

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

<b>School Name</b>	Woodbridge Elementary School
<b>Address</b>	1290 Lilac Street Lodi, CA 95240
<b>County-District-School (CDS) Code</b>	39 68585 0111419
<b>Principal</b>	Christina Halsey
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	October 27, 2021
<b>Schoolsite Council (SSC) Approval Date</b>	October 27, 2021
<b>Local Board Approval Date</b>	December 14, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

The Woodbridge Elementary School community promotes academic success for all students by valuing a safe, positive climate, and providing rigorous educational experiences to prepare students for middle and high school success as well as college and career readiness.

## Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

The central focus of the Woodbridge School is to identify areas of need for students in order to provide key instruction, and additional intervention support to ensure all students are prepared to leave for middle school at grade level in Reading, Writing, Math, and Science.

## School Profile

Woodbridge Elementary School has a 77% Free and Reduced Lunch population with 64% of the students being Latino/Hispanic, 25% White, 3% Asian, 2% African American and the final 6% making up a mixture of multiple races, Filipino, American Native and other.

## Stakeholder Involvement

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

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

The process for creating the Woodbridge School Plan for Student Achievement (SPSA) included input from teachers through the Leadership Team, (on 10/20/21) other staff including classified staff and other support personnel, parents, community members, and the School Site Council (10/27/21) made up of 3 teachers, one classified staff member, the principal, and a total of 5 parents, all of which were voted on by their peers.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 1

Targeted Woodbridge Students will make four (4%) growth on the Smarter Balance Assessment Consortium (SBAC) test in English Language Arts.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC	4% growth	Goal not met - 26% of students grades 3-6 tested at grade level, a drop of 16% for ELA from the previous SBAC testing period (2018-2019)

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide additional support for reading in grades K-2, during the school day for targeted students	Action Implemented - An intervention teacher and para temp were employed for additional ELA support, although the effectiveness of the program was limited due to COVID19 and distance learning.	.50 Intervention Teacher 1100 Teacher Title I 46906.00  2120 Para Temp Title I	.50 Intervention Teacher 1100 Teacher Title I 38,500  Current classified employees who meet qualifications to provide classroom assistance, for teachers to provide targeted reading support to students. 2120 Para Temp Title I 3500
Provide Data Conferencing time for SIPPS early literacy training	Action not implemented - Due to COVID 19 and distance learning.	Provide substitute teachers to cover while K-2 teachers do data conferencing for SIPPS/DIBELS planning. 1150 Teacher Sub Title I 7000	Provide substitute teachers to cover while K-2 teachers do data conferencing for SIPPS/DIBELS planning. 0
	Action Implemented - Conferences were not held due to COVID19, distance learning, and attendance issues	1150 Teacher Sub Title I	Provide grade levels time to meet and conference regarding targeted student progress. 1150 Teacher Sub Title I 4500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Action implemented - Teachers on Timecards were used for targeted work with students for ELA intervention	1120 Teacher Temp Title I	Timecards for teachers to target students reading below grade level. 1120 Teacher Temp Title I 5000
AVID student support	Action Implemented - AVID materials and printers were purchased according to the plan	Organizational materials for academic support aligned to the AVID certification goals. 4300 Materials Title I 25000.00	Organizational materials for academic support aligned to the AVID certification goals. 4300 Materials Title I 15000
		Organizational materials for academic support aligned to the AVID certification goals. 4328 Warehouse Supplies Title I 5000.00	Organizational materials for academic support aligned to the AVID certification goals. 4328 Warehouse Supplies Title I 3500
		Copies of critical organizational materials 5715 Print Shop Title I 4000.00	Color Printers were part of the 2018-2019 Title 1 School Plan but did not get purchased before the new fiscal year. 4375 Technology (under \$500) Title I 4000
Students will be provided with opportunities to an increased library of books for appropriate lexiled ready levels.	Action Implemented - Books were purchased for the school library for appropriate lexile-ready levels.	Leveled reading books for students 4200 Books Title I 15000.00	Leveled reading books for students 4200 Books Title I 15000.00
		Use of Laptop computers by paras to provide reading support. 4475 Technology (\$500-\$9,999) Title I 3400.00	Use of Laptop computers by paras to provide reading support. 4375 Technology (under \$500) Title I 3400.00

