestro personal bilingüe traduce para los padres según sea necesario.

La escuela proporciona a los padres de Título I materiales y capacitación para ayudarlos a trabajar con sus hijos y mejorar su rendimiento académico. Cada año ofrecemos talleres para padres sobre cómo organizar el hogar para que el aprendizaje y la tarea sean una prioridad.

Con la colaboración de los padres de Título I, la escuela capacita a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con ellos como socios iguales. Se realizan encuestas para padres anualmente, donde pueden compartir sus puntos de vista y perspectivas sobre el nivel de instrucción.

La escuela coordina e integra el programa de participación de padres de Título I con otros programas y lleva a cabo otras actividades, como centros de recursos para padres, para alentar y apoyar una mayor participación de los padres en la educación de sus hijos. Nuestra PTA y los miembros de DELAC también participan activamente con nuestras familias de aprendices de inglés (EL) con el fin de brindar acceso y enriquecimiento a todos los estudiantes a nuestro cuidado.

La escuela distribuye información relacionada con programas escolares y para padres, reuniones y otras actividades a los padres de Título I en un formato y lenguaje que comprendan. Toda la información que los padres deben recibir se traduce, se envía por correo electrónico y también se publica en nuestro sitio web. Además, enviamos copias impresas a casa cuando es necesario.

La escuela brinda apoyo a las actividades de participación de padres solicitadas por los padres de Título I. El principal apoyo que los padres han solicitado y recibido es la disponibilidad de traductores adultos para eventos escolares y la oportunidad de asistir al plantel escolar para apoyar al personal mediante el voluntariado.

**Accesibilidad**

Woodcrest Elementary ofrece oportunidades para la participación de todos los padres de Título I, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y lenguaje que los padres entienden. Toda la información relevante sobre el aprendizaje de los estudiantes está traducida para los padres para facilitar la interpretación.

WOODDCREST ELEMENTARY SCHOOL
2025-26
TITLE I SCHOOL/PARENT/TEACHER COMPACT

*Our families, students, teachers and community members are working together to help students achieve high academic standards. Through a process at our Title I parent meeting it was agreed upon that the following responsibilities would be carried out by all of the WOODDCREST ELEMENTARY school partners to support student success.*

**School/Teacher:**
We understand the importance of the school experience for every Title I student and our roles as educators. Therefore, to improve student achievement we agree to carry out the following to the best of our ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Provide early and effective interventions to meet the needs of students who are having academic, social, emotional and/or physical difficulties, and especially for those who are not meeting state standards.
- Hold parent-teacher conferences to discuss the individual child's achievement.
- Provide frequent reports on their child's progress.
- Provide a warm, safe, and caring learning environment.
- Have high expectations and help every child to develop a love of learning.

**Parents:**
I realize that my child's school years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will see that my child attends school regularly and on time.
- I will make sure that my child completes homework.
- I will provide a quiet place for my child to study.
- I will make sure my child gets an adequate night's sleep and breakfast in the morning.
- I will communicate regularly with the teacher and the school, and participate when possible.
- I will spend quality time talking, reading, and writing with my child every day.

**Student:**
I realize that my education is important because it helps me develop tools that I need to become a happy and productive person. I also understand my parents want to help me do my best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will strive to have a positive attitude.
- I will complete my homework and read daily.
- I will be responsible for my own behavior, and I will follow school and class rules.
- I will come to school on time daily, with my materials, ready to learn.
- I will interact with teachers and peers in a positive way.

| _____ | _____ | _____ |
|---|---|---|
| Teacher's Signature | Student's Signature | Parent's Signature |

WOODCREST ELEMENTARY
2025-2026
ESCUELA DEL TITULO 1/CONVENIO ENTRE PADRES Y MAESTROS

*Es importante que las familias y las escuelas trabajen juntos para ayudar a los estudiantes a alcanzar altos estándares académicos. Por medio del proceso en nuestras juntas del Título I para Padres que incluyeron nuestros maestros, familias, estudiantes y representantes de la comunidad, lo siguiente son responsabilidades que nosotros como socios realizaremos para apoyar el éxito de los estudiantes.*

**Escuela/Maestro:**
Comprendemos la importancia de la experiencia de la escuela a cada estudiante del programa Título I y nuestras funciones como profesores. Entonces, para mejorar el logro académico, haremos lo siguiente:

- Proveer un plan de estudio e instrucción de alta calidad en un ambiente de apoyo y efectividad que facilite a los niños participantes a llegar a los estándares académicos del estado.
- Proveer intervenciones efectivas temprano para resolver las necesidades de los niños para los estudiantes quienes tienen dificultades académicas, sociales, emocionales, y/o físicas, y especialmente para los que no llegan a los estándares del estado.
- Ofrecer conferencias con los padres para hablar del logro del estudiante.
- Proveer informes frecuentes acerca del progreso académico del estudiante.
- Proveer un ambiente de aprendizaje afectuoso, seguro, y cariñoso.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.

**Padres:**
Comprendo que los años escolares de mi niño/a son muy importantes, y comprendo que mi participación en la educación de mi hijo/a ayudará con sus logros y su actitud. Por lo tanto, acuerdo realizar las siguientes responsabilidades a mi mejor habilidad:

- Aseguraré que mi hijo/a asista a la escuela a diario y a tiempo.
- Aseguraré que mi hijo/a complete su tarea.
- Proveeré un sitio tranquilo para que mi hijo/a pueda estudiar.
- Aseguraré que mi hijo/a duerma lo suficiente cada noche y que coma un buen desayuno por la mañana.
- Me comunicaré regularmente con el maestro/a y con la escuela, y participaré lo más posible.
- Pasaré tiempo de calidad con mi hijo/a diario, platicando, leyendo, y escribiendo.

**Estudiante:**
Comprendo que mi educación es importante para mí. Me ayuda a desarrollar las habilidades que necesito para ser una persona feliz y productiva. También comprendo que mis padres quieren ayudarme a hacer mi mejor trabajo en la escuela. Comprendo que yo soy él que es responsable por mi propio éxito y que tengo que trabajar duro para alcanzarlo. Por lo tanto, acuerdo realizar las siguientes responsabilidades a mi mejor habilidad:

- Esforzaré a tener una actitud positiva.
- Completaré mi tarea y leeré diario.
- Seré responsable por mi propio comportamiento y seguiré las reglas de la escuela y del salón.
- Vendré a la escuela a tiempo diario, con mis materiales, y listo para aprender.
- Trabajaré con los maestros y con mis compañeros de una manera positiva.

| _____ | _____ | _____ |
|---|---|---|
| Firma del maestro | Firma del estudiante | Firma de los padres |