



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary	01-61143-6090328	May 13, 2024	June 12, 2024

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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Plan Description

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

The purpose of this plan is to ensure that we are providing a robust school-wide program to support all students and to provide details of comprehensive and targeted support systems for focal students. The School Site Committee will review data and the plan to ensure alignment and effective implementation so that all students succeed.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Committee, established via a school-wide election and composed of parent/guardians and staff, reviews data periodically and updates the Washington SPSA annually.

Resource Inequities

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

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

Lack of sufficient funding to provide adequate reading, math and social emotional intervention services. No certificated math intervention support at present.

Lack of sufficient funding to provide adequate staff training for both certificated and classified staff. We have two days of paid training before school begins each year, which is inadequate to meet the need, as it is often taken over by other departments for their training needs.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

For the 2022-23 School Year, Chronic Absenteeism was in the "Red" performance category.

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

For the 2022-23 School Year, data for English Language Arts and Mathematics indicates that students classified as Socioeconomically Disadvantaged performed two or more levels below the "all student" performance level.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Washington Elementary. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.52%	0.76%	1	2	3
African American	10.9%	9.54%	8.86%	43	37	35
Asian	11.7%	10.82%	10.63%	46	42	42
Filipino	1.3%	1.55%	1.01%	5	6	4
Hispanic/Latino	16.7%	15.98%	17.22%	66	62	68
Pacific Islander	0.3%	0.52%	0.51%	1	2	2
White	45.3%	44.33%	43.54%	179	172	172
Multiple/No Response	13.7%	16.75%	17.22%	54	65	68
Total Enrollment				395	388	395

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	56	70	79
Grade 1	65	63	59
Grade 2	66	59	64
Grade3	61	67	63
Grade 4	71	60	64
Grade 5	76	69	66
Total Enrollment	395	388	395

Conclusions based on this data:

1. Filipino, African American, and White student populations have declined slightly.
2. Hispanic/Latino student population has grown slightly.
3. Enrollment has maintained relative stability over the last 3 years.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	38	30	32	9.60%	7.7%	8.1%
Fluent English Proficient (FEP)	27	31	30	6.80%	8.0%	7.6%
Reclassified Fluent English Proficient (RFEP)	9			23.7%		

Conclusions based on this data:

1. We have experienced a decline in the number of English Learner students since 2020-21.
2. Fluent English Proficient numbers have fluctuated slightly due to the presence of younger ELs who are typically reclassified by 5th grade.
3. Reclassified Fluent English Proficient (RFEP) numbers experience year to year fluctuations.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	51	69	65	0	62	60	0	62	60	0.0	89.9	92.3
Grade 4	57	59	65	0	56	62	0	56	62	0.0	94.9	95.4
Grade 5	58	65	65	0	62	61	0	62	61	0.0	95.4	93.8
All Grades	166	193	195	0	180	183	0	180	183	0.0	93.3	93.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2441.	2460.		33.87	41.67		24.19	30.00		20.97	11.67		20.97	16.67
Grade 4		2496.	2508.		33.93	41.94		35.71	27.42		10.71	12.90		19.64	17.74
Grade 5		2522.	2530.		27.42	40.98		33.87	16.39		14.52	19.67		24.19	22.95
All Grades	N/A	N/A	N/A		31.67	41.53		31.11	24.59		15.56	14.75		21.67	19.13

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		25.81	21.67		58.06	66.67		16.13	11.67
Grade 4		25.00	24.19		58.93	67.74		16.07	8.06
Grade 5		20.97	37.70		64.52	47.54		14.52	14.75
All Grades		23.89	27.87		60.56	60.66		15.56	11.48

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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		29.03	36.67		46.77	45.00		24.19	18.33
Grade 4		28.57	37.10		55.36	41.94		16.07	20.97
Grade 5		27.42	27.87		59.68	54.10		12.90	18.03
All Grades		28.33	33.88		53.89	46.99		17.78	19.13

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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		17.74	15.00		70.97	73.33		11.29	11.67
Grade 4		23.21	14.52		60.71	77.42		16.07	8.06
Grade 5		9.68	21.31		80.65	65.57		9.68	13.11
All Grades		16.67	16.94		71.11	72.13		12.22	10.93

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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		20.97	25.00		59.68	60.00		19.35	15.00
Grade 4		26.79	20.97		60.71	70.97		12.50	8.06
Grade 5		19.35	26.23		64.52	57.38		16.13	16.39
All Grades		22.22	24.04		61.67	62.84		16.11	13.11