## Analysis

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

The majority of our strategies and activities designed to achieve the goal of increasing the percent of students meeting or exceeding ELA standards were implemented, but progress was negatively impacted due to COVID 19 closures and distance learning

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies/activities did not have a positive impact on student achievement due to nature of the COVID 19 restrictions and distance learning limitations

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

COVID 19 and distance learning created limited the expenditure of proposed funding. Our budget threshold for AVID supplies was 25,000. The supplies were purchased from the district, allowing us at Woodbridge not to have a need to purchase supplies. Our threshold for technology was 3400. Woodbridge waited the entire year for the product and the

items never arrived due to product shortages. Due to the COVID 19 pandemic and online learning, academic conferences did not happen.

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.

Last year, the effectiveness of our strategies/activities was negatively impacted by the COVID 19 pandemic and distance learning. This year we will be back to in-person learning and able to more fully and effectively implement our SIPPS and reading intervention programs in order to impact student achievement. We will also be focusing on Multi-Tiered Systems of Support (MTSS) Implementation with a heavy emphasis on early reading, universal measures, universal access, universal schedules, and MTSS data conferencing with teachers, specialists and administrators.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 2

Woodbridge Students will make four (4%) growth on the Smarter Balance Assessment Consortium (SBAC) test in Mathematics

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC	Increase the percentage of students meeting or exceeding ELA SBAC standards by 4%. 41% to 45% proficient	Goal not met: 20% of students tested as met or exceeded standards in mathematics on the 2020-21 SBAC, down from 41% on the 2018-19 SBAC assessment

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
AVID student support (see ELA AVID goal)	Action Implemented: AVID materials were purchased and utilized during the 2020-21 school year	AVID Organizational Materials (budgeted in ELA goal) 4300 Materials Title I 0	see goal #1 4300 Materials Title I 0
Use of Math manipulatives and STEM materials for enhancing academic rigor and success.	Action Implemented: Math manipulatives and STEM materials were purchased and utilized in the 2020-21 school year	Hands on manipulatives and materials 4300 Materials Title I 14045.00	Hands on manipulatives and materials 4300 Materials Title I 14045.00

## Analysis

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

Materials and mathematic manipulatives were purchased and utilized during the 2020-21 school year. A para temp was utilized during the year to support math instruction whenever possible within the restrictions of the COVID 19 pandemic. Overall, these activities and strategies did not impact academic achievement due to the negative outcomes of COVID 19, Distance Learning and chronic absenteeism.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This goal was negatively affected by the COVID 19 pandemic, attendance, and distance learning. The decreasing SBAC results in mathematics for the 2020-21 school year evidence the need for manipulatives and math materials, but the pandemic limited the effective use of the materials.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

As mentioned in the Annual Review and updates in English Language Arts, Goal 1, AVID supplies were not purchased due to district purchasing of supplies. The budgeted amount was \$25,000, Woodbridge spent \$15,000.

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.

Last year, the effectiveness of our strategies/activities was negatively impacted by the COVID 19 pandemic and distance learning. This year we will be back to in-person learning and able to more fully and effectively implement our SIPPS and reading intervention programs in order to impact student achievement. We will also be focusing on Multi-Tiered Systems of Support (MTSS) Implementation with a heavy emphasis on early reading, universal measures, universal access, universal schedules, and MTSS data conferencing with teachers, specialists and administrators.



# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 3

Woodbridge School will Reclassify 13 English Learner students in the 2019-2020 school year.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC	See ELA expected outcome	Goal not met due to the nature of the COVID19 and distance learning for the 2020-21 school year
Reclassification Data	Reclassify 10 out of 84 students based on 4 year average (10% average)	Goal Not Met: 0 students were reclassified during the 2020-21 school year

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilizing key AVID strategies, SIPPS early literacy and writing strategies, students will show growth in English language development.	Action partially implemented due COVID 19 and distance learning	Provide support beyond the school day from bilingual paraprofessional 2120 Para Temp Title I 1800	Provide support beyond the school day from bilingual paraprofessional 2120 Para Temp Title I 2000

### Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.  
 Implementation of the strategies and activities were greatly limited by the nature of the COVID 19 pandemic and distance learning restricting the use of classroom AVID strategies and the use of bilingual paras supporting ELA instruction

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.  
 The COVID 19 pandemic and distance learning resulted in a negative impact on the school's ability to achieve the articulated goal. ELA results on the SBAC demonstrated decreasing proficiency among all grade 3-6 students; Our English Learners also missed the daily personal interaction with peers, but especially they missed in person English Language Development (ELD) instruction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.  
 The proposed expenditures was \$1800 to provide additional bilingual support. However, in actually we spent \$2000, with a difference of \$200.

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.  
 With the return to in-person instruction this year, we will target EL students with extra support through bilingual paras, early intervention reading programs such as SIPPS, and use of the iReady assessments. Last year, the effectiveness of our strategies/activities was negatively impacted by the COVID 19 pandemic and distance learning. This year we will be

back to in-person learning and able to more fully and effectively implement our SIPPS and reading intervention programs in order to impact student achievement. We will also be focusing on Multi-Tiered Systems of Support (MTSS) Implementation with a heavy emphasis on early reading, universal measures, universal access, universal schedules, and MTSS data conferencing with teachers, specialists and administrators.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 4

Woodbridge School will continue to support effective relationships with Spanish speaking families of Woodbridge students, as well as families of students struggling with academic progress grades K-2.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Jump In to English for parents	10 additional parents will complete levels 1-3 of Jump into English	COVID impacted the outcome for Jump into English

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Bilingual language support will be provided for after school and evening events.	The number of additional hours for bilingual paraprofessional support was limited due to the nature of the COVID pandemic and distance learning	additional hours of support from bilingual paraprofessional beyond the school day, for academic 2120 Para Temp Title I	additional hours of support from bilingual paraprofessional beyond the school day, for academic support to parents 2120 Para Temp Title I 3000
Provide English Language support for Spanish speaking parents through Jump in to English	Jump into English was offered only virtually, resulting in a greatly reduced basis. Exact data is unavailable due to the change of principals at the site	Targeted Parent English Support 5800 Prof and Operating/Consultants Title I: Parent Involvement 2090	Targeted Parent English Support 5800 Prof and Operating/Consultants Title I: Parent Involvement 2188

## Analysis

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

English Language Development for parents was negatively impacted by the COVID pandemic and distance learning. Parents did not participate in the Jump Into English program because it was all online.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Jump into English program had reduced effectiveness due to the virtual nature of the delivery. Woodbridge School believes that the program would be effective in a year where we are in person.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Woodbridge did have material discrepancies with the cost of Jump into English. The cost ended up being \$98 more than the budgeted amount of \$2090.

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.

The Jump into English program and bilingual support goals will be continued in the current year for the benefit of the students' academic progress. We will also be working to develop parent involvement through parent compact during parent/teacher conferences.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

Woodbridge School will provide research based, appropriate professional development in Early Literacy, Math strategies, technology, PBIS, writing and AVID to support targeted students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SIPPS Program early literacy program	All K-2 teachers will be trained in implementing SIPPS program.	All site grades K-2 teachers were trained in SIPPS for early literacy and are implementing in classroom instruction

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
K-2 teachers will participate in the SIPPS beginning of the year and follow up training for SIPPS implementation.	Trainings were completed virtually and K-2 teachers participated in implementing the program in their classrooms. Step up to Writing materials were ordered and received.	Teachers will use SIPPS program for students during Universal Access time. 5800 Prof and Operating/Consultants Title I 1250	Teachers will use SIPPS program for students during Universal Access time. 5800 Prof and Operating/Consultants Title I 1250

## Analysis

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

Teachers were trained in the SIPPS Early Literacy program and it is being implemented in K-2 classrooms despite the limitations of the COVID pandemic; Step up to Writing curriculum and are being utilized across all grade levels.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Data measuring the impact of the implementation and effectiveness of the SIPPS program and Step up to Writing was limited due to the COVID pandemic and distance learning. Overall, there was a decline in site ELA results on the SBAC throughout grades 3-6. Our 2020-21 DIBELS data was showing stable performance of proficient students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed and actual expenditures, Woodbridge actually had budgeted \$1250 for additional Step Up to Writing materials and spent that amount.

