



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodside K-8 School	34-67447-6097810	10/20/20	November 17, 2020

Purpose and Plan Summary

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of student outcomes.

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

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

This school plan aligns with the San Juan Unified Local Control Accountability Plan (LCAP) to eliminate gaps in student outcomes based on poverty, race or English language proficiency. All actions are directed toward accelerating learning and promoting social emotional wellness. The plan utilizes supplemental funding to provide for professional learning, student intervention, parental

engagement and engaging supplemental materials and extra hours to mitigate learning loss during distance learning.

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year, and potential return to full on-site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on daily participation and engagement.
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation, and student outcomes.

Current data shows:

Attendance rate is 96.19%.

Synchronous learning to be determined on trimester progress reports.

Asynchronous engagement to be determined on trimester progress reports.

Learning loss - to be determined.

Analysis prior to Distance Learning:

Overall CAASPP results have been below district targets for the past two years. Spring 2019 CAASPP results show that 39.2% of students are meeting grade level standards in math. Low Income Students performance is significantly lower than all students for the Spring 2019 CAASPP at 36.2% for math and 35.8% for ELA at grade level proficiency. Overall Spring 2019 ELPAC results show a significant decrease in students scoring 3 or 4 (from 67.25% to 62.5%), and a significant increase in students scoring 1 or 2 (32.76% to 37.51%) State tests for spring 2020 were not administered due to Covid19.

The CA School Dashboard reflects data from the 2017-18 school year. Status and change for math indicate "yellow" on the 2018 CA School Dashboard. However, Students with Disabilities are "red," Hispanics are "orange," while Whites are "green." The 2019 CA School Dashboard for math improved to "green" for All Students with Disabilities improved to "orange," Hispanic and EL students remained at "orange," Whites improved to "green," and Socioeconomically Disadvantaged Students improved to "yellow." Spring 2019 CAASPP results also show that 42.3% of students are meeting grade level standards in English Language Arts. Status and change for 2018 CA School Dashboard for ELA indicate "yellow" on the CA School Dashboard, with Students with Disabilities being "orange," while White Students are "green." The CA School Dashboard for 2019 for ELA decreased to "orange" for All Students, Students with Disabilities decreased to "red," while White Students remained "yellow." According to the 2018 CA School Dashboard, Chronic Absenteeism was "orange" for All Students, Socioeconomically Disadvantaged Students, and Students with Disabilities, Hispanics are "red" while Whites are "yellow." For 2019, all categories of students moved to "orange," with Homeless and Socioeconomically Disadvantaged Students decreased to "red." The Suspension Rate for the 2018 CA School Dashboard was "red" in every category except for Students with Disabilities ("orange"). The 2019 Suspension Rate improved to yellow in every category except Homeless Students ("orange").

ELPAC results did not meet district targets for 2019 and were not taken in 2020.

2019 Text Level Data grew significantly from (41.3% meeting grade level standards to 50.3% for All Students and from 29.6% to 42% for Low Income Students).

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Yellow	None	None	Orange	Green
English Learners	Orange	Yellow	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	Red	Orange	None	None	None	None
Socioeconomically Disadvantaged	Red	Yellow	None	None	Orange	Yellow
Students with Disabilities	Orange	Yellow	None	None	Red	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Yellow	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Orange	Yellow	None	None	Yellow	Green
Two or More Races	None	None	None	None	None	None

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Prior to Covid 19: The challenges for math involve all students because we are below district targets for all demographics. However, we have made improvements demonstrated by the 2019 CA Schools Dashboard improving to "green" for All Students. More specifically, the focus groups in math continue to be Students with Disabilities, English Learners, and Hispanic Students due to their rankings of "orange." Teachers have not had much professional development or training in math over the past few years, nor do they have enough resources or training for effective intervention, as our primary focus has been guided reading and adjusting to new curriculum during this time. For the 2019-20 school year, the staff was making great strides in the school wide professional development in math throughout the year led by district personnel. The challenges for ELA involve all students because we are below district targets, but specifically the focus group is Students with Disabilities ("red"). All other categories are "orange" except for White students who are "yellow." Teachers need more resources or effective Tier 2 interventions to meet the needs of the students. The challenges for EL Students are that we are below district targets, we have had a half time ELD teacher, and a half time BIA. More collaboration between the teachers and ELD staff, and more training for teachers could benefit the students. The challenges of Text Level Data are similar to that of ELA. In addition, the early/late reading schedule could have an impact on scores because of the 40 minutes of instruction grades 1 and 2 are missing each day due to the early/late schedule. Kindergarten also has a limited day of just under 3 1/2 hours. The challenges around Chronic Absenteeism are the lack of consistent following of the attendance plan as well as needing an attendance team. The challenges for Suspension Rate involve the lack of using alternative methods, and a need to strengthen the PBIS system. Currently for distance learning, we are in need of resources and supports to strengthen attendance and instruction.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Based on data analysis, root cause analysis, the following resource inequities were identified:

1. A need for math training and professional development for teachers, as well as intervention materials/resources to use with students.
2. A need for ELA training and professional development for teachers, as well as intervention materials/resources to use with students.
3. A need for ELD collaboration, training and professional development for teachers.
4. A need for resources to support the Attendance Plan.
5. A need for resources to support PBIS, PBIS training, and Restorative Practices.
6. A need for resources to support instruction during distance learning and possible hybrid/in-person learning.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met in September and October to analyze site data and to provide input for the development of the SPSA. The Site Leadership Team and staff met in September to analyze data and to provide input for the development of the SPSA. The ELAC met in October with an opportunity to provide input for the development of the SPSA. Some recommendations included :

- increase family engagement
- increase a positive culture and climate
- allow for teachers to collaborate and attend training
- provide resources to help struggling students with tutoring/interventions
- allow for licenses/online subscriptions for instruction and interventions
- continue supporting PBIS, AVID, and GLAD, and funding for classroom libraries

Resource Inequities

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

Based on data analysis, root cause analysis, the following resource inequities were identified:

1. A need for math training and professional development for teachers, as well as intervention materials/resources to use with students.
2. A need for ELA training and professional development for teachers, as well as intervention materials/resources to use with students.
3. A need for ELD collaboration, training and professional development for teachers.
4. A need for resources to support the attendance Plan.

5. A need for resources to support PBIS, PBIS training, and Restorative Practices.
6. A need for resources to support instruction during distance learning and possible hybrid/in-person learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Our caring staff actively builds community relationships, identifies assets and needs, and connects students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. The action steps and assessments to determine effectiveness were halted in response to COVID 19.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
School Climate Survey - High Expectations / Caring Relationships	Overall Parent 86.8%, Student 83.3%, Staff 81.3%	To increase each by 1%.
Distance learning Attendance	8/31/20 distance learning attendance was 96.19%	To increase 1% to 97.19%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide opportunities for engagement of students and families for activities which may include but not limited to family nights,	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Site Leadership Team, Secretary, Family Liaison	LCFF Supplemental Site Allocation	2600	School year 2020-21

	assemblies, and materials or supplies needed to build community, for distance learning, hybrid, or in-person learning.					
1.2	Provide resources for communication to families which may include but not limited to postcards, postage, or other materials to build community for distance learning, hybrid, or in-person learning.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Secretary, and Family Liaison	LCFF Supplemental Site Allocation	800	School year 2020-21
1.3	Provide online subscriptions or other materials to aid in communicating and translation with families which may include but not	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Secretary, Counselor	LCFF Supplemental Site Allocation	258	School year 2020-21

	limited to smore subscriptions, for distance learning, hybrid, or in-person learning.					
1.4		All Students English Learners Low-Income Students Foster Youth Other				
1.5		All Students English Learners Low-Income Students Foster Youth Other				
1.6		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive Culture & Climate

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. The strategies/activities that were implemented and effective were GLAD training, release time for teachers to collaborate, analyze data, and plan instruction, PBIS training, incentives, and support, .5 ELD teacher and BIA, ELD materials, additional counselor day, MTSS counselor 1 day, community engagement activities, attendance supporting resources, student planners, and rec aide meetings and trainings.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

Healthy Environments

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning. The intention is to decrease suspension rates for all students and increase a positive school culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Home Suspension Data	All 6.49% SWD 12.73%	decrease all by 1% decrease SWD by 2%
In School Suspension Data	All 1.34% SWD 0%	decrease all maintain SWD
Chronic Absenteeism Data	All 12.8% SWD 21.4%	decrease all by 1% decrease SWD by 3%
Attendance Data	All 95.3% SWD 94.3%	increase all by 1% increase SWD by 1%
Parent, Student, Staff Survey	School Culture 81.4% average	School Culture increase 1%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide incentives, supplies/resources, and training to support PBIS to promote a positive culture and climate during distance learning, hybrid, or in-person learning.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Secretary, PBIS Coordinator	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1086	School year 2020-21
2.2	Provide art materials and supplies to students to promote engagement, as well as a positive culture and climate during distance learning, hybrid, or in-person learning.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal and Secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School year 2020-21
2.3		All Students English Learners Low-Income Students Foster Youth				

