

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodbridge Elementary	39685856042303	April 23, 2024	June 18, 2024

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

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

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

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

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

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 4
- Goals, Strategies, & Proposed Expenditures..... 5
 - Goal 1..... 5
 - Goal 2..... 10
 - Goal 3..... 14
 - Goal 4..... 17
 - Goal 5..... 19
 - Goal 6..... 23
 - Goal 7..... 27
- Budget Summary 29
 - Budget Summary 29
 - Other Federal, State, and Local Funds 29
- Budgeted Funds and Expenditures in this Plan 30
 - Funds Budgeted to the School by Funding Source..... 30
 - Expenditures by Funding Source 30
 - Expenditures by Budget Reference 30
 - Expenditures by Budget Reference and Funding Source 30
 - Expenditures by Goal 31
- School Site Council Membership 32
- Recommendations and Assurances 33

Plan Description

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

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

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

Parents/guardians

Students

School faculty and staff

Community members

Advisory committees (e.g., English Learner Advisory committee, student advisory groups.)

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

Communication channels (e.g., newsletters, emails, school website, social media)

Meeting schedules and agendas

Opportunities for feedback and input

Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups include:

Parent and community forums

Student focus groups

Faculty and staff meetings

Advisory committee meetings

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA. Involve:

- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress towards goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

- School site council
- District administration
- Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

- Data analysis
- Stakeholder consultation
- Revision of goals and action plans

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback. On 4/23/24, I met with our SSC about the development of the 2024-25 SPSA.

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.

Referring to the California School Dashboard (Dashboard), there were no state indicator for which overall performance was in the “Red” or “Orange” performance category.

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.

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 are:
 White Student Group was Orange for Suspension Rates

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.

English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Woodbridge Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students.

The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS Assessment

2nd-6th Grade Reading Inventory (RI)

3rd-6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. The ELA indicators were met for the 2023-2024 school year. In addition, we have identified notable performance gaps among students with disabilities, Hispanic or Latino and English Learners on the CA Dashboard.

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

This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd - 6th CAASPP ELA Assessment

The 2023 California Dashboard: ELA

The 2023-2024 2nd-6th iReady MOY ELA Assessment

The 2023-2024 K-2 MOY DIBELS Assessment

The 2023-2024 2-6 MOY Reading Inventory (RI) Assessment

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 40% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	During the 2024-2025 school year, 45% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
2023 California Dashboard: ELA	All Students were Yellow on the 2023 California Dashboard. This was 63.6 points below standard points below standard with an increase of 8%.	All Students will be Green on the 2024 California Dashboard. This will be 58.6 points below standard points below standard.
2023-2024 2nd-6th iReady MOY ELA Assessment	During the 2023-24 school year, 34% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 39% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 24% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 29% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.

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	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. <p>Assessment Support:</p> <ul style="list-style-type: none"> * Assist in DIBELS and SIPPS testing as needed. 	All Students	<p>0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA 0 Central Title I 3000 Benefits District Funded TOSA Benefits</p>

	<ul style="list-style-type: none"> * Progress monitor own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines. 		
1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement. 	All Students	<p>12,000 Title I 1150 Teacher Sub Subs for MTSS Data Conferences 2,998 Title I 3000 Benefits Sub Benefits</p>
1.3	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	<p>10,000 Title I 4300 Materials AVID Supplies: Binders Binder paper Dividers Folders Pencil pouches Pencils Pens(red, blue, and black) Sharpie Ruler Scissors 24ct Crayons 12ct Colored Pencils Glue Sticks Sticky Notes Index Cards Highlighters Erasers Spiral Notebook Planner Whiteboard Pens Whiteboard Erasers Composition Books</p> <p>500 Title I 4328 Warehouse Supplies Supplemental Copy Paper</p>
1.4	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p>	All Students	<p>0 Title I</p> <p>See PD 5.1 for Funding Allocation</p>