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 be participating as the first cohort with the implementation of MTSS. We specifically will be focusing on early literacy, academic universal screeners, and data conferencing. We will work closely with Consortium of Reading Excellence (CORE) to implement evidence base instructional practice.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 6

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 6

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

By May 31, 2022, with an 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, Woodbridge Elementary School will show a minimum 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

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready.

### Basis for this Goal

This goal is based on disaggregated data from 2020-2021 school from the universal measures DIBELS, Reading Inventory and California Assessment of Student Progress and Performance (CAASPP) data.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	26% meeting standards in CAASPP	Students will exceed the baseline of 26% by 5%- 31% as measured by CAASPP
DIBELS (K-2)	39% meeting standards in DIBELS	Students will exceed the baseline of 39% by 5% - 44%as measured by DIBELS
I Ready (3-6)	7% Beginning of year (BOY)	Students will exceed the baseline of 7% by 5% -13%as measured by I-Ready
Reading Inventory (1st EOY- 6th grade)	26% meeting standards in Reading Inventory	Students will exceed the baseline of 31% by 5%- 50% as measured by Reading Inventory

### Planned Strategies/Activities

#### Strategy/Activity 1

Add 1.0 FTE to our existing staff to support our K-2 students who need additional support with early reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.

The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

### Students to be Served by this Strategy/Activity

K-3 students who need Tier 2 and/or Tier 3 support

### Timeline

August 2021-May 2022

### Person(s) Responsible

Administration, teachers and classroom paraprofessionals

### Proposed Expenditures for this Strategy/Activity

Amount	33795
Source	Title I
Budget Reference	1100 Teacher
Description	.50 Intervention Teacher
Amount	14650
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for all certificated employee costs

### Strategy/Activity 2

All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students' readiness to read

### Students to be Served by this Strategy/Activity

All K-3 students

### Timeline

August 2021  
January 2022  
May 2022

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity



<b>Source</b>	LCFF
<b>Budget Reference</b>	4375 Technology (under \$500)
<b>Description</b>	Licensing for DIBELS assessment with MClass

### Strategy/Activity 3

Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

#### Students to be Served by this Strategy/Activity

K-3 Students  
1st-2nd small SIPPS reading groups daily 30 minutes

#### Timeline

Starting August 2021-May 2022

#### Person(s) Responsible

Teachers

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 4

All 2-6 teachers will administer the Reading Inventory (RI) to all 2nd- 6th grade students to obtain an independent reading Lexile level.

#### Students to be Served by this Strategy/Activity

All students grades 2-6

#### Timeline

August 2021  
January 2022  
May 2022

#### Person(s) Responsible

Teachers

#### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

All 3-6 teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards

#### Students to be Served by this Strategy/Activity

All 3rd -6th grade students

## Timeline

August 2021, January and May 2022

## Person(s) Responsible

Teachers

## Proposed Expenditures for this Strategy/Activity

Source	LCFF
Budget Reference	4375 Technology (under \$500)
Description	IReady being purchased by the district

## Strategy/Activity 6

Purchase additional DIBELS licenses to assess and monitor progress of all 3rd grade students and 4th-6th grade students who receive additional Tier 2 and Tier 3 Intervention.

## Students to be Served by this Strategy/Activity

3-4th grade students who were identified to need additional Tier 2 and Tier 3 Intervention

## Timeline

August 2021, January and May 2022

## Person(s) Responsible

Teachers, Administration

## Proposed Expenditures for this Strategy/Activity

Source	LCFF
Budget Reference	5875 Technology Licenses
Description	DIBELS additional licenses purchased by the district

## Strategy/Activity 7

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

## Students to be Served by this Strategy/Activity

All K-6 students

## Timeline

Quarter 1 & 3 (2021 - 2022)

