



School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodbury Elementary School	30- 73650- 6085344	May 14, 2024	June 25, 2024

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)

School Wide Program

This school plan describes a School Wide Program that includes strategies, actions and services.

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

This School Wide Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	California Dashboard, School City District Standardized Assessment Data, Site data including STAR and LPA
Strengths	Overall, our students continue to test in the blue on the California Dashboard, showing that they continue to learn at high levels. On the California Dashboard our white students and all student group increased and maintained their scores on the CAASPP. STAR Reading and LPA show great growth in reading for students in K-3. Less than 10% of students in these grades are reading below benchmark.
Areas for Growth	Students with Disabilities and Hispanic students continue to struggle in ELA. Addressing the needs of the 10% of learners that need reading intervention. Listening and speaking is an area of weakness.
Questions & Key Findings	Students in Asian, Hispanic, English Learners, Students with Disabilities, and socioeconomically disadvantaged sub groups decreased in their CAASPP scores in 2023. There is a need for intervention with these groups. How can we strengthen our intervention and WIN time efforts to provide early intervention to our struggling readers?

	Math
Data Analyzed	California Dashboard, School City District Standardized Assessment Data
Strengths	Overall, our students continue to test in the blue on the California Dashboard, showing that they continue to learn at high levels. All of our students either increased or maintained their 2023 CAASPP scores.
Areas for Growth	Our hispanic subgroup continues to test below other subgroups at Woodbury, averaging 13.9 points below the standard. Looking at the specific claims in mathematics, our students need more support and practice with multi-step word problems and learning the language of math.
Questions & Key Findings	How can we work in PLCs to identify our struggling hispanic students to provide the needed support and engage parents in meaningful educational partnerships?

	SEL/Behavior
Data Analyzed	Panorama, Minor/Major data in Aeries, EduClimber
Strengths	Students in grades 3-6 rate themselves high in the areas of supportive relationships, self-mangement, and social awareness on the Spring Panorama survey. Teachers of students in grades PK-2 rate their students high in the areas of emotional regulation, grit, and social awareness.
Areas for Growth	53% of our students in grades 3-6 rated themselves as struggling in emotional regulation which is mirrored in our Aeries and EduClimber data. Most of our minor/major incident reports are from students in these grade levels. Students in grades PK-2 show that self-management continues to be an area of growth.

	SEL/Behavior
Questions & Key Findings	Relationships and a sense of belonging continue to be strengths to celebrate at Woodbury. Areas that we will continue to develop is helping our students with emotional regulation and self-management.

	School Climate
Data Analyzed	Annual Survey Data, Panorama
Strengths	82% of 3-6 graders report that Woodbury has a positive energy or climate. 89% of parents at Woodbury and students in 3-6 grade report a positive sense of community on campus.
Areas for Growth	25% of parents and students are concerned that bullying is a problem. 31% of students report that they have witnessed racism at our school.
Questions & Key Findings	Continuing to grow in educating our students and staff in how to effectively respond to bullying and racism is an area of growth. How can we provide transparency and support in our discipline procedures for students and parents experiencing bullying or racism while still maintaining student privacy?

	College and Career Readiness (High Schools Only)
Data Analyzed	
Strengths	
Areas for Growth	
Questions & Key Findings	

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)

While most students at Woodbury continue to perform at high levels, there is a need for active and early intervention across grade levels. In order to address the skill gap in our students, Woodbury will work to strengthen their intervention program by focusing more staff in that area in order to see more students and provide on going professional development to provide teachers the skills and resources they need to address tier 2 gaps in the classroom.

Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Involvement Process for the SPSA and Annual Review and Update

Stakeholder Engagement is a clear priority for Woodbury Elementary and we value input from every member of our community. As a part of the planning process for the SPSA Development, we used data from the Annual Survey, spoke to parents at SSC meetings, and collected feedback from teachers during teacher conferences and PLCs. The information that we gathered from the surveys and conversations with teachers and parents guided us on developing our SPSA. Feedback from teachers echoed the data found in our CAASPP scores and STAR testing that intervention needs to be an area of focus for us. Conversations with parents and results from our annual survey showed that Social Emotional health is an area of need for our students. We are fortunate at Woodbury to have an actively involved community of teachers, parents, and students who are committed to making each child feel included, involved, valued and heard and to find success at every level. Although Woodbury is a large school, every child should feel special since our staff consistently models the school motto, "Everybody is Somebody."

School Site Council met on the following dates: September 12, 2023, November 14, 2023, January 14, 2024, March 12, 2024, and May 14, 2024.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Teachers in grades 1-6 implemented intervention 4 times a week to meet the needs of their students with immediate tier 2 learning gaps. This year, we also implemented a full-time tier 3 teacher who pulled students in grades 1-6 who were reading far below grade level in order to provide research-based intervention in their specific area of need. Woodbury also implemented ST Math school-wide with a 37% completion rate to help our students develop a stronger base ten understanding of mathematics. To address the social-emotional needs of our students, teachers in every grade taught Second Step lessons in their classrooms, used zones of regulation, and participated in professional development in the area of social thinking and trauma-informed practice. Instructional assistants were also used in grades PK-6 to allow small group instruction and better differentiate for all of our learners. However, we were unable to add self-regulation tools to the playground due to budget constraints, which remains an area for future improvement.

Which strategies were most effective? Least effective?

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

Most strategies were implemented as originally outlined in the SPSA. However, we were unable to add self-regulation tools to the playground due to budget constraints, which remains an area for future improvement.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

We are proud of the way we implemented our goals this year and the progress made with students according to the metrics evaluated. Based on the evaluation of progress made, we are looking to strengthen our implementation of tier 2 and tier 3 strategies with added professional development and resources for teachers. We will also focus on listening and speaking as well problem solving in the resources we purchase and continue to grow our parent outreach program to strengthen our parent partnerships.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. (Schools that are eligible for ATSI are required to conduct a resource equity analysis to identify any inequities).

Questions to reflect on before completing this section:

- Do all at-risk students have access to interventions and additional support as needed?
- How do you determine which students participate in interventions?
- How are funds allocated to meet the needs of at-risk students?
- How is personnel assigned to support at-risk students?
- Do at-risk students have access to the most experienced and effective teachers?
- Do all students have access to technology and other instructional materials?
- Do all students have access to core texts to use at school and at home?
- What are the suspension rates across student groups?
- What is your school's reclassification rate?