		Other				
2.4		All Students English Learners Low-Income Students Foster Youth Other				
2.5		All Students English Learners Low-Income Students Foster Youth Other				
2.6	Provide incentives and supplies needed to improve school attendance during distance learning, hybrid, or in-person learning.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Attendance Clerk, Secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	800	School year 2020-21
2.7	Provide recreation aides with training or additional assignments to ensure safety and improve the culture and climate of the school during distance	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized	500 2972	School year 2020-21

	learning, hybrid, or in-person learning.			Services (District Only) 2000-2999: Classified Personnel Salaries		
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. The action steps and assessments to determine effectiveness were halted in response to COVID 19. The strategies/activities that were implemented and effective were Guided Language Acquisition and Design (GLAD) training, release time for teachers to collaborate, analyze data, and plan instruction, online subscriptions and licenses, adding to classroom libraries, conferences for teacher training, .5 ELD teacher and BIA, ELD materials, additional counselor day, Multi-tiered Systems of Support (MTSS) counselor 1 day, Positive Behavior Intervention Support (PBIS) resources, community engagement activities, attendance supporting resources, student planners, and recreational aide meetings and trainings.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

2020-21

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter School Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall	Students Overall 88.4%	Increase 1%
iReady Reading Assessment	Not Available	Increase by 2% each trimester
iReady Math Assessment	Not Available	Increase by 2% each trimester

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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3.1	Provide materials and supplies needed for students to support student learning through distance learning, hybrid, or in-person learning.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal and Secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2020-21
3.2	Provide substitute teachers and funding for teacher release time or compensate teachers for collaboration, data analysis, site visits, peer observations, conferences, and lesson planning during distance learning, hybrid, or in-person learning.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal and Secretary	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2500	School year 2020-21
3.3	Purchase online subscriptions or materials,	X All Students X English Learners X Low-Income Students X Foster Youth	Principal and Secretary	LCFF Supplemental Site Allocation	2479	School year 2020-21

	which may include but not limited to; IXL, Heggerty, to help promote skills and outcomes, and help assist teachers with assessing and identifying students in need of intervention, and to aid in providing interventions for distance learning, hybrid, or in-person learning.	Other		5800: Professional/Consulting Services And Operating Expenditures		
3.4	Provide books to promote literacy for classroom libraries or student use (K-8th) for distance learning, hybrid, or in-person learning.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal and Secretary	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School year 2020-21
3.5	Provide primary language	All Students X English Learners Low-Income Students		LCFF Supplemental English	16,665	

	support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .375 FTE BIA	Foster Youth Other		Learner Central 2000-2999: Classified Personnel Salaries		
3.6	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .5 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	Principal and District	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	42863	School year 2020-21
3.7	Provide resources for ELD students	All Students X English Learners Low-Income Students	Principal, Secretary, ELD Teacher	LCFF Supplement	800	School year 2020-21

	which may include, but not limited to books, dictionaries, and ipads for distance learning, hybrid, or in-person learning.	Foster Youth Other		tal Site Allocation 4000-4999: Books And Supplies		
3.8		All Students English Learners Low-Income Students Foster Youth Other				
3.9		All Students English Learners Low-Income Students Foster Youth Other				
3.10		All Students English Learners Low-Income Students Foster Youth Other				
3.11		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
School Climate Survey - College and Career	Parent Overall 71.3%, Student Overall 72.9%, Staff Overall 72.2%	Increase to 80%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide additional K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and	X All Students X English Learners X Low-Income Students X Foster Youth Other	Administration, Counselor	LCFF Supplemental Centralized Services (District Only) LCFF Supplemental Site Allocation	14046 15245	School year 2020-21

social relations, parent and family relations, and social emotional learning. Targeted services under the framework of Multi-tiered Systems of Support (MTSS.)
.4 FTE
Counselor

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$112,114.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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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 Supplemental Centralized Services (District Only)	\$17,018.00
LCFF Supplemental English Learner Central	\$59,528.00
LCFF Supplemental Site Allocation	\$35,568.00

Subtotal of state or local funds included for this school: \$112,114.00

Total of federal, state, and/or local funds for this school: \$112,114.00

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
LCFF Supplemental Site Allocation	35,568	0.00
LCFF Supplemental English Learner Central	59,528	0.00
LCFF Supplemental Centralized Services (District Only)	17,018	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	17,018.00
LCFF Supplemental English Learner Central	59,528.00
LCFF Supplemental Site Allocation	35,568.00