	District ELA Initiative Professional Developments Include: * CORE/Reading Academy Training for K-5 teachers Site ELA Based Initiative Professional Developments Include: * PLC		0 Title I 1150 Teacher Sub See ELA 1.2 for Funding Allocation
1.5	<p>Site-Based .5 ELA Intervention Teacher: Supports K-6 District Literacy Initiative alongside ELA TOSAs</p> <p>Student Support: Provide targeted assistance to K-6 students who need extra help with literacy skills, such as reading and writing. Collaboration with ELA TOSAs: Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives. Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSAs' expertise and district goals. Data Analysis and Progress Monitoring: Use data to identify students who require literacy support and track their progress over time. Share student progress data with ELA TOSAs to inform instructional planning and intervention strategies.</p> <p>Professional Development: Participate in professional development opportunities provided by the district to enhance literacy instruction skills. Collaborate with TOSAs to implement best practices in literacy instruction and intervention strategies.</p>	All Students	55,770 Title I 1900 Other Cert Salaries .5 Site Intervention Teacher Salary 19,761 Title I 3000 Benefits .5 Site Intervention Teacher Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	Students will exceed the baseline of 20% by 5%- 25% as measured by CAASPP	8% increase
DIBELS (K-2)	Students will exceed the baseline of 61% by 5% - 66% as measured by DIBELS	65%
i Ready (3-6)	Students will exceed the baseline of 32% by 5% -37%as measured by i-Ready	37%
Reading Inventory (6th grade)	Students will exceed the baseline of 39% by 5%- 44% as measured by Reading Inventory	45%

Analysis

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

It was through the ongoing implementation of Multi-Tiered System of Support (MTSS) which uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students, that Elementary School would show a 5% increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS Assessment

2nd - 6th Grade Reading Inventory (RI)

3rd- 6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

Woodbridge Elementary School did exceed the articulated goal of 5% growth of the stated universal measures in English Language Arts by the middle of the year, with the CAASPP data. During the 2022-2023 school year, the following universal measures increased or decreased the number of students at or above grade level/students proficient from the Middle of the Year (MOY) 2022 to the Middle of the Year (MOY) 2023.

K-3 DIBELS Assessment - 48% (2022 MOY) to 43% (2023 MOY) of students at or above grade level. This is a decrease of 5%

2nd-6th Grade Reading Inventory (RI) - 34% (2022 MOY) to 35% (2023 MOY) of students proficient. This is an increase of 1%

2nd - 6th Grade ELA iReady Universal Screener - 28% (2022 MOY) to 29% (2023 MOY) of students at or above grade level. This is an increase of 1%.

3rd-6th Grade CAASPP English Language Arts - 30% in 2020-2021 to 35% in 2022-2023. This is an increase of 5%.

Overall, the data shows we have grown in most of the universal measures, but not by the articulated goal of 5%. The following articulates and accounts for some of the data from the MOY 2022 to the MOY 2023.

DIBELS

* 9 kindergarten students who are not proficient in this year's MOY (they were not here for BOY to receive our instruction).

* 13 first graders who are not proficient in this year's MOY (they were either not here for kindergarten or only came for MOY this year).

* 8 second graders who are not proficient in this year's MOY (they were either not here for first grade or only came for MOY this year).

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

At Woodbridge Elementary School we have established a material threshold of \$10,000. There are minimal material differences between the Proposed Expenditures and Estimated Actual Expenditures for Goal 1: English Language Arts.

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.

After careful analysis, we need to continue to build upon and strengthen the actions/strategies that are outlined in the school plan. In addition, we need to continue to develop and enhance in our craft of teaching literacy skills by continuing to provide strategic professional development in early literacy using the Multi-Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students in K-3 will give continued and targeted support for our special populations of students.

Woodbridge will continue to implement an evidenced-based early literacy program. The identified actions and services are designed to develop and promote a cohesive program across grade levels K-3 with a primary focus on high-quality first instruction. SIPPS will continue to be integrated in all grades K-3 classrooms to ensure the foundational development of decoding, sight recognition, and phonological awareness. The following metrics have been identified to monitor and measure progress: SIPPS (K-3), Reading Inventory, and iReady Reading Diagnostic (3-6).

Woodbridge will increase support to grades 4-6th grade students who haven't yet demonstrated mastery in reading. This increased support will be provided to students through strategic planning using UDL and MTSS strategies.