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Conclusions based on this data:

1. Washington has robust participation rates in all areas.
2. Scores across the board are generally increasing, with the exception of Writing, which has seen an increase in students performing below standard.
3. A persistent group of students are not meeting grade level standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	51	69	65	0	62	60	0	62	60	0.0	89.9	92.3
Grade 4	57	59	65	0	57	62	0	57	62	0.0	96.6	95.4
Grade 5	58	65	65	0	63	63	0	63	63	0.0	96.9	96.9
All Grades	166	193	195	0	182	185	0	182	185	0.0	94.3	94.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2456.	2471.		40.32	40.00		22.58	33.33		22.58	10.00		14.52	16.67
Grade 4		2511.	2513.		28.07	41.94		40.35	27.42		17.54	11.29		14.04	19.35
Grade 5		2504.	2528.		17.46	36.51		25.40	19.05		25.40	20.63		31.75	23.81
All Grades	N/A	N/A	N/A		28.57	39.46		29.12	26.49		21.98	14.05		20.33	20.00

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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		41.94	38.33		35.48	45.00		22.58	16.67
Grade 4		38.60	50.00		40.35	33.87		21.05	16.13
Grade 5		17.46	31.75		47.62	47.62		34.92	20.63
All Grades		32.42	40.00		41.21	42.16		26.37	17.84

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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		32.26	41.67		51.61	45.00		16.13	13.33
Grade 4		36.84	35.48		45.61	50.00		17.54	14.52
Grade 5		20.63	31.75		55.56	42.86		23.81	25.40
All Grades		29.67	36.22		51.10	45.95		19.23	17.84

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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		38.71	41.67		50.00	48.33		11.29	10.00
Grade 4		35.09	40.32		49.12	40.32		15.79	19.35
Grade 5		20.63	30.16		65.08	57.14		14.29	12.70
All Grades		31.32	37.30		54.95	48.65		13.74	14.05

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Conclusions based on this data:

1. The group of students in the Standards Nearly Met category would be a group upon which to focus efforts and staff resources.
2. Participation in state testing is high.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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		*	*		*	*		*	*		9	9
1	*	*	*	*	*	*	*	*	*	4	*	6
2	*	*	*	*	*	*	*	*	*	*	4	4
3	*	*	*	*	*	*	*	*	*	4	*	5
4	*	*	*	*	*	*	*	*	*	8	5	*
5	*	*	*	*	*	*	*	*	*	10	7	6
All Grades										29	31	33

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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		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.24	19.35	30.30	41.38	48.39	42.42	31.03	22.58	18.18	10.34	9.68	9.09	29	31	33

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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		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.83	48.39	51.52	37.93	29.03	27.27	10.34	16.13	15.15	6.90	6.45	6.06	29	31	33

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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		*	*		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.45	0.00	6.06	24.14	45.16	30.30	44.83	38.71	48.48	27.59	16.13	15.15	29	31	33

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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		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	24.14	25.81	39.39	65.52	67.74	60.61	10.34	6.45	0.00	29	31	33	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.62	64.52	54.55	34.48	19.35	33.33	6.90	16.13	12.12	29	31	33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.90	6.45	12.12	55.17	74.19	69.70	37.93	19.35	18.18	29	31	33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		*	*		*	*		*	*		*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	16.13	30.30	79.31	67.74	57.58	20.69	16.13	12.12	29	31	33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There has been significant improvement in the number of students performing at Level 4 Overall.
2. The number of English Learner students at Washington has remained relatively steady at Washington.

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
395	22	8.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Washington Elementary.	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	32	8.1
Foster Youth		
Homeless	5	1.3
Socioeconomically Disadvantaged	87	22
Students with Disabilities	34	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	8.9
American Indian	3	0.8
Asian	42	10.6
Filipino	4	1
Hispanic	68	17.2
Two or More Races	68	17.2
Pacific Islander	2	0.5
White	172	43.5

Conclusions based on this data:

1. Washington has a significant population of students who qualify as Socioeconomically Disadvantaged.
2. Washington has a diverse student population by race/ethnicity.

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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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Red	Suspension Rate Yellow
Mathematics Blue		

Conclusions based on this data:

1. Chronic absenteeism is a high impact issue at Washington. We've targeted high need families in a variety of ways and have seen improvement over time. There continue to be a handful of families with significant attendance challenges.
2. Suspensions in 2022-23 were higher than hoped.

