



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, 2025	June 4, 2025

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
ATSI: Students with Disabilities for Chronic Absenteeism

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
- ATSI: Students with Disabilities for Chronic Absenteeism

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.

Lack of sufficient funding to systematically and holistically address attendance and chronic absenteeism issues. Attendance team is currently voluntary and uncompensated, Family Engagement is part time.

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 2023-24 School Year, Washington had no overall performance indicators in the "Red" or "Orange" performance categories

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 2023-24 School Year, the following indicators had student groups two or more performance bands below "all student" performance: Chronic Absenteeism (Asian, English Learners, Hispanic, Students with Disabilities).

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.52%	0.76%	0.51%	2	3	2
African American	9.54%	8.86%	9.00%	37	35	35
Asian	10.82%	10.63%	10.28%	42	42	40
Filipino	1.55%	1.01%	1.03%	6	4	4
Hispanic/Latino	15.98%	17.22%	17.22%	62	68	67
Pacific Islander	0.52%	0.51%	0.77%	2	2	3
White	44.33%	43.54%	43.19%	172	172	168
Two or More Races	16.75%	17.22%	17.99%	65	68	70
Not Reported	%	0.25%	%		1	
Total Enrollment				388	395	389

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	70	79	48
Grade 1	63	59	64
Grade 2	59	64	62
Grade 3	67	63	64
Grade 4	60	64	66
Grade 5	69	66	65
Total Enrollment	388	395	389

Conclusions based on this data:

1. The 2023-24 Kindergarten cohort was significantly smaller than in previous years.
2. Demographic distributions have been relatively stable over the last 3 years.
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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	30	32	35	9.60%	7.7%	9.0%
Fluent English Proficient (FEP)	31	30	23	6.80%	8.0%	5.9%
Reclassified Fluent English Proficient (RFEP)				23.7%		

Conclusions based on this data:

1. We have experienced a slight increase in the number of English Learner students in 2023-24.
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	65	64	62	60	63	62	60	63	89.9	92.3	98.4
Grade 4	59	65	66	56	62	64	56	62	64	94.9	95.4	97
Grade 5	65	65	62	62	61	62	62	61	62	95.4	93.8	100
All Grades	193	195	192	180	183	189	180	183	189	93.3	93.8	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2441.	2460.	2455.	33.87	41.67	34.92	24.19	30.00	28.57	20.97	11.67	23.81	20.97	16.67	12.70
Grade 4	2496.	2508.	2516.	33.93	41.94	51.56	35.71	27.42	21.88	10.71	12.90	10.94	19.64	17.74	15.63
Grade 5	2522.	2530.	2551.	27.42	40.98	45.16	33.87	16.39	27.42	14.52	19.67	11.29	24.19	22.95	16.13
All Grades	N/A	N/A	N/A	31.67	41.53	43.92	31.11	24.59	25.93	15.56	14.75	15.34	21.67	19.13	14.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.81	21.67	15.87	58.06	66.67	71.43	16.13	11.67	12.70
Grade 4	25.00	24.19	37.50	58.93	67.74	54.69	16.07	8.06	7.81
Grade 5	20.97	37.70	35.48	64.52	47.54	54.84	14.52	14.75	9.68
All Grades	23.89	27.87	29.63	60.56	60.66	60.32	15.56	11.48	10.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	29.03	36.67	17.46	46.77	45.00	68.25	24.19	18.33	14.29
Grade 4	28.57	37.10	32.81	55.36	41.94	57.81	16.07	20.97	9.38
Grade 5	27.42	27.87	37.10	59.68	54.10	45.16	12.90	18.03	17.74
All Grades	28.33	33.88	29.10	53.89	46.99	57.14	17.78	19.13	13.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.74	15.00	11.11	70.97	73.33	80.95	11.29	11.67	7.94
Grade 4	23.21	14.52	18.75	60.71	77.42	73.44	16.07	8.06	7.81
Grade 5	9.68	21.31	25.81	80.65	65.57	66.13	9.68	13.11	8.06
All Grades	16.67	16.94	18.52	71.11	72.13	73.54	12.22	10.93	7.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.97	25.00	26.98	59.68	60.00	66.67	19.35	15.00	6.35
Grade 4	26.79	20.97	23.44	60.71	70.97	59.38	12.50	8.06	17.19
Grade 5	19.35	26.23	16.13	64.52	57.38	79.03	16.13	16.39	4.84
All Grades	22.22	24.04	22.22	61.67	62.84	68.25	16.11	13.11	9.52