Teachers will continue to participate in ongoing professional development at regular intervals throughout the school year, with an increased emphasis on collaboration, building capacity, sustaining the developed consistency and confidence in the evidenced based reading early literacy programming at Woodbridge school.

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.

Mathematics

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Woodbridge Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students.

The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

K-6th Grade Math iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math indicators not met for the 2023-2024 school year are In addition, we have identified notable performance gaps among students with disabilities on the CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd-6th CAASPP Math Assessment

The 2023 California Dashboard: Mathematics

The 2023-2024 K-6th grade iReady MOY Mathematics Assessment

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
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 29 % of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 54% Grade 4-37% Grade 5- 8% Grade 6- 11%	During the 2023-24 school year, 34% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 59% Grade 4- 42% Grade 5- 13% Grade 6- 16%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, % of K-6th grade students performed at or	During the 2024-25 school year, % of K-6th grade students will perform at or

	above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-31% Grade 1- 23% Grade 2- 27% Grade 3- 23% Grade 4- 40% Grade 5- 31% Grade 6- 31%	above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-36% Grade 1- 28% Grade 2- 32% Grade 3- 28% Grade 4- 45% Grade 5- 36% Grade 6- 36%
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <p>Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>	All Students	<p>0</p> <p>Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 for Funding Allocation</p>
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	<p>0</p> <p>Title I 4300 Materials AVID Supplies- See ELA Goal 1.3 for Funding Allocation</p>
1.3	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p>	All Students	<p>0</p> <p>Title I</p> <p>See PD 5.1 for Funding Allocation</p>

	District Math Initiative Professional Developments Include: * iReady Co-Planning/Co-Teaching * Leadership Walks Site Math Based Initiative Professional Developments Include: *PLC		
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd-6th Grade CAASPP Mathematics	In 2022-2023 third through sixth grade students will increase percentage of students meeting or exceeding proficiency with standards by 5%.	10% increase
K- 6th Grade Mathematics iReady Universal Screener	By the end of the year (EOY) students will exceed the baseline of 32% by 5% as measured by iReady.	40%

Analysis

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

In Mathematics, Woodbridge school's overall implementation of strategies or activities was successful. Success was measured in both the CAASPP Mathematics and i-Ready Mathematics Diagnostic measurable outcomes. Both metrics demonstrated an increase in student achievement.

Woodbridge school has successfully implemented 11 out of 12 actions/strategies as shown in our overall 2023 CAASPP and MOY iReady Mathematics data. The following action was not fully implemented due to the effects of COVID-19 on the school sites: Action 2, This action was partially implemented as planned. All k-6 students did have access to LUSD's adopted supplemental math curriculum- DreamBox. While some teachers set and monitored goals of 8 lessons weekly, some teachers placed a heavier focus on the adaptive mathematics instructional program within the iReady Mathematics curriculum (My Path).

After analyzing both CAASPP and the i-Ready Mathematics data, Woodbridge school is demonstrating some effectiveness in mathematics. Woodbridge school exceeded the school-wide goal that states students scoring at/above grade level will increase by 5% as demonstrated between the Beginning of the Year and Middle of the Year i-Ready Mathematics diagnostic assessment. Middle of the year local assessment data demonstrates that between the months of August 1, 2023, and February 18th, 2024; Orchard K-6 grade students scoring at/above grade level increased by 10%. The school doubled its growth goal of 5%.

While CAASPP grades 3rd-6th grade Mathematics data demonstrated a 1.74% growth in students performing met/exceeded, Woodbridge missed the goal of increasing the percentage of students scoring met/exceeds standards in mathematics by 3.26%. It should be noted that while continuous improvement is evidenced in the school's measurable outcomes, the school is still working to recover from the effects of the COVID-19. More specifically, student and staff absences due to illness have slowed but continued throughout the 2023/24 school year. Math CAASPP data was directly impacted by significant student and staff absences as the 2021/22 school year chronic absenteeism rate increased from 29.72% to 49.2%. As a result, Woodbridge will be taking a more targeted approach to increasing attendance during the 2023/24 school year.

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

At Woodbridge school, we set a threshold of \$10,000 for material differences. For this Math goal, there weren't any actions/services that exceeded the material difference threshold.