3. On an overall level, Washington appears to perform at a high level academically, though disaggregation shows significant areas of need.

School and Student Performance Data

Academic Performance English Language Arts

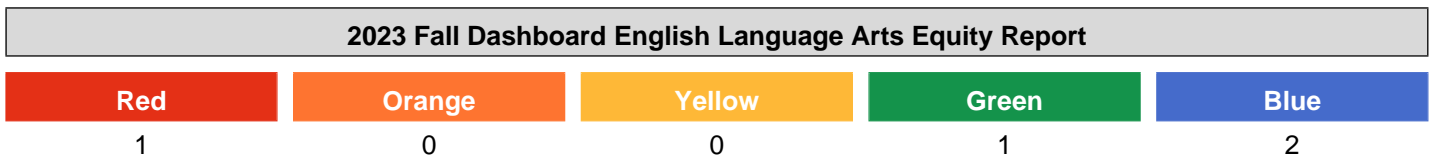
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This section provides number of student groups in each level.



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		
All Students Blue 33 points above standard Increased Significantly +18.2 points 182 Students	English Learners 62.3 points below standard Decreased -11.7 points 19 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Red 78.8 points below standard Decreased -13.5 points 40 Students	Students with Disabilities 93.7 points below standard Increased Significantly +63.4 points 23 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>87.9 points below standard</p> <p>Increased +10.8 points</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>20.5 points below standard</p> <p>Decreased Significantly - 20.8 points</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Green</p> <p>7.8 points above standard</p> <p>Increased +13.4 points</p> <p>36 Students</p>	<p> Blue</p> <p>23.9 points above standard</p> <p>Increased Significantly +29 points</p> <p>34 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Blue</p> <p>74.4 points above standard</p> <p>Increased Significantly +23.8 points</p> <p>78 Students</p>

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
<p>Less than 11 Students</p> <p>9 Students</p>	<p>16.1 points above standard</p> <p>Maintained -0.8 points</p> <p>11 Students</p>	<p>44 points above standard</p> <p>Increased Significantly +24.4 points</p> <p>153 Students</p>

Conclusions based on this data:

- Washington's overall achievement profile in ELA looks good, but performance by sub groups can vary dramatically. There has been good growth in achievement overall in the last year.
- Washington has seen significant gains year over year for several groups - African American, White, Hispanic, Students with Disabilities, and students of Two or More Races.
- Question: how much overlap is there in students who belong to the socioeconomically disadvantaged group and other underperforming subgroups? (Asian, Students with Disabilities, and English Learners)

School and Student Performance Data

Academic Performance Mathematics

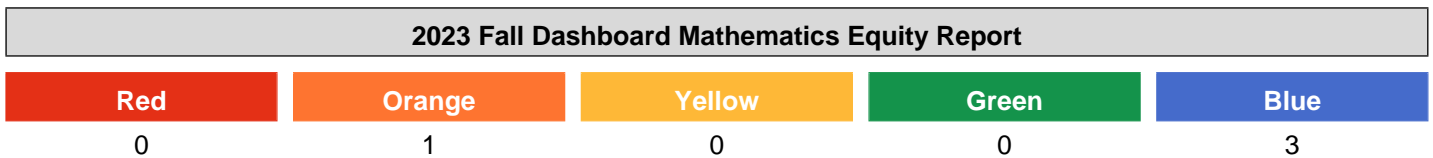
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This section provides number of student groups in each level.



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		
All Students Blue 24.3 points above standard Increased Significantly +17.1 points 182 Students	English Learners 18.7 points below standard Increased Significantly +32.5 points 19 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Orange 88.2 points below standard Decreased Significantly -20.6 points 40 Students	Students with Disabilities 105.7 points below standard Increased Significantly +29.9 points 23 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>104.4 points below standard</p> <p>Decreased Significantly - 33.4 points</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>1.9 points below standard</p> <p>Decreased -5 points</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Blue</p> <p>12.5 points above standard</p> <p>Increased Significantly +41.7 points</p> <p>35 Students</p>	<p> Blue</p> <p>34.8 points above standard</p> <p>Increased Significantly +51.5 points</p> <p>34 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Blue</p> <p>46.1 points above standard</p> <p>Increased +6.2 points</p> <p>79 Students</p>

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
<p>Less than 11 Students</p> <p>9 Students</p>	<p>46 points above standard</p> <p>Increased Significantly +28.5 points</p> <p>11 Students</p>	<p>30.9 points above standard</p> <p>Increased Significantly +19.2 points</p> <p>152 Students</p>

Conclusions based on this data:

- Washington's overall achievement profile in Mathematics looks good, but performance by sub groups can vary dramatically. There has been good growth in overall achievement in the last year.
- Washington's African American and Socioeconomically Disadvantaged saw significant declines in Mathematics achievement. Intervention is needed.
- Overall achievement in Mathematics increased significantly from the previous year.