Conclusions based on this data:

1. Washington has robust participation rates in all areas, and increased testing participation significantly in 2023-24 (nearly 5% increase).
2. Student performance below standard has declined consistently in all areas year over year.
3. Writing lags behind other academic areas in terms of student achievement at or above standard.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	65	64	62	60	63	62	60	63	89.9	92.3	98.4
Grade 4	59	65	66	57	62	64	57	62	64	96.6	95.4	97
Grade 5	65	65	62	63	63	62	63	63	62	96.9	96.9	100
All Grades	193	195	192	182	185	189	182	185	189	94.3	94.9	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2456.	2471.	2477.	40.32	40.00	34.92	22.58	33.33	38.10	22.58	10.00	22.22	14.52	16.67	4.76
Grade 4	2511.	2513.	2519.	28.07	41.94	40.63	40.35	27.42	34.38	17.54	11.29	7.81	14.04	19.35	17.19
Grade 5	2504.	2528.	2545.	17.46	36.51	43.55	25.40	19.05	19.35	25.40	20.63	14.52	31.75	23.81	22.58
Grade 11															
All Grades	N/A	N/A	N/A	28.57	39.46	39.68	29.12	26.49	30.69	21.98	14.05	14.81	20.33	20.00	14.81

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41.94	38.33	41.27	35.48	45.00	53.97	22.58	16.67	4.76
Grade 4	38.60	50.00	45.31	40.35	33.87	37.50	21.05	16.13	17.19
Grade 5	17.46	31.75	40.32	47.62	47.62	38.71	34.92	20.63	20.97
Grade 11									
All Grades	32.42	40.00	42.33	41.21	42.16	43.39	26.37	17.84	14.29

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.26	41.67	39.68	51.61	45.00	53.97	16.13	13.33	6.35
Grade 4	36.84	35.48	43.75	45.61	50.00	39.06	17.54	14.52	17.19
Grade 5	20.63	31.75	37.10	55.56	42.86	46.77	23.81	25.40	16.13
All Grades	29.67	36.22	40.21	51.10	45.95	46.56	19.23	17.84	13.23

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.71	41.67	33.33	50.00	48.33	63.49	11.29	10.00	3.17
Grade 4	35.09	40.32	42.19	49.12	40.32	45.31	15.79	19.35	12.50
Grade 5	20.63	30.16	25.81	65.08	57.14	54.84	14.29	12.70	19.35
All Grades	31.32	37.30	33.86	54.95	48.65	54.50	13.74	14.05	11.64

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. Student performance below standard has declined consistently in all areas year over year.
3. Washington has robust participation rates in all areas, and increased testing participation significantly in 2023-24 (nearly 4% increase).

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	1483.0	*	*	1503.7	*	*	1434.8	9	9	13
1	*	*	*	*	*	*	*	*	*	*	6	5
2	*	*	*	*	*	*	*	*	*	4	4	5
3	*	*	*	*	*	*	*	*	*	*	5	5
4	*	*	*	*	*	*	*	*	*	5	*	*
5	*	*	*	*	*	*	*	*	*	7	6	4
All Grades										31	33	35

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	46.15	*	*	30.77	*	*	15.38	*	*	7.69	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.35	30.30	34.29	48.39	42.42	37.14	22.58	18.18	25.71	9.68	9.09	2.86	31	33	35

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	53.85	*	*	38.46	*	*	7.69	*	*	0.00	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.39	51.52	48.57	29.03	27.27	40.00	16.13	15.15	11.43	6.45	6.06	0.00	31	33	35