## Person(s) Responsible

Teachers and Administrators

### Proposed Expenditures for this Strategy/Activity

#### Strategy/Activity 8

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

#### Students to be Served by this Strategy/Activity

K-3 students

Plus students who need additional Tier 2 support in early reading development

3rd grade whole class SIPPS/intervention supporting tier 2 students

#### Timeline

August 2021-2022

#### Person(s) Responsible

Teachers, Intervention teachers and Admin

### Proposed Expenditures for this Strategy/Activity

#### Strategy/Activity 9

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

#### Students to be Served by this Strategy/Activity

K-3 students

#### Timeline

August 2021 - May 2022

#### Person(s) Responsible

Teachers, Paras

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Budget Reference

5800 Prof and Operating/Consultants

**Description**

District has contracted with CORE consulting

**Strategy/Activity 10**

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

**Students to be Served by this Strategy/Activity**

K-2

**Timeline**

August-May

**Person(s) Responsible**

Teachers

**Proposed Expenditures for this Strategy/Activity**

**Source**

LCFF

**Budget Reference**

4375 Technology (under \$500)

**Description**

District is funding this expenditure

**Strategy/Activity 11**

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

August 2020-May 2021

**Person(s) Responsible**

Coaches

**Proposed Expenditures for this Strategy/Activity**

**Source**

Title III

**Budget Reference**

1100 Teacher

**Description**

Our curriculum department pays for the coaches

**Strategy/Activity 12**

MTSS Data Conferences: provide release time for teachers and admin:

- analyze the DIBELS, Reading Inventory, and CAASPP data.
- Collaborate, plan and respond with best practice
- Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

### Students to be Served by this Strategy/Activity

All Students

### Timeline

Quarter 2 and Quarter 3 (2021-2022)

### Person(s) Responsible

Teachers and Specialists

### Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Subs for MTSS Data Conferencing

### Strategy/Activity 13

All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

### Students to be Served by this Strategy/Activity

K-6 Students

### Timeline

August 2021-June 2022

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 14

AVID supplies and books for students. Teachers will implement the organizational component of AVID to support all learners.

Every Student will have:

- Binders 4th-6th
- Dividers 4th-6th
- Pencil boxes 1st-6th
- Notebooks
- Journals
- Organizational materials

## Students to be Served by this Strategy/Activity

K-6 Students

## Timeline

August 2021-June 2022

## Person(s) Responsible

Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	12109
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials to implement AVID strategies
<b>Amount</b>	7500
<b>Source</b>	Title I
<b>Budget Reference</b>	4200 Books
<b>Description</b>	Books to support literacy

## Strategy/Activity 15

SEL- purchase and implement a social and emotional learning curriculum (SEL)

## Students to be Served by this Strategy/Activity

All Students

## Timeline

January 2022-May 2022

## Person(s) Responsible

Admin and Committee Leads

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Time Card for Lead Teachers to plan professional development in SEL

## Strategy/Activity 16

Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten students letter naming, letter sounds and other early literacy skills needed and other technology licenses that would support the ELA program at Woodbridge.

**Students to be Served by this Strategy/Activity**

Kinder and Tier 2 First Graders

**Timeline**

January 2022-May 2022

**Person(s) Responsible**

Admin

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	ESGI licenses for Kinder and First

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

By May 31, 2022, with an 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, Woodbridge Elementary School will show a 5% increase in proficiency on the following universal measures in Mathematics

k- 6th Grade Mathematics iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

In addition, our students will complete an average of 8 lessons a week on Dreambox.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready. (LCAP Goal 2)

All students will be prepared to enroll in grade level math upon entering 7th grade and 9th grade (long term goal).

### Basis for this Goal

Only 34% of students in grades 3-6 meet and or exceed standards in Math as measured on CAASPP. Therefore, we will focus our school's attention on increasing the number of students meeting or exceeding standards by 5% in 2021

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
3rd-6th Grade CAASPP Mathematics	34% meeting standards on CAASPP 2021	In 2021-2022 third through sixth grade students will increase percentage of students meeting or exceeding proficiency with standards by 5%
k- 6th Grade Mathematics iReady Universal Screener	In beginning of year (BOY) 2021 iReady results indicated 6% of Woodbridge students proficient.	By the end of the year (EOY) 11% of our students will be proficient in iReady