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.

After careful analysis, we need to continue to build upon and strengthen the actions/strategies that are outlined in the school plan. In addition, we need to continue to develop and enhance our math instruction, by continuing to provide targeted professional development in mathematics using the Multi-Tiered System of Support framework. Woodbridge will continue to implement the evidenced-based iReady mathematics program. The identified actions and services are designed to develop and promote a cohesive program across grade levels K-6 with a primary focus on high quality first instruction, student engagement, and differentiation. Teachers will continue to participate in ongoing professional development at regular intervals throughout the school year, with an increased emphasis on collaboration, building capacity, sustaining the developed consistency and confidence in the iReady Mathematics curricular program. Teachers will continue to work with mathematics coaches and iReady consultants to build capacity and confidence. Instructional groupings will be utilized to support Tiered support within the classroom learning space. Woodbridge will continue to develop and align instructional strategies and teaching practices aligned to the CA state standards.

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.

English Learners

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Woodbridge Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

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

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified [name specific areas of low performance]. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

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
English Learner Progress Indicator reported by the California Dashboard	53% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	58% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs.</p>	English Learners	<p>0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 for Funding Allocation 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2 for Funding Allocation</p>

	<p>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</p> <p>Use Data Collection Sheets to track individual student progress.</p> <p>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>		
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	English Learners	<p>0</p> <p>Title I</p> <p>4300 Materials</p> <p>AVID Supplies- See ELA Goal 1.3 or Funding Allocation</p>
1.3	<p>District ELD Coach Support -</p> <p>Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.</p>	English Learners	<p>0</p> <p>Title III</p> <p>1900 Other Cert Salaries</p> <p>ELD Coach</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

California Dashboard: English Learner Progress

51.5% making progress towards English language proficiency

52.9% making progress towards English language proficiency

Analysis

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

Woodbridge school's overall implementation of strategies or activities were successful and all activities were fully implemented. After analyzing the English Learner Progress Indicator reported by the California Dashboard, Woodbridge school did meet the school-wide goal that states 51.5% of EL students will make progress towards English Language Proficiency. Percentage of English Learners demonstrating progress towards English language proficiency: 52.9%

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

At Woodbridge, we set a threshold of \$10,000 for material differences. For this ELD goal, there weren't any actions/services that exceeded the material difference threshold.

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.

After careful analysis, we need to continue to build upon and strengthen the actions/strategies that are outlined in the school plan. In addition, we need to continue to develop and enhance in our craft of teaching ELD and continuing to provide strategic professional development with iReady and DIBELS using the Multi-Tiered System of Support framework.

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 Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Many parents express a desire to be more engaged in their children's education and school community, but face barriers such as conflicting schedules, limited communication channels, and unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates diverse schedules and preferences while clearly defining the roles and benefits of active involvement in the educational process.

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
Increase parent attendance at Open House.	78% of parents attended Open House for the 23-24 school year.	Increase parent attendance by 5%.

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	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All	1,920 Title I: Parent Involvement 5800 Prof and Operating/Consultants Outside vendors for events such as math or science night 500 Title I: Parent Involvement 4325 Food For Meetings 500 Title I: Parent Involvement

			2120 Para Temp Bilingual Para time cards for translations 199 Title I: Parent Involvement 3000 Benefits Timecard benefits
1.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All	Flyers and Blackboard Connect

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Café	Increase Parent Café attendance to an average of 8 parents.	Goal met: Parent Cafe had an average of 8 parents attend.
Parent attendance for any school function throughout the year	Increase parent participation by 5% by the end of the 2023-24 school year.	Goal met: Parent participation increased from 65% to 71% for Open House attendance.

Analysis

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

Woodbridge school's overall implementation of strategies or activities was successful. All actions were fully implemented. Woodbridge school did meet the school-wide goal that states Increase Parent Café attendance to an average of 8 parents. We also improved parent participation increased from 65% to 71% for Open House attendance.

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

At Woodbridge, we set a threshold of \$10,000 for material differences. For this goal, there weren't any actions/services that exceeded the material difference threshold.

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.