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		*	23.08		*	30.77		*	38.46		*	7.69		*	13
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	6.06	20.00	45.16	30.30	34.29	38.71	48.48	34.29	16.13	15.15	11.43	31	33	35

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	*	*	61.54	*	*	38.46	*	*	0.00	*	*	13	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	25.81	39.39	42.86	67.74	60.61	54.29	6.45	0.00	2.86	31	33	35	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	46.15	*	*	46.15	*	*	7.69	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	64.52	54.55	48.57	19.35	33.33	45.71	16.13	12.12	5.71	31	33	35

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	15.38	*	*	76.92	*	*	7.69	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.45	12.12	17.14	74.19	69.70	62.86	19.35	18.18	20.00	31	33	35

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	46.15	*	*	23.08	*	*	30.77	*	*	13
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.13	30.30	28.57	67.74	57.58	57.14	16.13	12.12	14.29	31	33	35

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.
3. Oral Language and Speaking are relative strength areas for Washington students.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
389	26.5%	9%	0.5%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	9%
Foster Youth	2	0.5%
Homeless	7	1.8%
Socioeconomically Disadvantaged	103	26.5%
Students with Disabilities	38	9.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	9%
American Indian	2	0.5%
Asian	40	10.3%
Filipino	4	1%
Hispanic	67	17.2%
Two or More Races	70	18%
Pacific Islander	3	0.8%
White	168	43.2%

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






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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Chronic absenteeism is a high impact issue at Washington, but has improved overall.
2. Our English Learner population in 3rd-5th grade is too small to measure their performance as a group.
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

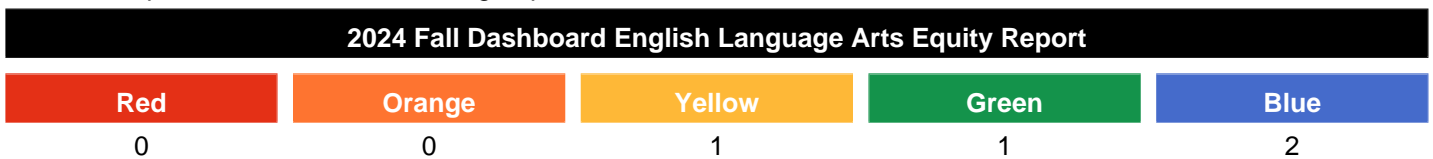
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>38.9 points above standard</p> <p>Increased 5.9 points</p> <p>186 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>40.0 points below standard</p> <p>Increased 22.3 points</p> <p>15 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>20.8 points below standard</p> <p>Increased 58.0 points</p> <p>58 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>63.2 points below standard</p> <p>Increased 30.4 points</p> <p>27 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>62.7 points below standard</p> <p>Increased 25.2 points</p> <p>19 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>22.7 points above standard</p> <p>Increased 43.2 points</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>31.6 points above standard</p> <p>Increased 23.8 points</p> <p>33 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>61.6 points above standard</p> <p>Increased 37.7 points</p> <p>37 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>67.6 points above standard</p> <p>Declined 6.8 points</p> <p>74 Students</p>

Conclusions based on this data:

1. 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, with all sub groups increasing scores except White-identifying students.
2. Washington has seen significant gains year over year for several groups - African American, Asian, White, Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, and students of Two or More Races.
3. 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