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

English Learner Progress
50 points above standard making progress towards English language proficiency
Number of EL Students: 22 Students
Performance Level: No Performance Level

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
2	8	1	10

Conclusions based on this data:

1. Students are moving through the proficiency levels more or less as expected, and nearly half of students have progressed at least one level.
2. Washington's reclassification rate is comparable to other elementary schools.
3. Our newcomer students are making rapid progress and are benefitting from their instructional groups provided by the ELD teacher and the materials she provides to classroom teachers.

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.

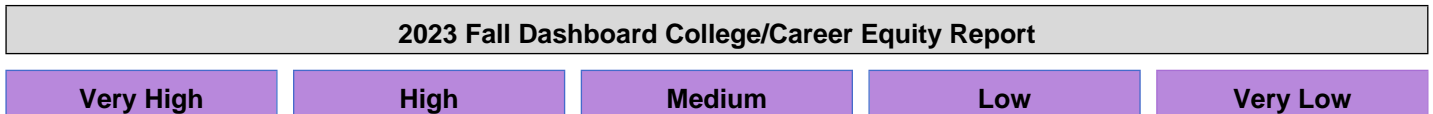
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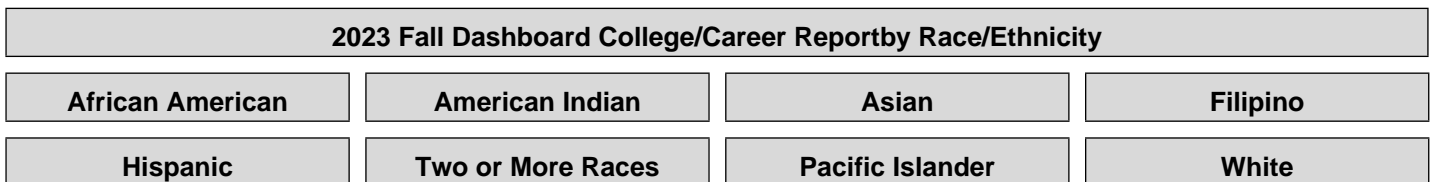
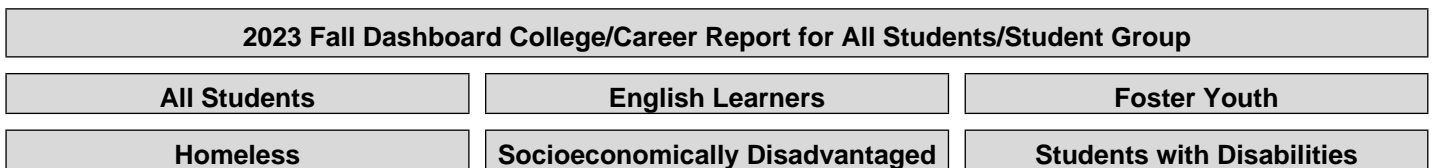
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance Low Medium High Very High 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:

- N/A, Washington is an Elementary (TK-5) school.

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.

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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 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 Red 22.6% Chronically Absent Increased Significantly 4 411 Students	English Learners Orange 36.1% Chronically Absent Declined -2.8 36 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged Red 45.6% Chronically Absent Increased 12.6 103 Students	Students with Disabilities Orange 26.1% Chronically Absent Declined -3.9 46 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 51.3% Chronically Absent Increased 12.3 39 Students	Less than 11 Students 3 Students	 Orange 18.6% Chronically Absent Increased 6.7 43 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 24.6% Chronically Absent Maintained -0.4 69 Students	 Red 20.5% Chronically Absent Increased 2.6 73 Students	Less than 11 Students 2 Students	 Red 16.9% Chronically Absent Increased Significantly 4.1 178 Students

Conclusions based on this data:

1. A significant percentage of our students of color are chronically absent, which has a major impact on academic achievement.
2. More attention must be paid to absenteeism rates and interventions for families.