Woodbridge will continue to implement Family Nights, Parent Café, Jump into English for parents, and purchase planners for parents.

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.

Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Woodbridge School will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework. In addition, provide students with educational and academic, behavioral, and social-emotional development opportunities to increase metrics rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)

LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

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

Identified Need

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

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified and notable performance gaps among student groups on Dashboard indicators such as Mathematics and ELA and notable performance gaps among student groups on Dashboard indicators such as ELL, SWD, and Hispanics.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Trainings, Meetings, and PLCs	New Metric	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets
ELA	During the 2022-2023 school year, 24% of 3rd-6th grade students met or	During the 2023-24 school year, 34% of 3rd-6th grade students who met or

	exceeded standards on CAASPP/SBAC Assessments in ELA.	exceeded the standards on CAASPP/SBAC Assessments in Math.
Math	During the 2022-23 school year, 29 % of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math.	During the 2023-24 school year, 34% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math.

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	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Initiative Professional Developments Include: * iReady Math * CORE/SIPPS</p> <p>Site Based Initiative Professional Developments Include: *PLC *Step Up to Writing *Ron Clark House System/PBIS</p>	All	23,390 Title I 5800 Prof and Operating/Consultants PLC Consultant 15,932 Title I 5220 Conference PLC and Ron Clark Academy
1.2	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p>	All	4,500 Title I 1120 Teacher Temp Certificated Time Cards 1,125 Title I 3000 Benefits Certificated Time Card Benefits 1,500 Title I 2120 Para Temp Classified Para Time Cards 599 Title I 3000 Benefits Classified Para Time Card Benefits

	<p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p> <p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p>1.3</p>	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character</p>	<p>All</p>	<p>LCFF 5800 Prof and Operating/Consultants Outside Vendor Assemblies and In-House Awards and PBIS Assemblies</p>

	<p>development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff meetings will focus on Professional Development and collaboration.	100% of teachers will participate in professional development and collaboration.	100% of teachers participated in professional development and collaboration.

Analysis

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

Woodbridge school's overall implementation of strategies or activities was successful. Success was measured on 100% of teachers attending professional development and collaboration. All actions were fully implemented.

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

At Woodbridge, we set a threshold of \$10,000 for material differences. For this goal, there weren't any actions/services that exceeded the material difference threshold.

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.

Woodbridge will continue to provide professional development opportunities for teachers for ELA, PLC, Writing, Ron Clark/PBIS, CORE/SIPPS, and Math.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Social-Emotional Behavioral

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on a comprehensive review of the needs assessments (chronic absenteeism) and state and local data, there are a few areas that emerged that require improvement. Specifically, we have identified notable performance gaps among Students with Disabilities for Chronic Absenteeism and White for Suspension Rates and on the CA Dashboard.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	ALL Student Group Yellow (21% chronically absent). Which is an decrease of Declined 16.4%.	All Student Group will obtain Green by decreasing the chronic absenteeism rate to %
CA Dashboard - Suspension Rate	ALL Student Group Green (1.8% suspended at least one day). Which is a decrease of .3%	All Student Group will obtain Blue by decreasing the suspension rates to .8%
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score <u> 97 </u> % Tier 2 TIF Score <u> 100 </u> % Tier 2 TIF Score <u> 100 </u> %	2024-2025 Local Data: Tier 1 TFI Score <u> 100 </u> % Tier 2 TIF Score <u> 100 </u> % Tier 2 TIF Score <u> 100 </u> %
PBIS Recognition	New metric for the 2023-2024 School Year	Platinum for the 2024-2025 School Year
Panorama Survey	Baseline on the Panorama Student Survey: Sense of Belonging (grades 3-5):69% ; Positive Feelings (grade 6):55%	Panorama Student Survey: Sense of Belonging (grades 3-5):74% ; Positive Feelings (grade 6):60%

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	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	0 Title I 1150 Teacher Sub See ELA Goal 1 for Funding Allocation 0 Title I 5800 Prof and Operating/Consultants See PD Goal 5 For Funding Allocation 0 Title I 5220 Conference See PD Goal 5 For Funding Allocation
1.2	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p>Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p>Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors.</p> <p>Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.</p>	All	0 Title I 1150 Teacher Sub See ELA Goal 1 for Funding Allocation

	<p>Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives.</p> <p>Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations</p> <p>Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p>1.3</p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or</p>	<p>All</p>	<p>0 LCFF 5800 Prof and Operating/Consultants</p>

	<p>extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Annual Review

SPSA Year Reviewed: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
-------------------------	--------------------------	------------------------

Analysis

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

New Goal for the 2024-2025 School Year

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

New Goal for the 2024-2025 School Year

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.