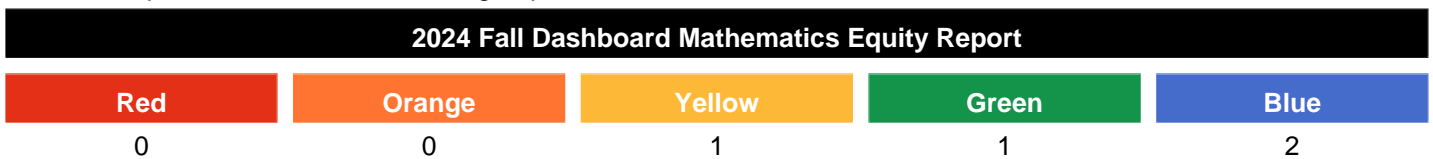
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>31.2 points above standard</p> <p>Increased 6.9 points</p> <p>189 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>28.2 points below standard</p> <p>Declined 9.5 points</p> <p>18 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>33.2 points below standard</p> <p>Increased 55.0 points</p> <p>60 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>80.3 points below standard</p> <p>Increased 25.4 points</p> <p>27 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>70.0 points below standard</p> <p>Increased 34.4 points</p> <p>19 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>29.8 points above standard</p> <p>Increased 31.7 points</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>7.6 points above standard</p> <p>Declined 4.9 points</p> <p>33 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>45.1 points above standard</p> <p>Increased 10.2 points</p> <p>37 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>66.1 points above standard</p> <p>Increased 20.0 points</p> <p>77 Students</p>

Conclusions based on this data:

1. Washington's overall achievement profile in Mathematics looks good, but performance by sub groups can vary dramatically. There has been growth in overall achievement in the last year, but Students with Disabilities and African American students continue to perform well below standard.
2. Washington's English Learner and Hispanic students saw mild declines in Mathematics achievement. Intervention is needed.
3. Overall achievement in Mathematics increased slightly 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 55.6% making progress. Number Students: 18 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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.

2024 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
0%	44.4%	11.1%	44.4%

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 Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>19.5% Chronically Absent</p> <p>Declined 3.1</p> <p>399 Students</p>	<p>English Learners</p> <p> Red</p> <p>37.5% Chronically Absent</p> <p>Increased 1.4</p> <p>40 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>36.8% Chronically Absent</p> <p>Declined 8.9</p> <p>117 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>44.7% Chronically Absent</p> <p>Increased 18.6</p> <p>47 Students</p>	<p>African American</p>  <p>Orange</p> <p>37.8% Chronically Absent</p> <p>Declined 13.4</p> <p>37 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Red</p> <p>22% Chronically Absent</p> <p>Increased 3.3</p> <p>41 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>26.5% Chronically Absent</p> <p>Increased 1.8</p> <p>68 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>15.5% Chronically Absent</p> <p>Declined 5.1</p> <p>71 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Yellow</p> <p>12.7% Chronically Absent</p> <p>Declined 4.1</p> <p>173 Students</p>

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.
3. Overall improvement in absenteeism, highlighted by significant gains for African American and Socioeconomically Disadvantaged students.

School and Student Performance Data

Academic Engagement Graduation Rate

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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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

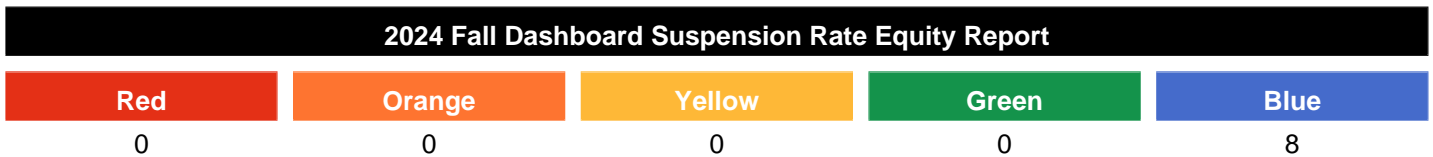
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.7%</p> <p>402 Students</p>	<p>English Learners</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>40 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 1%</p> <p>119 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 6.5%</p> <p>47 Students</p>	<p>African American</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>37 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>42 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.4%</p> <p>69 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.4%</p> <p>71 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.6%</p> <p>174 Students</p>

Conclusions based on this data:

1. Washington has a 0% suspension rate for 2023-24.
2. Suspension rate can fluctuate due to new student enrollment.

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.