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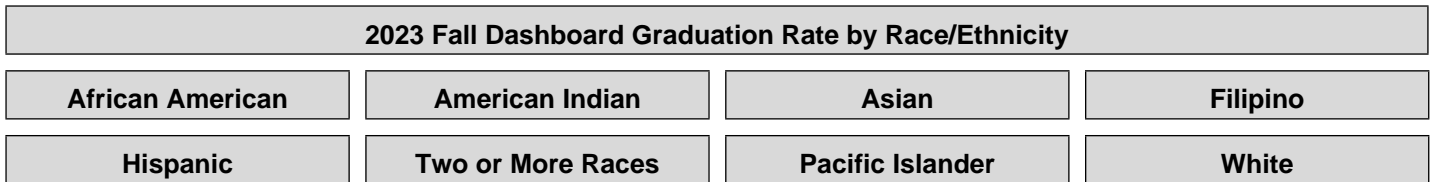
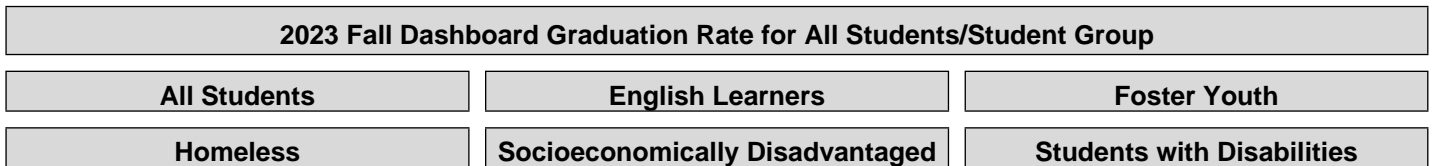
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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. N/A, Washington is an Elementary (TK-5) school.

School and Student Performance Data

Conditions & Climate Suspension Rate

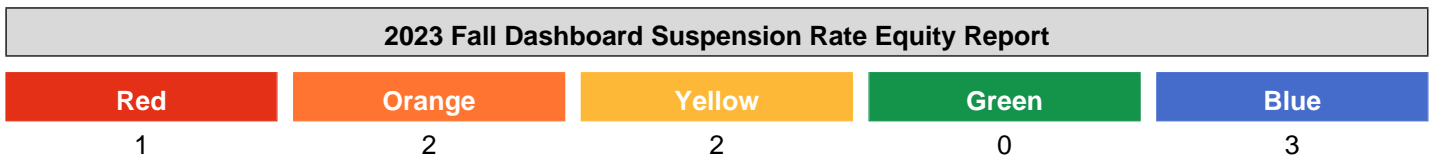
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This section provides number of student groups in each level.



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		
All Students	English Learners	Foster Youth
 Yellow	 Blue	 No Performance Color
0.7% suspended at least one day	0% suspended at least one day	0 Students
Increased 0.7 412 Students	Maintained 0 36 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 10 Students	 Yellow	 Red
	1% suspended at least one day	6.5% suspended at least one day
	Increased 1 103 Students	Increased 6.5 46 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 39 Students	Less than 11 Students 3 Students	 Blue 0% suspended at least one day Maintained 0 43 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.4% suspended at least one day Increased 1.4 69 Students	 Orange 1.4% suspended at least one day Increased 1.4 73 Students	Less than 11 Students 2 Students	 Yellow 0.6% suspended at least one day Increased 0.6 179 Students

Conclusions based on this data:

1. Washington has a low suspension rate.
2. Suspension rate can fluctuate due to new student enrollment.
3. The suspension rate increase last year was concentrated with 3 students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

High Quality Instruction and Curriculum

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Identified Need

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

All students, additional support for student groups performing below standard in ELA and Math

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS/STAR Outcomes in ELA and Math	DIBELS: K (27.1% of students in Red/Yellow), 1st (22.6%), 2nd (18%) STAR ELA: 3rd (34.4% of students in Red/Yellow), 4th (22.7%), 5th (16.4%) STAR Math: 3rd (45.2% of students in Red/Yellow), 4th (30.3%), 5th (42.6%)	Decreases in students in Red/Yellow by 10% in the following grade level (comparing 1st grade in 23-24 to 2nd grade in 24-25, for instance)
CAASPP Outcomes in ELA and Math	ELA: SED Students (Red), African American, Asian, Students with Disabilities and MLL students (below standard) / Math: SED Students (Orange), African American, Asian, Students with Disabilities and MLL students (below standard)	Improvement of at least one category band (Orange to Yellow, for instance) or 20 points per student group
Sense of Belonging/Welcoming Environment Survey	N/A - Never administered, new tool from Equity and Belonging Department	80% of students in Average/Above Average ranges