### Planned Strategies/Activities

#### Strategy/Activity 1

All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards

#### Students to be Served by this Strategy/Activity

Students K-6



## Timeline

August 2021  
January 2021  
May 2021

## Person(s) Responsible

Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District purchased i-Ready to increase student achievement

## Strategy/Activity 2

All k-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

## Students to be Served by this Strategy/Activity

Students K-6

## Timeline

On Going

## Person(s) Responsible

Teachers, Administrator

## Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District purchased Dreambox to increase student achievement

## Strategy/Activity 3

AVID student support (see ELA AVID goal)

## Students to be Served by this Strategy/Activity

Targeted students grades 2-6

## Timeline

2021-2022

## Person(s) Responsible

Teachers, Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	AVID Organizational Materials (budgeted in ELA goal)

### Strategy/Activity 4

MTSS Data Conferences: provide release time for teachers and admin:  
1. analyze universal screeners iReady and CAASPP Math data.  
2. Collaborate, plan and respond with best practice  
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child  
Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly

### Students to be Served by this Strategy/Activity

Students K-6

### Timeline

Quarters 1 & 3

### Person(s) Responsible

Teachers, Administrator

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

Use of Math manipulatives and STEM materials for enhancing academic rigor and success.

### Students to be Served by this Strategy/Activity

Students grades K-6

### Timeline

2021-2022

### Person(s) Responsible

Teachers and Paraprofessionals

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials

**Description**

Hands on manipulatives and materials purchased will be used in person for 2021-2022 school year

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

By May 31, 2022, with an 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, Woodbridge Elementary School will show a 5% increase in proficiency or an increase in growth for our English Learners 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

### LCAP Goal

A. All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

### Basis for this Goal

CAASPP

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DIBELS K-2 iReady ELA 3rd-6th RI 2nd-6th CAASPP 3rd-6th	See ELA goal Baseline	See ELA expected outcome
Reclassification Data	22 English Learner students reclassified (26%)	Reclassify 10 out of 84 students based on 4 year average (10% average)

### Planned Strategies/Activities

#### Strategy/Activity 1

Utilizing key AVID strategies, SIPPS early literacy and writing strategies, students will show growth in English language development.

#### Students to be Served by this Strategy/Activity

Use of bilingual paraprofessional for targeted small group instruction. (see ELA goal)

## Timeline

2020-2021

## Person(s) Responsible

Bilingual Paraprofessional

## Proposed Expenditures for this Strategy/Activity

Amount

2500

Source

Title I

Budget Reference

2120 Para Temp

Description

Provide support beyond the school day from bilingual paraprofessional

## Strategy/Activity 2

All k-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above

## Students to be Served by this Strategy/Activity

English Learners

## Timeline

August 2021- May 2022

## Person(s) Responsible

Teachers

## Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 3

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

## Students to be Served by this Strategy/Activity

K-6 Students

## Timeline

Quarter 2 & 3 (2021-2022)

## Person(s) Responsible

Teachers, Administrators

## Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 4

Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

Starting August 2021

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 5

K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.

The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

### Students to be Served by this Strategy/Activity

K-3 students

Plus students who need additional Tier 2 support in early reading development

3rd grade whole class SIPPS/intervention supporting tier 2 students

### Timeline

Starting 2021

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 6

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

### Students to be Served by this Strategy/Activity

K-3 students

Teachers

Paras

### **Timeline**

August 2021 - May 2022

### **Person(s) Responsible**

Teachers, paras

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 7**

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

### **Students to be Served by this Strategy/Activity**

K-2 Students

### **Timeline**

August- May

### **Person(s) Responsible**

Teachers

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 8**

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3

### **Students to be Served by this Strategy/Activity**

All students

### **Timeline**

August 2020-May 2021

### **Person(s) Responsible**

Administrator

### **Proposed Expenditures for this Strategy/Activity**

### **Strategy/Activity 9**

MTSS Data Conferences: provide release time for teachers and admin:

1. analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

Quarter 1 & 2

**Person(s) Responsible**

Teachers, Administrator

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 10**

Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

- 1. Objective posted
- 2. Front loading vocabulary
- 3. Using complete sentences
- 4. Think- pair - shared choral responses
- 5. Sentence frames
- 6. Use higher order questioning
- 7. Use wait time