Academic Excellence & Equitable Outcomes

Academic Excellence & Equitable Outcomes

Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes

Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

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 (30% of students in Red/Yellow), 1st (20%), 2nd (20%), 3rd (15%), 4th (29%), 5th (22%) STAR ELA: 3rd (24% of students in Red/Yellow), 4th (14%), 5th (21%) STAR Math: 3rd (32% of students in Red/Yellow), 4th (26%), 5th (38%)	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 (Yellow), African American, Students with Disabilities and MLL students (below standard) / Math: SED Students (Yellow), African American, 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
1.1	Literacy Coaches provide classroom coaching and reading intervention aligned with the Science of	All Students	57821 BSEP 1102 Certificated Monthly

	<p>Reading, increased focus on adopting new ELA curriculum with fidelity and integrity.</p> <p>Support additional .54 FTE Literacy Coach, \$57821 from BSEP.</p> <p>Remaining .75 FTE Lit Coach paid through centralized district resources, leading to additional Literacy Coach time (1.29 FTE total) in 2025-26.</p> <p>Unallocated reserve for all Site BSEP Personnel Variance and Expenses (@ 5%): \$6966 from BSEP</p> <p>Indirect Cost: \$10994 from BSEP (to account for overhead, program management, administration)</p>		<p>6966 BSEP 1102 Certificated Monthly Personnel Variance 10994 BSEP 4380 Other/Reserve Indirect Cost</p>
1.2	<p>Math Coach provide classroom coaching and math intervention aligned with district vision.</p> <p>Support new .29 FTE Math Coach, \$44061 from BSEP.</p>	All Students	<p>44061 BSEP 1102 Certificated Monthly</p>
1.3	<p>Support Teacher ELA Curriculum Knowledge and Leadership through additional Literacy Teacher Leader stipend-based work.</p> <p>District support for 1 LTL, BSEP support for a 2nd LTL to be able to split grade bands K-2 and 3-5 for more specific support aligned to developmental levels and grade-specific curriculum.</p>	All Students	<p>3109 BSEP PD/CD Hours</p>
1.4	<p>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).</p>	All Students	<p>194 BSEP 4300 Materials and Supplies</p>
1.5	<p>Provide appropriate and enriching materials for high quality learning and engagement in the classroom.</p>	All Students	<p>2000 BSEP Carryover 4300 Materials and Supplies</p>
1.6	<p>Substitutes days for Observation, Coaching, and Assessment to support all curricular areas and teacher development.</p> <p>Support ~23 days of Substitute Pay, \$7245 from BSEP.</p>	All Students	<p>7245 BSEP 1116 Certificated Hourly</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 2024-25, this goal was carried out as planned, with the exception of utilizing PD allocation for equity work. The team was unable to find and secure an appropriate provider within a reasonable time frame. This funding will be allocated via carryover for 2025-26.

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 additional staffing resources in Literacy (Activity 1.1 and 1.3) and the new inclusion of Math support (Activity 1.2 and Goal 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 2

Title and Description of School Goal

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

Academic Excellence & Equitable Outcomes

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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 (30% of students in Red/Yellow), 1st (20%), 2nd (20%), 3rd (15%), 4th (29%), 5th (22%) STAR ELA: 3rd (24% of students in Red/Yellow), 4th (14%), 5th (21%) STAR Math: 3rd (32% of students in Red/Yellow), 4th (26%), 5th (38%)	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 (Yellow), African American, Students with Disabilities and MLL students (below standard) / Math: SED Students (Yellow), African American, 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. District provided 0.6 FTE RTI TSA	Students below grade level in reading	District Allocation 1102 Certificated Monthly 0.6 FTE 1500 BSEP