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	<p>Literacy Coaches provide classroom coaching and reading intervention aligned with the Science of Reading.</p> <p>Support additional .25 FTE Literacy Coach, \$32,066 from BSEP.</p> <p>Remaining .75 FTE Lit Coach paid through centralized district resources, making full-time (1.0 FTE) Literacy Coach position in 2024-25.</p> <p>Unallocated reserve for Personnel Variance and Expenses (@ 5%): \$1603 from BSEP</p>	All Students	<p>32066 BSEP 1102 Certificated Monthly</p> <p>1603 BSEP 1102 Certificated Monthly Personnel Variance</p>
1.2	Invest in external Professional Development for staff to ensure that practices and systems are culturally and linguistically responsive, and work to eliminate implicit biases.	All Students (Vision Scholar Focus)	<p>10000 BSEP 5800 Contracted Services (inc software subscriptions)</p>
1.3	Provide paid time for staff to operationalize learning from Professional Development - collaboration, curriculum and systems development, extended learning.	All Students (Vision Scholar Focus)	<p>7000 BSEP Carryover 1116 Certificated Hourly PD/CD Hours</p>
1.4	Provide culturally and linguistically appropriate materials and supplies to support classroom instruction. Considerations to be made to materials for Special Education Students, Socioeconomically Disadvantaged, African American, English Language Learners, Hispanic (student subgroups with unfinished learning).	All Students	<p>4500 BSEP 4300 Materials and Supplies</p>
1.5	Provide appropriate and enriching materials for high quality learning and engagement in the classroom.	All Students	<p>7000 BSEP Carryover 4300 Materials and Supplies</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Literacy intervention and coaching remain strong parts of the academic program at Washington.

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

In 2023-24, this goal was carried out as planned.

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.

This goal is being expanded upon to include intentional staff Professional Development (Activities 1.2 and 1.3) around equity, culturally and linguistically responsive practices, and ensuring all learners succeed. This will be paired with ensuring that classrooms have materials to support this learning (Activities 1.4 and 1.5).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Cultural and Linguistic Responsiveness

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Identified Need

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

All students, additional support for student groups performing below standard in ELA and Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS/STAR Outcomes in ELA and Math	DIBELS: K (27.1% of students in Red/Yellow), 1st (22.6%), 2nd (18%) STAR ELA: 3rd (34.4% of students in Red/Yellow), 4th (22.7%), 5th (16.4%) STAR Math: 3rd (45.2% of students in Red/Yellow), 4th (30.3%), 5th (42.6%)	Decreases in students in Red/Yellow by 10% in the following grade level (comparing 1st grade in 23-24 to 2nd grade in 24-25, for instance)
CAASPP Outcomes in ELA and Math	ELA: SED Students (Red), African American, Asian, Students with Disabilities and MLL students (below standard) / Math: SED Students (Orange), African American, Asian, Students with Disabilities and MLL students (below standard)	Improvement of at least one category band (Orange to Yellow, for instance) or 20 points per student group

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide high quality reading intervention with activities based on the Science of Reading and more frequent assessments. .30 FTE RTI TSA, \$31,497 from BSEP	Students below grade level in reading	31497 BSEP 1102 Certificated Monthly 1575 BSEP

	Unallocated reserve for Personnel Variance and Expenses (@ 5%): \$1575 from BSEP		1102 Certificated Monthly Personnel Variance
2.2	Provide math and other non-reading academic intervention with classified or certificated staff. Academic Intervention hourly pay, \$2,797 from Title IV (roughly 48 hours) Academic Intervention hourly pay, \$7000 from BSEP Carryover funds (roughly 120 hours)	Students below grade level in math and other academic areas	7000 BSEP Carryover 1116 Certificated Hourly 2797 Other 1116 Certificated Hourly Title IV Funded
2.3	Additional adult support and coaching to boost student engagement (and solidify intervention learning) BPSF Tutors and Volunteers, BUILD and SAGE Mentors, Tutor.com	Students needing additional support in the classroom.	
2.4	Provide additional capacity for reading intervention (on an hourly basis) with activities based on the Science of Reading and more frequent assessments. Academic Intervention hourly pay, \$20223 from BSEP funds (roughly 320 hours)	Students below grade level in reading	20223 BSEP 1116 Certificated Hourly

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

High quality reading intervention is a regular and robust portion of the academic program at Washington.