Priority Focus Area (Goal) 1:

Ensure all students attain proficiency in state standards and local assessments through access to rigorous and relevant learning tools, resources and skills for all staff and students

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
6th Grade Basic Math Skills Test	59.88% of 6th grade students are proficient in basic math skills on the midyear assessment.	65% of students will be proficient in basic math skills on the midyear assessment.
California Dashboard- CAASPP Math	Hispanic students performed in the yellow performance level.	Increase proficiency to green performance level.
CAASPP Math	10% of students in all grades scored below standard in problem solving.	Decrease students performing below the standard in problem solving to 7% or lower in grades 3-6.
CAASPP Math	9.5% of students in all grades scored below standard in communicating reasoning.	Decrease students performing below the standard in communicating reasoning to 7% or lower in grades 3-6.
California Dashboard- CAASPP ELA	Current English Learners scored 38.4 points below standard.	Increase English Learner scores by 10 points.
California Dashboard- CAASPP ELA	Hispanic students performed in the yellow performance level.	Increase proficiency to green performance level.
CAASPP ELA	24% of students perform above standard in listening.	Increase to 35% of students performing above standard.
LPA	27% of students are performing below benchmark on mid-year assessments.	Decrease to 20% of students performing below benchmark.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>YEAR 1:</p> <p>Instructional Assistants will push into classrooms to support students who are learning English under the direction of the classroom teacher.</p> <p>Teachers will incorporate ST math into their daily routines with incentives for progress woven into our school culture.</p> <p>PLC teams will use common assessment data to create leveled interventions used during a dedicated tier 2 block.</p>	<p>YEAR 1:</p> <p>LCFF Supplemental</p> <p>Lottery</p> <p>LCFF Base</p>	<p>YEAR 1:</p> <p>65,712.62</p> <p>5,445</p> <p>110,213.05</p>	<p>YEAR 1:</p> <p>Students learning English</p> <p>All students</p> <p>Tier 3 intervention students</p> <p>Tier 2 Intervention students</p>	<p>YEAR 1:</p> <p>Principal</p> <p>Assistant Principal</p> <p>Tier 3 Teacher</p> <p>PLC Facilitator</p> <p>Coach</p> <p>Teachers</p>

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Grade levels will work with the Intervention Teacher to identify students in need of tier three intervention, regularly assessing and identifying new students throughout the year.</p> <p>Grade level teams will purchase resources to increase their systems of support tier 2 instruction.</p> <p>Teachers in grades 3-6 will use IReady math to intervene for students who need intensive intervention Support will be added to the tier 3 program in the form of an instructional assistant to increase the number of students who have access to the intervention.</p> <p>Instructional Assistants will push into classrooms to provide extra support to low socioeconomic, homeless and foster youth students to ensure equitable access to curriculum.</p> <p>Students in K-2 will use Reading A to Z Kids online learning platform to increase reading skills.</p> <p>All students will have access to Brainpop online learning platform to increase access to learning materials and listening opportunities.</p> <p>Parent Outreach team will host 5 parent outreach meeting to empower parents with strategies in teaching students to read and do math.</p> <p>YEAR 2:</p> <p>Instructional Assistants will push into classrooms to support students who are learning English under the direction of the classroom teacher.</p> <p>Teachers will incorporate ST math into their daily routines with incentives for progress woven into our school culture.</p> <p>PLC teams will use common assessment data to create leveled interventions used during a dedicated tier 2 block.</p> <p>Grade levels will work with the Intervention Teacher to identify students in need of tier three intervention, regularly assessing and identifying new students throughout the year.</p> <p>Grade level teams will purchase resources to increase their systems of support tier 2 instruction.</p> <p>Teachers in grades 3-6 will use IReady math to intervene for students who need intensive intervention Support will be added to the tier 3 program in the form of an instructional assistant to increase the number of students who have access to the intervention.</p> <p>Instructional Assistants will push into classrooms to provide extra support to low socioeconomic, homeless and foster youth students to ensure equitable access to curriculum.</p>			<p>Students in grades 3-6 with intensive math needs</p> <p>Low-socioeconomic, homeless, and foster youth students</p> <p>K-2 Students</p>	<p>Intervention Lead Teachers</p> <p>Parent Outreach Team</p>