	Provide additional capacity for reading intervention (on an hourly basis). Supplemental hourly Academic Intervention provided by certificated staff: \$1500 from BSEP, \$18500 from BSEP Carryover (roughly 320 hours) Indirect Cost: \$2554 from BSEP Carryover (to account for overhead, program management, administration)		1116 Certificated Hourly 18500 BSEP Carryover 1116 Certificated Hourly 2554 BSEP Carryover 4380 Other/Reserve
2.2	Math RTI TSA to provide math intervention aligned with district vision, direct student service and assessment. Support new .31 FTE Math Coach, \$47099 from Title IA. Unallocated reserve for Personnel Variance and Expenses (@ 7%): \$3297 from Title IA	Students below grade level in math, Socioeconomically Disadvantaged Students	47099 Title I A - Basic Funding 1102 Certificated Monthly 3297 Title I A - Basic Funding 1102 Certificated Monthly Personnel Variance
2.3	Support for Math RTI TSA via Materials Materials and Supplies: \$230 from Title IA	Students below grade level in math, Socioeconomically Disadvantaged Students	230 Title I A - Basic Funding 4300 Materials and Supplies
2.4	Provide math and other non-reading academic intervention with classified or certificated staff. Academic Intervention hourly pay, \$2,797 from Title IV (roughly 47 hours)	Students below grade level in math and other academic areas	2797 Other 1116 Certificated Hourly Title IV Funded
2.5	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.	

Annual Review

SPSA Year Reviewed: 2024-25

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 we did not exceed the district-allotted hours. Additional BSEP-based funding to be discontinued.

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.

Addition of Math RTI was made (Activity 2.2) in response to data trends from last several years. Direct intervention to students with unfinished learning in Math will begin in 2025-26.

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.

Wellness & Belonging

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

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 25-26	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 25-26	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, \$19117 from BSEP .28 FTE School Campus Aide, \$18315 from BSEP .58 FTE P.E. Instructional Specialist, \$73919 from PTA Reserve for Personnel Variance: \$3771 from PTA	All Students	19117 BSEP 2102 Classified Monthly 18315 BSEP 2102 Classified Monthly 73919 PTA 2102 Classified Monthly 3771 PTA

			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: \$7000 from PTA	Students showing the need for social-emotional supports	7000 PTA 5800 Contracted Services (inc software subscriptions)
3.3	Provide staff with Professional Development in school climate practices with an equity lens (Restorative Justice, PBIS, e.g.) Professional Development Contract: \$10000 from BSEP Carryover (unused in 2024-25)	Identified Subgroups	10000 BSEP Carryover 5800 Contracted Services (inc software subscriptions) Professional Development
3.4	Create a school-wide Restorative Justice program through staff training and development. RJ Training: \$8000 from PTA	All Students	8000 PTA 5800 Contracted Services (inc software subscriptions)

Annual Review

SPSA Year Reviewed: 2024-25

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 2024-25. 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. Restorative Justice, in spite of a structural revamp, has not had as broad an effect 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.

Restorative Justice was inconsistently implemented, due to contractor limitations and program definition.

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.

PTA will be shifting funding from Restorative Justice to staff training and family connection.

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.

Partnership & Engagement

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for 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.

Chronic Absenteeism for selected subgroups, including Students with Disabilities

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
Attendance Rate	Overall Student Population: 19.5% Chronically Absent	Increase of overall attendance rate by 2-5% Decrease in chronic absenteeism rate by 2-5%
Attendance Rate	Students with Disabilities: 44.7% Chronically Absent	Decrease in Chronic Absenteeism rate for Students with Disabilities by 10%

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	Support site Leadership and coordination of attendance based work (team meetings, teacher and family collaboration, SART and SARB oversight) through additional Attendance Teacher Leader hourly work. Hourly Attendance Teacher Work: \$3109 from BSEP	Chronically Absent Students, including Students with Disabilities	3109 BSEP 1116 Certificated Hourly
4.2	Support Teacher connections with Chronically Absent families and students by providing additional time for focal student communication and coordination.	Chronically Absent Students, including Students with Disabilities	4000 BSEP Carryover 1116 Certificated Hourly