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

More funding was dedicated to after-school tutoring than was spent. Only a few teachers signed up, and the program did not start until mid-year. Funding has been adjusted accordingly.

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.

Funding has been shifted from after-school tutoring to other areas, to more closely match the funds being actually used for this purpose over the past few years. This is evident in a lower funding amount for Activities 2.2 and 2.4 and a new description for Activity 2.2.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Safe, Welcoming and Inclusive School Climate

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Identified Need

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

Provide supervision of the playground at recess and instruction in cooperative games.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
COST Referral Tracker	N/A - New measurement in 24-25	Declining rates of students referred for behavioral, social emotional, or conflict-related reasons over the course of the year.
TBD Student Wellness Survey	N/A - New measurement in 24-25	Increasing rates of student wellness - sense of belonging, connectedness, and joy.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Instruct students in cooperative games and good sportsmanship. Provide adequate supervision to ensure student safety at recess. Teach students how to be inclusive on the playground through class games that emphasize inclusivity and fairness. .15 FTE P.E. Instructional Technician, \$18,010 from BSEP .54 FTE School Campus Aide, \$27,991 from BSEP .58 FTE P.E. Instructional Specialist, \$69,639 from PTA	All Students	18010 BSEP 2102 Classified Monthly 27991 BSEP 2102 Classified Monthly 69639 PTA 2102 Classified Monthly

	Reserve for Personnel Variance: \$3,482 from PTA Reserve for Personnel Variance: \$2,300 from BSEP		3482 PTA 2102 Classified Monthly Personnel Variance 2300 BSEP 2102 Classified Monthly Personnel Variance
3.2	Provide individual and group counseling services and include students in social groups with explicit instruction in turn-taking, being a good friend, and forming positive and long-lasting relationships. Behavioral Health Contract: \$7,000 from PTA	Students showing the need for social-emotional supports	7000 PTA 5800 Contracted Services (inc software subscriptions)
3.3	Allocate regular time for checking in with families at risk for chronic absence - OFEE, COST, SART. Follow up with appropriate processes for support and accountability. OFEE conducts home visits to discover family needs, personal outreach to connect families to school resources and frequent monitoring of students at risk for chronic absence.	Chronically Absent (or At Risk) Students	
3.4	Provide Restorative Justice services to students having conflicts with each other, and conduct family outreach and support in ensuring students in conflict have broader bases of support. RJ Coordinator Contract, \$17,000 from PTA	All Students	17000 PTA 5800 Contracted Services (inc software subscriptions)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This goal was implemented as planned in 2023-24. Safe and inclusive play continues to be a focus for our yard, and supports in managing emotions and conflict continue to be present on campus.

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

Restorative Justice is undergoing a structural revamp to include more regularly scheduled sessions and allow for family and community supports to increase. No change to funding.

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.

No changes to funding, but internal changes to our Restorative Justice programming.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Site staff will review and monitor the Site Plan for Student Achievement. The SPSA is the school's road map for the school year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once per year
Annual Review of SPSA funds expended	All funds expended	All funds expended

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Site School Plan for Student Achievement (SPSA) Evaluation:</p> <p>Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees.</p> <p>Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.</p>	All	0

	On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.		
4.2	<p>Program Evaluation Support:</p> <p>On-going meetings with Leadership Team to review data.</p> <p>Utilize Educlimber to track and monitor student progress.</p> <p>Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.</p> <ul style="list-style-type: none"> • focus on families of various groups • needs assessment 	All	0
4.3	<p>System of Local Assessments:</p> <p>Complete district assessments within the assessment window.</p> <p>Utilize benchmark and program monitoring data to assess student need for interventions.</p> <p>Share student assessment data through family communications.</p>	All	0

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The implementation of the strategies/activities in this goal was solid - there was regular discussion of effectiveness of our plans and approaches to student learning and achievement, but not as much use of data as intended.