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

Starting in August 2021

**Person(s) Responsible**

Teachers

**Proposed Expenditures for this Strategy/Activity**

**Strategy/Activity 11**

Embed ELD support from the Bilingual para-educators

**Students to be Served by this Strategy/Activity**

English Learners

**Timeline**

Starting in August 2021

**Person(s) Responsible**



**Proposed Expenditures for this Strategy/Activity**

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Involvement

### Goal Statement

Woodbridge School will continue to support effective relationships with Spanish speaking families of Woodbridge students, as well as families of students struggling with academic progress grades K-2.

### LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEA Goal B)

### Basis for this Goal

Low number of Spanish speaking parents access the support our school provides, which requires a concerted effort to reach out to parents. This is also true for families of students who are greatest at risk of not meeting grade level standards, K-2.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Jump In to English for parents	31 Parents have completed levels 1 to 3	10 additional parents will complete levels 1-3 of Jump into English

### Planned Strategies/Activities

#### Strategy/Activity 1

Bilingual language support will be provided for after school and evening events.

#### Students to be Served by this Strategy/Activity

Targeted students

#### Timeline

2021-2022

#### Person(s) Responsible

Bilingual Paraprofessional

#### Proposed Expenditures for this Strategy/Activity

Amount	1250
Source	Title I
Budget Reference	2120 Para Temp

**Description**

additional hours of support from bilingual paraprofessional beyond the school day, for academic

**Strategy/Activity 2**

Provide English Language support for Spanish speaking parents through Jump in to English

**Students to be Served by this Strategy/Activity**

Targeted students

**Timeline**

2021-2022

**Person(s) Responsible**

Administrator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1808
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Targeted Parent English Support

**Strategy/Activity 3**

Colored paper and other materials that can be purchased through the district warehouse to support communication with our Woodbridge families

**Students to be Served by this Strategy/Activity**

k-6 students and families

**Timeline**

August 2021-22

**Person(s) Responsible**

Admin  
School Secretary

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	4328 Warehouse Supplies
<b>Description</b>	Colored paper to use with parent communication

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

100% of our teachers will participate in differentiated Professional Development. The professional development will focus on 1). Positive Behavior Intervention and Support and Social and Emotional Learning 2). Gain a deeper understanding of the ELA and Math CCSS with a focus on increasing instructi

### LCAP Goal

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 standard. (Compensatory Education: 18)

### Basis for this Goal

iReady data, DIBELS and Reading Inventory data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Staff meetings will focus on Professional Development and collaboration	No baseline due to COVID	80% of staff meetings will focus on professional development and collaboration

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide district level ELA/Math coach assist teachers with current techniques and strategies in core and supplemental programs during Common Planning (teacher directed) and staff meetings (leadership team directed)

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2021- May 2022

#### Person(s) Responsible

administration, grade level teams, district coaches, leadership team

#### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF

<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	teachers will use SIPPS program for students during Universal Access time.

## Strategy/Activity 2

PBIS - Attend all the district PBIS trainings  
 Create a plan to implement the elements of Tier 2 and Tier 3 PBIS  
 Deliver Staff Development on Common Planning Days and staff meeting  
 Utilize the district PBIS coordinator

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2021- May 2022

### Person(s) Responsible

Administrators, Leadership Committee, PBIS District Coach

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Budget Reference</b>	1100 Teacher
<b>Description</b>	PBIS Coach

## Strategy/Activity 3

ELA Common Core Standards - Implementation  
 Develop a Professional Development plan with leadership during common planning days  
 Focus on:  
 ELD component - and instructional strategies to reach our English Learners  
 Embedding AVID instructional strategies  
 Encourage attendance at LUSD professional development opportunities  
 District Coaching through observation and lesson modeling  
 Encourage teachers to attend SJCOE Common Core State Standards professional growth

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2021- May 2022

### Person(s) Responsible

Administrators  
 Avid Committee  
 Teachers  
 AVID Coaches and other LUSD Coaches