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Students in K-2 will use Reading A to Z Kids online learning platform to increase reading skills.</p> <p>All students will have access to Brainpop online learning platform to increase access to learning materials and listening opportunities.</p> <p>Parent Outreach team will host 5 parent outreach meeting to empower parents with strategies in teaching students to read and do math.</p> <p>YEAR 3:</p> <p>Instructional Assistants will push into classrooms to support students who are learning English under the direction of the classroom teacher.</p> <p>Teachers will incorporate ST math into their daily routines with incentives for progress woven into our school culture.</p> <p>PLC teams will use common assessment data to create leveled interventions used during a dedicated tier 2 block.</p> <p>Grade levels will work with the Intervention Teacher to identify students in need of tier three intervention, regularly assessing and identifying new students throughout the year.</p> <p>Grade level teams will purchase resources to increase their systems of support tier 2 instruction.</p> <p>Teachers in grades 3-6 will use IReady math to intervene for students who need intensive intervention Support will be added to the tier 3 program in the form of an instructional assistant to increase the number of students who have access to the intervention.</p> <p>Instructional Assistants will push into classrooms to provide extra support to low socioeconomic, homeless and foster youth students to ensure equitable access to curriculum.</p> <p>Students in K-2 will use Reading A to Z Kids online learning platform to increase reading skills.</p> <p>All students will have access to Brainpop online learning platform to increase access to learning materials and listening opportunities.</p> <p>Parent Outreach team will host 5 parent outreach meeting to empower parents with strategies in teaching students to read and do math.</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>Using Instructional Assistants to push into classrooms and help with small group instruction will allow us to address the individual needs of our students learning English and low socioeconomic, homeless and foster youth students through differentiated learning opportunities. Providing students and teachers access, to online programs both at school and at home allows us to create equity amongst our student population. We are also looking forward to increasing the support for tier 3 program and therefore increase the number of students that are</p>			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	able to receive the intense reading and math intervention they need. We are also increasing access to resources by purchasing resources specific to the grade level and student needs.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	<p>Year 1: Teachers will participate in professional development in the area of standards based grading, creating assessments that support standard based grading, and data informed intervention practices. Administrators and PLC FC will provide coaching during PLC with regular check-ins. Staff will also participate in vertical articulation to ensure clarity and alignment across grade-levels.</p> <p>Year 2: Teachers will continue to participate in professional development in the area of data informed intervention programs and will also receive professional development to strengthen tier 2 practices to include enrichment. Staff will also participate in vertical articulation to ensure clarity and alignment across grade-levels.</p> <p>Year3: Teachers will continue to participate in professional development in the area of data informed intervention programs and will also receive professional development to strengthen tier 2 practices to include enrichment. Staff will also participate in vertical articulation to ensure clarity and alignment across grade-levels.</p>			
How will success be measured? What data will be collected to measure progress and when?	<p>Year 1: Success will be measured throughout the year based on standardized assessments including LPA, STAR reading and Math, 6th grade basic skills, and CAASPP. CAASPP will take place at the end of year, while other assessments will take place trimesterly. Assessments will also be given in the tier 3 intervention program at the conclusion of each learning cycle. Feedback will be gathered from teachers and community stakeholders at the end of the year via our annual survey.</p> <p>Year 2: Success will be measured throughout the year based on standardized assessments including LPA, STAR reading and Math, 6th grade basic skills, and CAASPP. CAASPP will take place at the end of year, while other assessments will take place trimesterly. Assessments will also be given in the tier 3 intervention program at the conclusion of each learning cycle. Feedback will be gathered from teachers and community stakeholders at the end of the year via our annual survey.</p> <p>Year3: Success will be measured throughout the year based on standardized assessments including LPA, STAR reading and Math, 6th grade basic skills, and CAASPP. CAASPP will take place at the end of year, while other assessments will take place trimesterly. Assessments will also be given in the tier 3 intervention program at the conclusion of each learning cycle. Feedback will be gathered from teachers and community stakeholders at the end of the year via our annual survey.</p>			

Priority Focus Area (Goal) 2:

Create a positive school climate and a system of supports.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
Panorama Survey	53% of students in grades 3-6 gave a favorable response to being able to self-regulate emotions.	70% of students will give a favorable response to being able to self-regulate emotions.
Panorama Survey	71% of students in grades 3-6 gave a favorable response to showing grit.	75% of students will give a favorable response to showing grit.
Annual Survey	14% of students in grades 3-6 responded feeling down, sad, or hopeless more than 10 times in a year.	Decrease response to less than 10%.
Panorama Survey	65% of students in grades K-2 were rated favorably in the area of self-management.	Increase favorable responses by at least 10%.
Annual Survey	17% percent of students responded that they do not have a healthy strategy to manage stress.	Decrease response to less than 10%.
Aeries	71 discipline reports from July-April.	Decrease discipline reports to 50.
Panorama	65% of students respond that they feel respected by other students.	Increase to at least 75% of students.
Annual Survey	14% of students in 3rd-6th grade state that they have experienced racism.	Decrease to less than 10%.
Annual Survey	31% of students state that they have witnessed racism at school.	Decrease to less than 20%.
Annual Survey	18% of students say that they don't see their culture represented in school curriculum, activities, posters, and books.	Decrease to less than 10%.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Provide supervision and conflict management during recess and lunch Host parent workshops that focus on Social Emotional Learning.	YEAR 1: LCFF Base Lottery	YEAR 1: 101,826.95 5,445 16,253.38	YEAR 1: All students 3rd-6th grade students	YEAR 1: Principal Assistant Principal

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Train classified staff in the Zones of Regulation and self-regulation strategies Provide structured and unstructured opportunities for play at recess and lunch Stream and record parent presentations for working parents Teach social emotional learning lessons weekly in classrooms Refresh calm kits in each classroom Teach hate speech and empathy lessons in grade 3-6 Implement No Place for Hate program at school Add diverse books to the library</p> <p>YEAR 2: Provide supervision and conflict management during recess and lunch Host parent workshops that focus on Social Emotional Learning. Train classified staff in the Zones of Regulation and self-regulation strategies Provide structured and unstructured opportunities for play at recess and lunch Stream and record parent presentations for working parents Teach social emotional learning lessons weekly in classrooms Refresh clam kits in each classroom Teach hate speech and empathy lessons in grade 3-6 Implement No Place for Hate program at school Add diverse books to the library</p> <p>YEAR 3: Provide supervision and conflict management during recess and lunch Host parent workshops that focus on Social Emotional Learning. Train classified staff in the Zones of Regulation and self-regulation strategies Provide structured and unstructured opportunities for play at recess and lunch Stream and record parent presentations for working parents Teach social emotional learning lessons weekly in classrooms Refresh calm kits in each classroom</p>	LCFF Supplemental		Students of color	Elementary Resource Counselor Guidance Assistant Parent Outreach Team Noon Duty Supervisors PE Paraprofessional General Education Teacher

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Teach hate speech and empathy lessons in grade 3-6 Implement No Place for Hate program at school Add diverse books to the library</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>By increasing the number of staff trained on social emotional learning and self-regulation strategies, we can increase the impact of these strategies school wide. Providing more opportunities for unstructured and structured play at recess will decrease our playtime office referrals by providing more choice for students. Strengthening our response to hate speech will improve our overall school climate and help students to know that they belong.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: Staff will be trained in Second Step, MooZoom, and Calm classroom. Support and re-training will be offered through the year by our Elementary Resource Counselors and Guidance Assistant. Training will also be provided for our noon duty supervisors throughout the year on recess games, conflict management strategies, and active supervision.</p> <p>Year 2: Staff will be trained in Second Step, MooZoom, and Calm classroom. Support and re-training will be offered through the year by our Elementary Resource Counselors and Guidance Assistant. Training will also be provided for our noon duty supervisors throughout the year on recess games, conflict management strategies, and active supervision.</p> <p>Year3: Staff will be trained in Second Step, MooZoom, and Calm classroom. Support and re-training will be offered through the year by our Elementary Resource Counselors and Guidance Assistant. Training will also be provided for our noon duty supervisors throughout the year on recess games, conflict management strategies, and active supervision.</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p>Year 1: Positive changes to panorama data and annual survey, as well as a decrease in office referrals.</p> <p>Year 2: Positive changes to panorama data and annual survey, as well as a decrease in office referrals.</p> <p>Year3: Positive changes to panorama data and annual survey, as well as a decrease in office referrals.</p>			

Priority Focus Area (Goal) 3:

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Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: YEAR 2: YEAR 3:	YEAR 1:	YEAR 1:	YEAR 1:	YEAR 1:
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Year 2: Year3:			
How will success be measured? What data will be collected to measure progress and when?	Year 1: Year 2: Year3:			

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding for the following:

- impacted and intervention sections?
- site funding to support intervention programs before, during and after school?
- student support and safety?