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

With new leadership on site, a rebuilding of data literacy and program evaluation approaches was in order. These shifts and changes are underway, but meant that there was less intentional focus on the data than hoped for.

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.

There will be no changes to this goal, but a stronger adherence to these processes with the new Leadership Team and SSC in place.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Students and families who are experiencing homelessness are more likely to have a high absentee rate, need health and wellness assistance, and academic support.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math - 22%	ELA - 35% Math - 30%
Chronic Absentee Rate (CDE Dataquest)	33%	15%
Suspension Rate (CDE Dataquest)	8%	5%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Supports for Students Experiencing Homelessness: Collaborate with the district to provide direct services and support to our McKinney-Vento students.	Students Experiencing Homelessness	0
5.2	Family Engagement - Office of Family Engagement and Equity (OFEE): Site Staff to provide support in three main focal areas:	Students Experiencing Homelessness	0

	<p>1) Establishing links between home and school for academic success</p> <p>2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students</p> <p>3) Promoting attendance and access to health services</p>		
5.3	<p>Intervention Services for Students Experiencing Homelessness:</p> <p>Work with the district to identify students at risk due to chronic absenteeism.</p> <p>Provide incentives to promote attendance.</p> <p>On going review of chronic absenteeism data.</p> <p>Work with the district to support the needs of students experiencing homelessness.</p> <p>Work with staff to ensure families are connected to the site and available resources.</p>	Students Experiencing Homelessness	0
5.4	<p>COS Team Integration - ensuring that all Students Experiencing Homelessness are regularly discussed in COST meetings, whether or not they have been referred by a teacher or family.</p> <p>Work to develop additional support strategies, connect families and teachers with OFEE and other resources, communicate and build community with students and families.</p>	Students Experiencing Homelessness	0

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The implementation of the strategies/activities in this goal was strong for students experiencing homelessness. However, the focus on attendance and absenteeism strategies was not as robust as hoped.

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

With new leadership on site, a rebuilding of approaches to attendance and absenteeism was in order. These shifts and changes are underway, and have seen an improvement in chronic absenteeism in 2023-24, but not to the degree desired.

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.

One change is being made to this goal (addition of strategy 5.4, COST Integration), along with a stronger adherence to these processes with the new Leadership Team and SSC in place.

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	\$270,683.00
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 (\$)
	\$0.00
BSEP	\$149,765.00
BSEP Carryover	\$21,000.00
Other	\$2,797.00
PTA	\$97,121.00

Subtotal of state or local funds included for this school: \$270,683.00

Total of federal, state, and/or local funds for this school: \$270,683.00

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
	0.00
BSEP	149,765.00
BSEP Carryover	21,000.00
Other	2,797.00
PTA	97,121.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1102 Certificated Monthly	66,741.00
1116 Certificated Hourly	37,020.00
2102 Classified Monthly	121,422.00
4300 Materials and Supplies	11,500.00
5800 Contracted Services (inc software subscriptions)	34,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1102 Certificated Monthly	BSEP	66,741.00
1116 Certificated Hourly	BSEP	20,223.00
2102 Classified Monthly	BSEP	48,301.00
4300 Materials and Supplies	BSEP	4,500.00
5800 Contracted Services (inc software subscriptions)	BSEP	10,000.00
1116 Certificated Hourly	BSEP Carryover	14,000.00

4300 Materials and Supplies	BSEP Carryover	7,000.00
1116 Certificated Hourly	Other	2,797.00
2102 Classified Monthly	PTA	73,121.00
5800 Contracted Services (inc software subscriptions)	PTA	24,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,169.00
Goal 2	63,092.00
Goal 3	145,422.00
Goal 4	0.00
Goal 5	0.00

School Site Council Membership

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

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

Name of Members	Role
Joshua Heideman	Principal
Jamie Davidson	Classroom Teacher
Dawn Bail	Classroom Teacher
Lois Jones	Other School Staff
Alyssa Hudson	Classroom Teacher
Alex Schoenfeld	Parent or Community Member
Jessica Arnold	Parent or Community Member
Laura Valdez	Parent or Community Member
Shawna Ota	Parent or Community Member
Ritu Sen	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

Other: School Faculty, Washington School Community through surveys and conversations

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 May 13, 2024.

Attested:



Principal, Joshua Heideman on 5/21/24



SSC Chairperson, Alyssa Hudson, co-chair on 5/21/24

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

6-4-24
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature

6-6-24
Date