	Teacher Hourly Work: \$4000 from BSEP Carryover		
4.3	Support Classified staff connections with Chronically Absent families and students by providing additional time for focal student communication and coordination. Classified Hourly Work: \$3000 from BSEP Carryover	Chronically Absent Students, including Students with Disabilities	3000 BSEP Carryover 2116 Classified Hourly
4.4	Family Engagement - Office of Family Engagement and Equity (OFEE): Site Staff to provide support in three main focal areas: 1) Establishing links between home and school for academic success 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students 3) Promoting attendance and access to health services Parent Involvement: \$695 from Title IA	Identified Students and Families	695 Title I A - Parent Involvement 4300 Materials and Supplies
4.5	COS Team Integration - ensuring that all Students with Chronic Absenteeism challenges are regularly discussed in COST meetings, whether or not they have been referred by a teacher or family. Work to develop additional support strategies, connect families and teachers with OFEE and other resources, communicate and build community with students and families.	Chronically Absent Students, including Students with Disabilities	
4.6	PTA-Sponsored Chess Club - building engagement for families not currently enrolled in after school programming. Supported by teacher on staff, building relationships and connections. Chess Club Hourly Work: \$1500 from PTA	Self-selected student group	1500 PTA 1116 Certificated Hourly

Annual Review

SPSA Year Reviewed: 2024-25

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.

New goal area

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

New goal area

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

New goal area

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	\$360,793.00
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 (\$)
BSEP	\$172,431.00
BSEP Carryover	\$40,054.00
Other	\$2,797.00
PTA	\$94,190.00
Title I A - Basic Funding	\$50,626.00
Title I A - Parent Involvement	\$695.00

Subtotal of state or local funds included for this school: \$360,793.00

Total of federal, state, and/or local funds for this school: \$360,793.00

Review of Title I Activities			
SPSA Goal	Title I Expenditure	Metric Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)
Goal 2	\$47099 for 0.31 FTE Math Interventionist	CAASPP Scores in Math	See Duty Statement for detailed description (includes coaching, direct student support, assessment and data analysis)
Goal 2	\$230 for Math Materials and Supplies	CAASPP Scores in Math	Support for Math RTI
Goal 4	\$695 for Parent Involvement	Chronic Absenteeism Rate	Parent Outreach at Beginning of Year

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
BSEP	172,431.00
BSEP Carryover	40,054.00
Other	2,797.00
PTA	94,190.00
Title I A - Basic Funding	50,626.00
Title I A - Parent Involvement	695.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,109.00
1102 Certificated Monthly	159,244.00
1116 Certificated Hourly	38,651.00
2102 Classified Monthly	115,122.00
2116 Classified Hourly	3,000.00
4300 Materials and Supplies	3,119.00
4380 Other/Reserve	13,548.00
5800 Contracted Services (inc software subscriptions)	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	BSEP	3,109.00
1102 Certificated Monthly	BSEP	108,848.00
1116 Certificated Hourly	BSEP	11,854.00
2102 Classified Monthly	BSEP	37,432.00
4300 Materials and Supplies	BSEP	194.00

4380 Other/Reserve	BSEP	10,994.00
1116 Certificated Hourly	BSEP Carryover	22,500.00
2116 Classified Hourly	BSEP Carryover	3,000.00
4300 Materials and Supplies	BSEP Carryover	2,000.00
4380 Other/Reserve	BSEP Carryover	2,554.00
5800 Contracted Services (inc software subscriptions)	BSEP Carryover	10,000.00
1116 Certificated Hourly	Other	2,797.00
1116 Certificated Hourly	PTA	1,500.00
2102 Classified Monthly	PTA	77,690.00
5800 Contracted Services (inc software subscriptions)	PTA	15,000.00
1102 Certificated Monthly	Title I A - Basic Funding	50,396.00
4300 Materials and Supplies	Title I A - Basic Funding	230.00
4300 Materials and Supplies	Title I A - Parent Involvement	695.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	132,390.00
Goal 2	75,977.00
Goal 3	140,122.00
Goal 4	12,304.00

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
Abigail Paske	Classroom Teacher
Cody Schmidt	Classroom Teacher
Erika Hawkins	Other School Staff
Alyssa Hudson	Classroom Teacher
Jennifer Sharma	Parent or Community Member
Cristina Luna	Parent or Community Member
Laura Valdez	Parent or Community Member
Shawna Ota	Parent or Community Member
Ritu Sen	Parent or Community Member
Oscar Zarate	Classroom Teacher

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.