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding for the following:

- instructional aides allocated from the LCAP?
- site funding to support intervention programs before, during and after school?
- support TOSA/AP?

Woodbury uses allocated Instructional Assistants to create small groups within classrooms and better differentiate instruction for all of our learners. These staff push into classrooms and work under the direction of our certificated teachers to provide specific instruction to students with learning gaps or to provide extra support and instruction to students who are learning English as a second language. Instructional assistants also work under the direction of our tier 3 intervention to provide a research-based intervention program to those students reading below grade level with the goal of everyone reading before third grade. There is dedicated time each day called GALLOP time where each grade addresses the tier 2 needs of their students as well as time each day when qualified students attend tier 3 intervention. Instructional assistants in the classroom and in the tier 3 classroom ensure that all students are able to receive the instruction they need. Finally, Woodbury uses our assistant principal allocation to increase the support available to teachers, students, and parents. It is due to this extra allocation that we are able to meet the needs of our over 1,100 students through discipline support, coaching, and supervision. These allocations have proven invaluable and increased the number of students that we can work with on a daily basis to provide with just in time interventions.

ATSI Identified Schools

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification. Indicate the area which led to eligibility for ATSI and briefly describe the purpose of this plan.

Woodbury Elementary School has been identified for Additional Targeted Support and Improvement (ATSI) in the area of .

This ATSI Plan is aligned to the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment. It will establish a goal to address the identified need for additional targeted support and improvements. This goal will be established based on measurable metrics and the strategies/actions will outline what will be implemented to attain the expected outcomes. Budgets, funding sources and people responsible will be indicated for the strategies and actions.

How were Educational Partners involved in the ATSI plan?

ATSI Plan:

Goal:

Identified Need

Metric	Baseline	Expected Outcome

Strategies & Actions:	Funding Source	Budgeted	Persons

ATSI Annual Review (2023-2024)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Which strategies were most effective? Least effective?

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

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$304,896.00
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 (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF Base	\$212,040.00
LCFF Supplemental	\$81,966.00
Lottery	\$10,890.00

Subtotal of state or local funds included for this school: \$304,896.00

Total of federal, state, and/or local funds for this school: \$304,896.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF Base	212,040.00
LCFF Supplemental	81,966.00
Lottery	10,890.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	212,040.00
	LCFF Supplemental	81,966.00
	Lottery	10,890.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	181,370.67
Goal 2	123,525.33
ATSI Goal	

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 Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-14-24.

Attested:



Principal, Jamie Snyder on 5-14-24

SSC Chairperson, Nidia Barrios on 5-14-24

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
- 5 Classroom Teachers
- 6 Parent or Community Members

Name of Members	Role
Jamie Snyder	Principal
Jessica Irvine	Classroom Teacher
Heather Arbouin	Classroom Teacher
Elena Piscopo	Classroom Teacher
Lorelei Fabro	Classroom Teacher
Elicia Ehlers	Classroom Teacher
Olga Amaya	Parent or Community Member
Claudette Bui	Parent or Community Member
Prateek Saxena	Parent or Community Member
Jen Chiou	Parent or Community Member
Noreen Bajwa	Parent or Community Member
Nidia Barrios	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.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.09%	0	0	1
African American	1.36%	1.31%	1.19%	15	14	13
Asian	51.36%	52.95%	56.01%	568	566	610
Filipino	3.07%	3.37%	3.40%	34	36	37
Hispanic/Latino	11.75%	10.85%	9.27%	130	116	101
Pacific Islander	0.27%	0.28%	0.37%	3	3	4
White	19.35%	17.77%	16.90%	214	190	184
Multiple/No Response	10.85%	12.16%	12.67%	120	130	138
Total Enrollment				1,106	1069	1089

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	140	145	108
Grade 1	139	117	145
Grade 2	174	152	127
Grade3	158	171	158
Grade 4	148	157	178
Grade 5	168	152	162
Grade 6	179	175	163
Total Enrollment	1,106	1,069	1,089

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	261	183	213	23.7%	23.6%	19.5%
Fluent English Proficient (FEP)	159	228	242	10.5%	14.4%	22.2%
Reclassified Fluent English Proficient (RFEP)	57	124		37.2%	17.90%	

Conclusions based on this data:

1. Woodbury teachers are using strategies learned in GLAD training to address the needs of our English Learners and it is having a positive outcome with those students.
2. Woodbury continues to serve a large number of students learning English and must continue to plan to accommodate them and their families to ensure they feel welcome.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	97	161	184	0	153	173	0	153	173	0.0	95.0	94.0
Grade 4	106	155	160	0	150	153	0	150	153	0.0	96.8	95.6
Grade 5	103	178	161	0	167	157	0	167	157	0.0	93.8	97.5
Grade 6	88	190	174	0	186	166	0	186	166	0.0	97.9	95.4
All Grades	394	684	679	0	656	649	0	656	649	0.0	95.9	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2481.	2480.		49.67	47.98		21.57	21.97		16.34	16.76		12.42	13.29
Grade 4		2527.	2533.		48.00	52.94		28.67	24.18		14.67	12.42		8.67	10.46
Grade 5		2578.	2572.		47.90	49.04		33.53	29.94		13.17	13.38		5.39	7.64
Grade 6		2583.	2590.		38.71	43.37		34.95	31.33		16.67	18.07		9.68	7.23
All Grades	N/A	N/A	N/A		45.73	48.23		30.03	26.81		15.24	15.25		8.99	9.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.64	39.31		58.82	52.60		6.54	8.09
Grade 4		28.67	40.52		65.33	51.63		6.00	7.84
Grade 5		40.72	35.03		56.29	59.24		2.99	5.73
Grade 6		34.95	33.73		52.15	57.23		12.90	9.04
All Grades		34.91	37.13		57.77	55.16		7.32	7.70