Expenditures by Budget Reference

Budget Reference	Amount
	17,704.00
1000-1999: Certificated Personnel Salaries	45,363.00
2000-2999: Classified Personnel Salaries	20,137.00
4000-4999: Books And Supplies	11,186.00
5800: Professional/Consulting Services And Operating Expenditures	2,479.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	14,046.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	2,972.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	42,863.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	16,665.00
	LCFF Supplemental Site Allocation	15,245.00
	LCFF Supplemental Site Allocation	3,658.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	2,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	11,186.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	2,479.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,658.00
Goal 2	6,858.00
Goal 3	72,307.00
Goal 4	29,291.00

School Site Council Membership

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

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

Name of Members	Role
Jeannie Broyles	Principal
Lisa Lunardi	Classroom Teacher
Lyn Chapman	Classroom Teacher
Jacque Weaver	Parent or Community Member
Kristen Larsen	Parent or Community Member
Jaynie Scott	Parent or Community Member
Jamie Stillman	Parent or Community Member
Gerell Elliott	Classroom Teacher
Cortney Nusz	Other School Staff
Chris Ornelas	Parent or Community Member

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

Recommendations and Assurances

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

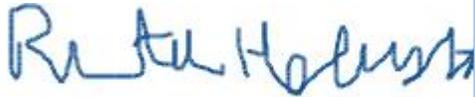
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 20, 2020.

Attested:



Principal, Jeannie Broyles on 10/20/20



SSC Chairperson, Cortney Nusz (acting) on 10/20/20

Budget By Expenditures

Woodside School (K-8)

Funding Source: LCFF Supplemental Centralized Services (District Only) **\$17,018.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$2,972.00	Positive Culture & Climate	
Provide additional K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, parent and family relations, and social emotional learning. Targeted services under the framework of Multi-tiered Systems of Support (MTSS.) .4 FTE Counselor		\$14,046.00	Clear Pathways to Bright Futures	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$17,018.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central **\$59,528.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .375 FTE BIA	2000-2999: Classified Personnel Salaries	\$16,665.00	Engaging Academic Programs	
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .5 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$42,863.00	Engaging Academic Programs	

Woodside School (K-8)

LCFF Supplemental English Learner Central Total Expenditures: \$59,528.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$35,568.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide resources for ELD students which may include, but not limited to books, dictionaries, and ipads for distance learning, hybrid, or in-person learning.	4000-4999: Books And Supplies	\$800.00	Engaging Academic Programs	
		\$15,245.00	Clear Pathways to Bright Futures	
Provide materials and supplies needed for students to support student learning through distance learning, hybrid, or in-person learning.	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	
Provide substitute teachers and funding for teacher release time or compensate teachers for collaboration, data analysis, site visits, peer observations, conferences, and lesson planning during distance learning, hybrid, or in-person learning.	1000-1999: Certificated Personnel Salaries	\$2,500.00	Engaging Academic Programs	
Purchase online subscriptions or materials, which may include but not limited to; IXL, Heggerty, to help promote skills and outcomes, and help assist teachers with assessing and identifying students in need of intervention, and to aid in providing interventions for distance learning, hybrid, or in-person learning.	5800: Professional/Consulting Services And Operating Expenditures	\$2,479.00	Engaging Academic Programs	
Provide books to promote literacy for classroom libraries or student use (K-8th) for distance learning, hybrid, or in-person learning.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	

Woodside School (K-8)

Provide opportunities for engagement of students and families for activities which may include but not limited to family nights, assemblies, and materials or supplies needed to build community, for distance learning, hybrid, or in-person learning.		\$2,600.00	Connected School Communities
Provide resources for communication to families which may include but not limited to postcards, postage, or other materials to build community for distance learning, hybrid, or in-person learning.		\$800.00	Connected School Communities
Provide online subscriptions or other materials to aid in communicating and translation with families which may include but not limited to smore subscriptions, for distance learning, hybrid, or in-person learning.		\$258.00	Connected School Communities
Provide incentives, supplies/resources, and training to support PBIS to promote a positive culture and climate during distance learning, hybrid, or in-person learning.	4000-4999: Books And Supplies	\$1,086.00	Positive Culture & Climate
Provide art materials and supplies to students to promote engagement, as well as a positive culture and climate during distance learning, hybrid, or in-person learning.	4000-4999: Books And Supplies	\$1,500.00	Positive Culture & Climate
Provide incentives and supplies needed to improve school attendance during distance learning, hybrid, or in-person learning.	4000-4999: Books And Supplies	\$800.00	Positive Culture & Climate
Provide recreation aides with training or additional assignments to ensure safety and improve the culture and climate of the school during distance learning, hybrid, or in-person learning.	2000-2999: Classified Personnel Salaries	\$500.00	Positive Culture & Climate

LCFF Supplemental Site Allocation Total Expenditures: \$35,568.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Woodside School (K-8)

Woodside School (K-8) Total Expenditures: \$112,114.00