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	AVID Coach

### Strategy/Activity 4

Purchase Social Emotional Curriculum and provide professional development

### Students to be Served by this Strategy/Activity

All students will benefit

### Timeline

August 2021- May 2022

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	4300 Materials
Description	PATHs Social Emotional Learning
Amount	10,000
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	PATHs , professional development for social emotional learning

### Strategy/Activity 5

SIPPS training through CORE

### Students to be Served by this Strategy/Activity

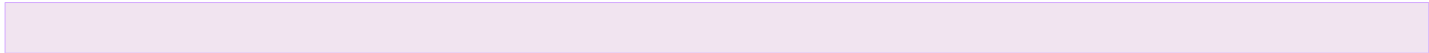
All students

### Timeline

August 2021- May 2020

### Person(s) Responsible

Admin  
Nancy McGivney  
Ann Leon  
Ed Services



**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	CORE Consulting paid for by the district

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

Behavioral Social Emotional Support

### Goal Statement

Woodbridge School will provide behavioral, social and emotional support for targeted students, with significant emotional barriers to academic success.

### LCAP Goal

1,3

### Basis for this Goal

Students with social emotional barriers to academic success first need to develop social emotional competency before academic success can ensue.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Behavioral Suspensions	2020-2021 suspension totals.	Decrease suspensions either by total days, or total number of students by 10%.

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide Elementary individual and group Tier 1 support for targeted students with social emotional barriers to academic success

#### Students to be Served by this Strategy/Activity

Targeted students in grades 1-6

#### Timeline

2021-2022

#### Person(s) Responsible

Elementary Counselor and Licensed Clinician

#### Proposed Expenditures for this Strategy/Activity

Source	LCFF
Budget Reference	5800 Prof and Operating/Consultants



<b>Description</b>	Elementary Counselor providing targeted individual and social emotional support for targeted students
<b>Amount</b>	15000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Individualized and group licensed clinical support for targeted students grades 1-6
<b>Amount</b>	1250
<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Provide Social Emotional Support utilizing the Check in Check Out model (CICO) as part of PBIS.
<b>Amount</b>	1651
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	Benefits for Para - educators time cards

# Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## 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	121,513.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	119705	0.00
Title I: Parent Involvement	1808	0.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF	0.00
Title I	119,705.00
Title I: Parent Involvement	1,808.00

## Preliminary Plan

## Final Plan



10/29/2021 02:30 pm

*Principal*

*Date*

*Principal*

*Date*



10/29/2021 02:30 pm

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*



11/02/2021 02:00 pm

*Program Manager*

*Date*

*Program Manager*

*Date*

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1100 Teacher	LCFF	0.00
4300 Materials	LCFF	0.00
5800 Prof and Operating/Consultants	LCFF	0.00
5875 Technology Licenses	LCFF	0.00
1100 Teacher	Title I	33,795.00
1120 Teacher Temp	Title I	5,000.00
1150 Teacher Sub	Title I	5,000.00
2120 Para Temp	Title I	5,000.00
3000 Benefits	Title I	16,301.00
4200 Books	Title I	7,500.00
4300 Materials	Title I	12,109.00
4328 Warehouse Supplies	Title I	5,000.00
5800 Prof and Operating/Consultants	Title I	25,000.00
5875 Technology Licenses	Title I	5,000.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,808.00

# FORM D: 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
- 10 Total

Name of Members	Role
Christina Halsey	Principal
Stacy Musson	Parent or Community Member
Martin Phillips	Classroom Teacher
Sarah Fogelberg	Classroom Teacher
Rosalina Haro	Parent or Community Member
Staci Bechtold	Classroom Teacher
Leslie Crosby	Parent or Community Member
Melissa Fritz	Parent or Community Member
Cortney Reynolds	Parent or Community Member
Laura Cunningham	Other School Staff

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.

# FORM E: 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**

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 10/27/2021 02:30 pm.

Attested:

**Preliminary Plan**

**Final Plan**

10/29/2021 03:00 pm

*Principal*

*Date*

*Principal*

*Date*

10/29/2021 03:00 pm

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*

11/02/2021 02:00 pm

*Program Manager*

*Date*

*Program Manager*

*Date*