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.25	35.26		48.37	49.13		14.38	15.61
Grade 4		44.00	40.52		50.67	47.06		5.33	12.42
Grade 5		44.91	38.85		50.90	56.05		4.19	5.10
Grade 6		36.56	37.95		51.61	50.60		11.83	11.45
All Grades		40.55	38.06		50.46	50.69		8.99	11.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.49	22.54		67.97	71.68		6.54	5.78
Grade 4		19.33	27.45		76.00	62.09		4.67	10.46
Grade 5		26.95	22.29		67.66	71.34		5.39	6.37
Grade 6		22.04	25.30		75.27	71.08		2.69	3.61
All Grades		23.48	24.35		71.80	69.18		4.73	6.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.18	35.26		49.02	55.49		9.80	9.25
Grade 4		29.33	24.84		62.67	67.97		8.00	7.19
Grade 5		42.51	43.31		53.89	50.32		3.59	6.37
Grade 6		32.80	33.73		58.60	60.24		8.60	6.02
All Grades		36.43	34.36		56.10	58.40		7.47	7.24

Conclusions based on this data:

1. Based on the data above, we are looking at different ways to address the gap in our student's listening and speaking skills including read alouds in primary grades and podcasts in upper grades.
2. We are proud of the way our students continue to grow in their learning. This data shows the growth in their skills from year to year.
3. Reading and Writing continue to be areas of strength for Woodbury students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	97	161	184	0	159	182	0	159	182	0.0	98.8	98.9
Grade 4	106	155	160	0	153	159	0	153	159	0.0	98.7	99.4
Grade 5	103	178	161	0	177	160	0	177	160	0.0	99.4	99.4
Grade 6	88	190	174	0	188	174	0	188	174	0.0	98.9	100.0
All Grades	394	684	679	0	677	675	0	677	675	0.0	99.0	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2481.	2485.		40.25	45.60		33.96	26.37		18.24	17.58		7.55	10.44
Grade 4		2521.	2519.		32.68	35.85		39.87	35.85		22.22	21.38		5.23	6.92
Grade 5		2558.	2553.		37.29	36.88		31.07	28.75		25.42	24.38		6.21	10.00
Grade 6		2584.	2595.		40.43	46.55		25.53	27.01		25.00	18.39		9.04	8.05
All Grades	N/A	N/A	N/A		37.81	41.48		32.20	29.33		22.90	20.30		7.09	8.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		49.69	58.24		42.77	30.22		7.55	11.54
Grade 4		42.48	41.51		50.98	49.69		6.54	8.81
Grade 5		38.98	40.00		53.11	50.63		7.91	9.38
Grade 6		41.49	47.13		48.40	42.53		10.11	10.34
All Grades		42.98	47.11		48.89	42.81		8.12	10.07

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.88	42.31		47.17	44.51		11.95	13.19
Grade 4		30.72	31.45		60.13	58.49		9.15	10.06
Grade 5		32.20	26.88		57.06	62.50		10.73	10.63
Grade 6		28.72	35.06		60.11	56.32		11.17	8.62
All Grades		32.94	34.22		56.28	55.11		10.78	10.67

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.74	46.70		54.72	43.96		7.55	9.34
Grade 4		39.87	37.11		54.90	53.46		5.23	9.43
Grade 5		29.94	25.00		62.15	63.13		7.91	11.88
Grade 6		29.79	39.08		62.77	53.45		7.45	7.47
All Grades		33.97	37.33		58.94	53.19		7.09	9.48

Conclusions based on this data:

1. Problem Solving & Modeling/Data Analysis is an area of growth for our students. To address this we are looking at ways to practice word problems and the language of math our students.
2. Communicating Reasoning is also an area of growth that we will address through the language of math.
3. We are proud of our overall growth in math and excited to see our focus in this area pay off.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1455.0	1453.2	1433.0	1460.6	1438.7	1428.1	1441.8	1487.2	1444.2	41	35	43
1	1491.0	1448.2	1443.6	1490.5	1448.4	1442.7	1491.0	1447.5	1444.1	29	37	27
2	1497.3	1479.8	1488.8	1483.6	1477.5	1475.3	1510.6	1481.8	1501.8	34	33	38
3	1529.4	1491.8	1481.3	1537.8	1489.8	1479.7	1520.4	1493.3	1482.2	19	37	36
4	1543.7	1512.8	1521.4	1537.1	1498.8	1518.4	1549.9	1526.4	1524.0	23	21	34
5	1566.3	1524.0	1520.1	1563.2	1520.1	1509.0	1569.0	1527.2	1530.7	24	26	18
6	1557.2	1543.8	1529.7	1572.2	1546.1	1537.2	1541.8	1541.0	1521.8	13	25	20
All Grades										183	214	216

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.50	37.14	23.26	35.00	31.43	27.91	32.50	14.29	32.56	0.00	17.14	16.28	40	35	43
1	34.48	2.70	7.41	44.83	37.84	44.44	17.24	45.95	29.63	3.45	13.51	18.52	29	37	27
2	23.53	12.12	26.32	52.94	54.55	31.58	17.65	15.15	23.68	5.88	18.18	18.42	34	33	38
3	57.89	13.51	16.67	15.79	48.65	30.56	15.79	24.32	22.22	10.53	13.51	30.56	19	37	36
4	47.83	28.57	32.35	34.78	38.10	38.24	8.70	19.05	8.82	8.70	14.29	20.59	23	21	34
5	50.00	30.77	27.78	33.33	30.77	27.78	12.50	26.92	27.78	4.17	11.54	16.67	24	26	18
6	53.85	32.00	30.00	23.08	48.00	15.00	7.69	4.00	35.00	15.38	16.00	20.00	13	25	20
All Grades	39.56	21.03	23.15	36.81	41.59	31.48	18.13	22.43	25.00	5.49	14.95	20.37	182	214	216