New Goal for the 2024-2025 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 7

Title and Description of School Goal

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

Additional Targeted Support and Improvement (ATSI)

2023-2024 Goal: Woodbridge will improve one or more indicators in the student group - Students with Disabilities, from very high to high, on the California Department of Education Dashboard for the 2023-24 school year.

Woodbridge exited ATSI for the 2024-2025 School Year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Highly quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards (Compensatory Education: 18)

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.

CDE Dashboard Data for 2022 school year indicates that Woodbridge is either in Very High or High in one of the four areas for Students with Disabilities. The indicators that have bands included are Chronic Absenteeism, ELA and Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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: 2023-24

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

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

CA Dashboard: Chronic Absenteeism

High for Students with Disabilities

Orange for Students with Disabilities
24.7% chronically absent

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Declined 19%
CA Dashboard: ELA	High for Students with Disabilities	Orange for Students with Disabilities 153.2 points below standard Increased 17.2 Points
CA Dashboard: Math	High for Students with Disabilities	Orange for Students with Disabilities 149.6 points below standard Increased 32.4 Points

Analysis

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

Woodbridge improved in one or more indicators in the student group - Students with Disabilities, from very high to high, on the California Department of Education Dashboard for the 2023-24 school year.

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

No major differences.

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.

Woodbridge will continue to build upon and strengthen the actions/strategies that are outlined in the school plan.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$151,194.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$151,194.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$148,075.00
Title III	\$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$148,075.00

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

State or Local Programs	Allocation (\$)
Central Title I	\$0.00
LCFF	\$0.00
Title I: Parent Involvement	\$3,119.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$3,119.00

Total of federal, state, and/or local funds for this school: \$151,194.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
LCFF	0.00
Title I	148,075.00
Title I: Parent Involvement	3,119.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	4,500.00
1150 Teacher Sub	12,000.00
1900 Other Cert Salaries	55,770.00
2120 Para Temp	2,000.00
3000 Benefits	24,682.00
4300 Materials	10,000.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	500.00
5220 Conference	15,932.00
5800 Prof and Operating/Consultants	25,310.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
3000 Benefits	Central Title I	0.00
5800 Prof and Operating/Consultants	LCFF	0.00
	Title I	0.00
1120 Teacher Temp	Title I	4,500.00
1150 Teacher Sub	Title I	12,000.00
1900 Other Cert Salaries	Title I	55,770.00
2120 Para Temp	Title I	1,500.00
3000 Benefits	Title I	24,483.00
4300 Materials	Title I	10,000.00
4328 Warehouse Supplies	Title I	500.00
5220 Conference	Title I	15,932.00
5800 Prof and Operating/Consultants	Title I	23,390.00
2120 Para Temp	Title I: Parent Involvement	500.00
3000 Benefits	Title I: Parent Involvement	199.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,920.00
1900 Other Cert Salaries	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,029.00
Goal 2	0.00
Goal 3	0.00
Goal 4	3,119.00
Goal 5	47,046.00
Goal 6	0.00

School Site Council Membership

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

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

Name of Members	Role
Christina Halsey	Principal
Rosalina Haro	Classroom Teacher
Cathryn O'Grodnick	Classroom Teacher
Stacy Smith-Musson	Classroom Teacher
Laura Cunningham	Other School Staff
Teresa Parish	Parent or Community Member
Maria Alvarez	Parent or Community Member
Holly Peck	Parent or Community Member
April Silva	Parent or Community Member
Lourdea Rincon	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/23/24.

Attested:



Principal, Christina Halsey on 4/23/24



SSC Chairperson, Cathryn O'gradnick on 4/23/24