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.00	28.57	23.26	45.00	28.57	20.93	17.50	28.57	39.53	2.50	14.29	16.28	40	35	43
1	51.72	5.41	22.22	31.03	45.95	29.63	10.34	32.43	29.63	6.90	16.22	18.52	29	37	27
2	32.35	24.24	28.95	38.24	45.45	34.21	23.53	12.12	15.79	5.88	18.18	21.05	34	33	38
3	63.16	35.14	30.56	15.79	37.84	33.33	5.26	13.51	11.11	15.79	13.51	25.00	19	37	36
4	56.52	38.10	61.76	26.09	33.33	14.71	8.70	14.29	5.88	8.70	14.29	17.65	23	21	34
5	75.00	38.46	33.33	25.00	42.31	38.89	0.00	7.69	11.11	0.00	11.54	16.67	24	26	18
6	61.54	56.00	35.00	15.38	28.00	35.00	15.38	4.00	15.00	7.69	12.00	15.00	13	25	20
All Grades	50.00	30.37	33.33	31.32	37.85	28.24	12.64	17.29	19.44	6.04	14.49	18.98	182	214	216

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.50	31.43	18.60	35.00	31.43	25.58	35.00	28.57	41.86	2.50	8.57	13.95	40	35	43
1	27.59	5.41	11.11	41.38	35.14	22.22	27.59	37.84	40.74	3.45	21.62	25.93	29	37	27
2	14.71	6.06	18.42	61.76	51.52	42.11	20.59	27.27	21.05	2.94	15.15	18.42	34	33	38
3	21.05	2.70	8.33	36.84	35.14	19.44	36.84	37.84	33.33	5.26	24.32	38.89	19	37	36
4	34.78	14.29	23.53	34.78	33.33	29.41	26.09	33.33	26.47	4.35	19.05	20.59	23	21	34
5	45.83	15.38	16.67	25.00	15.38	11.11	25.00	42.31	55.56	4.17	26.92	16.67	24	26	18
6	7.69	12.00	5.00	46.15	36.00	15.00	23.08	32.00	40.00	23.08	20.00	40.00	13	25	20
All Grades	26.37	12.15	15.28	40.66	34.58	25.46	28.02	34.11	35.19	4.95	19.16	24.07	182	214	216

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.00	45.71	30.23	70.00	40.00	53.49	0.00	14.29	16.28	40	35	43
1	62.07	24.32	44.44	37.93	62.16	33.33	0.00	13.51	22.22	29	37	27
2	35.29	21.21	26.32	58.82	66.67	60.53	5.88	12.12	13.16	34	33	38
3	47.37	37.84	27.78	47.37	43.24	50.00	5.26	18.92	22.22	19	37	36
4	65.22	66.67	55.88	26.09	14.29	20.59	8.70	19.05	23.53	23	21	34
5	41.67	38.46	38.89	58.33	42.31	38.89	0.00	19.23	22.22	24	26	18
6	46.15	16.00	15.00	23.08	72.00	80.00	30.77	12.00	5.00	13	25	20
All Grades	45.05	34.58	34.26	50.00	50.00	47.69	4.95	15.42	18.06	182	214	216

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.00	17.14	18.60	52.50	57.14	55.81	12.50	25.71	25.58	40	35	43
1	24.14	8.11	22.22	65.52	67.57	51.85	10.34	24.32	25.93	29	37	27
2	29.41	33.33	36.84	58.82	48.48	39.47	11.76	18.18	23.68	34	33	38
3	57.89	54.05	44.44	26.32	32.43	30.56	15.79	13.51	25.00	19	37	36
4	47.83	23.81	58.82	43.48	57.14	23.53	8.70	19.05	17.65	23	21	34
5	83.33	53.85	50.00	16.67	30.77	33.33	0.00	15.38	16.67	24	26	18
6	76.92	68.00	55.00	15.38	20.00	30.00	7.69	12.00	15.00	13	25	20
All Grades	45.60	35.51	38.89	44.51	45.79	38.89	9.89	18.69	22.22	182	214	216

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	48.57	20.93	87.50	34.29	65.12	0.00	17.14	13.95	40	35	43
1	37.93	21.62	18.52	58.62	45.95	62.96	3.45	32.43	18.52	29	37	27
2	26.47	3.03	28.95	64.71	78.79	52.63	8.82	18.18	18.42	34	33	38
3	21.05	2.70	8.33	73.68	67.57	47.22	5.26	29.73	44.44	19	37	36
4	34.78	9.52	20.59	56.52	66.67	50.00	8.70	23.81	29.41	23	21	34
5	45.83	19.23	22.22	50.00	46.15	50.00	4.17	34.62	27.78	24	26	18
6	23.08	12.00	10.00	46.15	60.00	35.00	30.77	28.00	55.00	13	25	20
All Grades	28.02	17.29	18.98	65.38	56.54	53.24	6.59	26.17	27.78	182	214	216

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	55.00	51.43	48.84	40.00	37.14	34.88	5.00	11.43	16.28	40	35	43
1	27.59	8.11	3.85	65.52	81.08	76.92	6.90	10.81	19.23	29	37	26
2	29.41	27.27	39.47	67.65	63.64	44.74	2.94	9.09	15.79	34	33	38
3	31.58	18.92	13.89	57.89	70.27	55.56	10.53	10.81	30.56	19	37	36
4	17.39	38.10	23.53	73.91	52.38	55.88	8.70	9.52	20.59	23	21	34
5	33.33	26.92	33.33	62.50	53.85	55.56	4.17	19.23	11.11	24	26	18
6	15.38	24.00	5.00	76.92	64.00	70.00	7.69	12.00	25.00	13	25	20
All Grades	32.97	27.10	26.51	60.99	61.21	53.49	6.04	11.68	20.00	182	214	215

Conclusions based on this data:

1. Students at Woodbury are making great progress in learning to speak English.

2. The number of new students learning English are spread throughout the grade with many coming in Kindergarten.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1069	14.7	17.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Woodbury Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	183	17.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	157	14.7
Students with Disabilities	67	6.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.3
Asian	566	52.9
Filipino	36	3.4
Hispanic	116	10.9
Two or More Races	130	12.2
Pacific Islander	3	0.3
White	190	17.8

Conclusions based on this data:

1. Woodbury has more socioeconomically disadvantaged students than most people think. It is important that we carefully allocate resources to ensure that these students have equal opportunities and access.

2. It is important to continue allocating instructional assistant support to our English Learner population in order to address this significant subgroup of students.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Blue		
English Learner Progress  Blue		

Conclusions based on this data:

1. Overall, students are successful in both ELA and Mathematics.
2. English learner progress is an area that needs more attention.
3. Chronic absenteeism is high.

School and Student Performance Data

Academic Performance English Language Arts

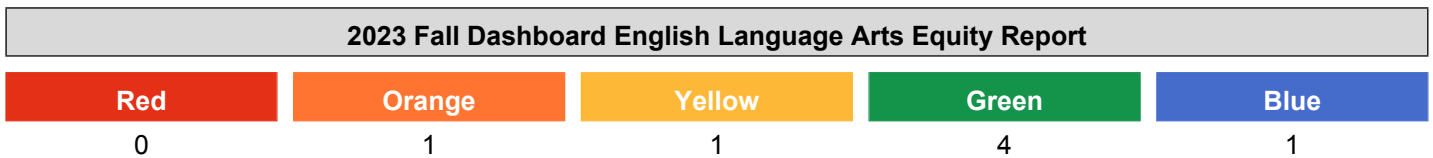
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>59.5 points above standard</p> <p>Maintained -1 points</p> <p>621 Students</p>	<p>English Learners</p>  <p>Green</p> <p>31.9 points above standard</p> <p>Decreased -9.8 points</p> <p>170 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>22.6 points above standard</p> <p>Decreased -7 points</p> <p>84 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>22.6 points below standard</p> <p>Decreased -13.5 points</p> <p>49 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	 No Performance Color 0 Students	 Green 73.4 points above standard Decreased -3.3 points 337 Students	110.4 points above standard Increased Significantly +38 points 20 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2 points above standard Decreased -12.8 points 69 Students	 Green 65.3 points above standard Decreased -10.3 points 66 Students	Less than 11 Students 1 Student	 Blue 46.9 points above standard Increased +7.2 points 107 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
38.4 points below standard Increased +9.5 points 76 Students	88.7 points above standard Increased +8.1 points 94 Students	66.9 points above standard Maintained +2 points 398 Students

Conclusions based on this data:

1. Students in most subgroups perform very well in ELA.
2. Students with disabilities may need new or different testing accommodations.

School and Student Performance Data

Academic Performance Mathematics

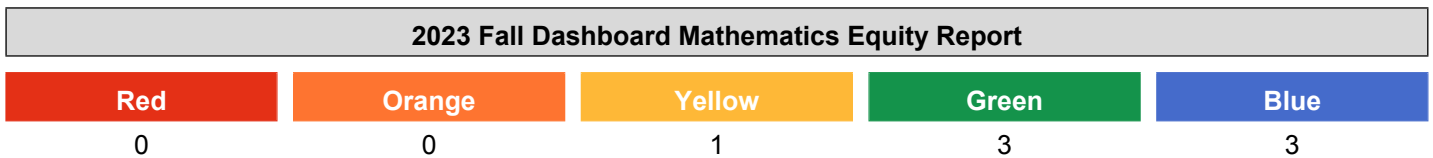
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 42.2 points above standard Increased +4.5 points 620 Students	<p>English Learners</p>  Blue 37.6 points above standard Maintained +2.2 points 170 Students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  Green 13.2 points above standard Increased +8 points 84 Students	<p>Students with Disabilities</p>  Green 24.3 points below standard Increased +5.7 points 49 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	 No Performance Color 0 Students	 Blue 65.6 points above standard Maintained +1.1 points 337 Students	62.1 points above standard Increased Significantly +45.3 points 20 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13.9 points below standard Maintained -1.9 points 68 Students	 Blue 41.7 points above standard Increased +3.1 points 66 Students	Less than 11 Students 1 Student	 Green 16.9 points above standard Increased +3.9 points 107 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1.1 points below standard Increased Significantly +21.4 points 76 Students	69 points above standard Increased +8.4 points 94 Students	40.4 points above standard Increased +5.4 points 398 Students

Conclusions based on this data:

1. In the area of math, our students test 37.8 points above the standard with most subgroups in the high or very high-performance level
2. Students with disabilities may need new or different testing accommodations
3. Our Hispanic population may need more intensive intervention time

School and Student Performance Data

Academic Performance English Learner Progress

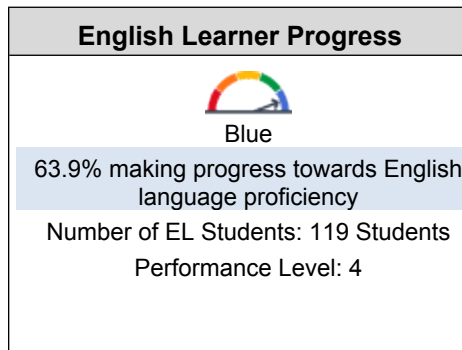
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	29	0	76

Conclusions based on this data:

1. More investigation is needed into the students who decreased in ELPI

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

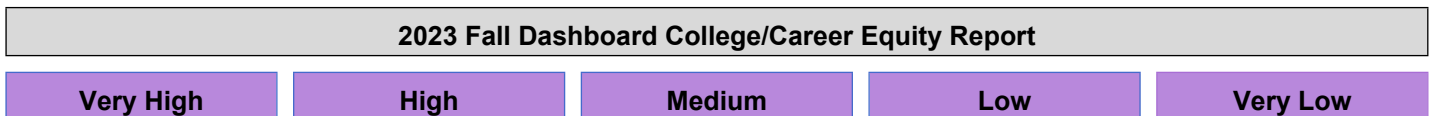
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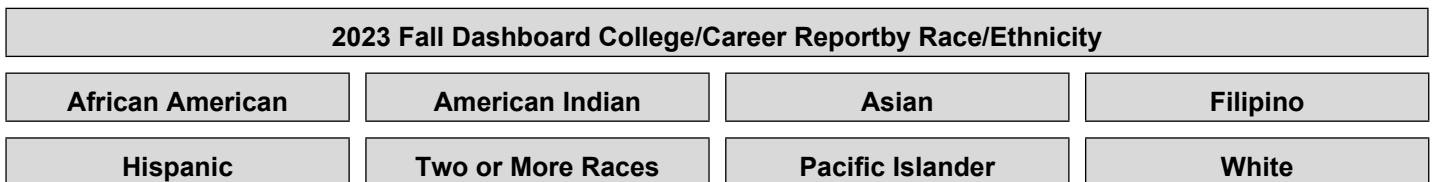
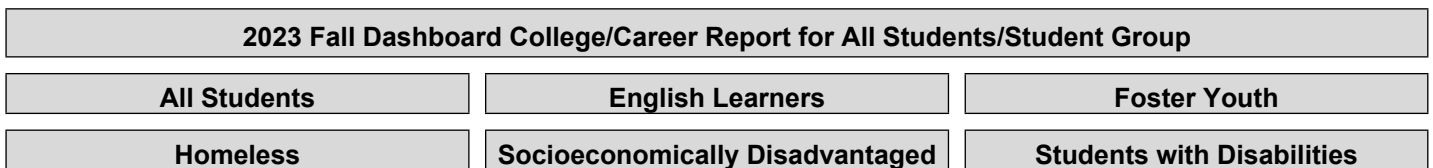
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 11.6% Chronically Absent Increased 1.3 1151 Students	English Learners Red 11.8% Chronically Absent Increased Significantly 3.2 229 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 4 Students	Socioeconomically Disadvantaged Orange 20.8% Chronically Absent Declined -0.8 192 Students	Students with Disabilities Yellow 19.5% Chronically Absent Declined -0.9 87 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>18.8% Chronically Absent</p> <p>Declined -18.8</p> <p>16 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Orange</p> <p>7.1% Chronically Absent</p> <p>Increased 0.8</p> <p>633 Students</p>	<p></p> <p>Orange</p> <p>16.7% Chronically Absent</p> <p>Increased 11.5</p> <p>36 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>20.2% Chronically Absent</p> <p>Declined -1.1</p> <p>124 Students</p>	<p></p> <p>Orange</p> <p>11% Chronically Absent</p> <p>Increased 1.4</p> <p>146 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>Red</p> <p>19.7% Chronically Absent</p> <p>Increased Significantly 5.3</p> <p>193 Students</p>

Conclusions based on this data:

- COVID requirements to stay home and isolate may have had an impact on a high chronic absentee rate.

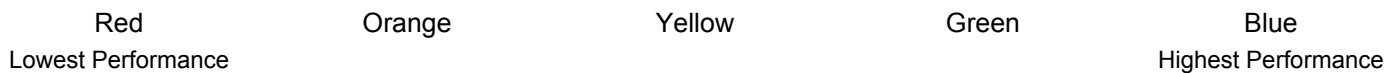
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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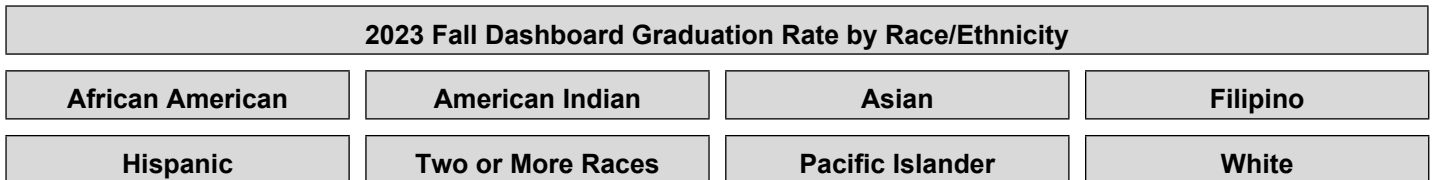
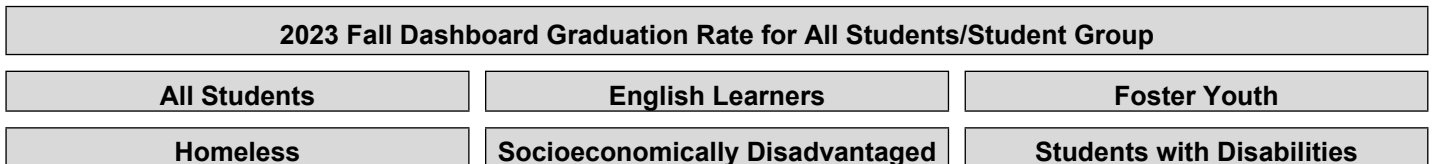
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

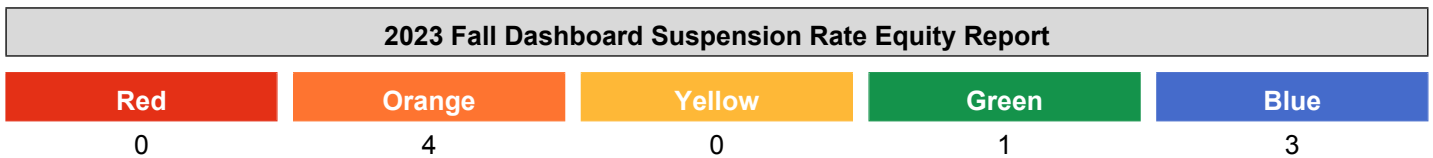
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.7% suspended at least one day</p> <p>Maintained 0.1 1183 Students</p>	<p>English Learners</p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Maintained 0.2 240 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students 4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 1.5 201 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>4.4% suspended at least one day</p> <p>Increased 3.3 90 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>11.8% suspended at least one day</p> <p>Increased 11.8 17 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Declined -0.3 656 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 36 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1.6 128 Students</p>	<p></p> <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3 149 Students</p>	<p>Less than 11 Students 3 Students</p>	<p></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined Significantly -1.3 194 Students</p>

Conclusions based on this data:

- Suspension were relatively low last year which shows that our counseling and SEL work has had a positive impact.

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

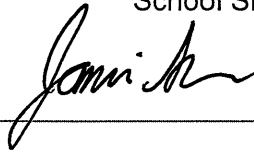
For a list of active programs, please see the following links:

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

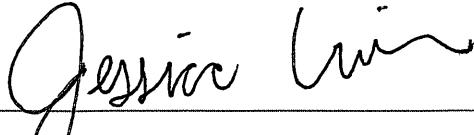
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