

Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary School	34-67439-0133777	JUNE 2024	June 20, 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 School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Resource Inequities 3
- Comprehensive Needs Assessment Components 4
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 5
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 8
 - ELPAC Results 13
 - California School Dashboard 17
 - Overall Performance 18
- Goals, Strategies, & Proposed Expenditures..... 30
 - Goal 1 30
 - Goal 2..... 32
 - Goal 3..... 35
 - Goal 4..... 37
 - Goal 5..... 39
- Budget Summary 41
 - Budget Summary 41
 - Other Federal, State, and Local Funds 41
- Budgeted Funds and Expenditures in this Plan 42
 - Funds Budgeted to the School by Funding Source..... 42
 - Expenditures by Funding Source 42
 - Expenditures by Budget Reference 42
 - Expenditures by Budget Reference and Funding Source 42
 - Expenditures by Goal..... 42
- School Site Council Membership 44
- Recommendations and Assurances 45
- Instructions..... 46
- Appendix A: Plan Requirements 53
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 56
- Appendix C: Select State and Federal Programs 59

Plan Description

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

During the 24-25 school year, our team will continue to innovate and lead through the implementation of Project Based Learning, SEL in alignment with the SPSA 4 goals outlined in this report with the end goal of improving the attendance of chronically absent students. Analysis of the data provided by the 2023 California dashboard performance levels in attendance, district common assessments, attendance rates, the KELVIN climate survey indicate areas of improvement for Black students, Students of two or more races and students with disabilities.

Chronic Absenteeism: As of April 2024, the daily attendance rate at Washington is 91.6%. The chronic absenteeism rate is 28.4 compared to 31.1% in 22-23. Students with Disabilities, 17.7% of the school wide student population were chronically absent 35% of the year compared to 49.3% in 22-23 and students, Two or more Races who make up 12% of all students, were chronically absent 02%% of the school year in 23-24.

KELVIN Pulse Survey:

140 students (81%) of students responded. Of all students, 84% of students felt belonging at WES. Of our African American students who responded, 89% felt a sense of belonging to the school according to the survey. Of the 17 two or more races students who responded, 83% felt a sense of belonging to the school according to the survey.

WES's SPSA aims to utilize allocated funding to address chronic absenteeism, to increase proficiency in ELA 1st-2nd grade, including our 18 ELL students, to invest in adult learning in order to grow SEL and PBL on the Washington campus.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

WES School Site Council and Locomotive Community Organization (LCO) meets monthly: September 20, 2023, October 11, 2023, November 8, 2023, December 13, 2023, January 10, 2024, February 21, 2024, March 13, 2024, April 10, 2024, May 8, 2024, June 5, 2024

School Site Council: 2nd Wednesday of the month, Sub-Committee SPSA : as needed

Locomotive Community Org: 2nd Wednesday of the month

Teachers: Thursday's (weekly) Adult Learning - 1st week- All Team, 2nd week- PBL, 3rd week- SIPPS, 4th week- Grade level

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 only.

Resource inequities and inequalities in schools that mirror Washington Elementary School are documented in the scholarly research by Love 2019, Muhammad 2017, Simmons 2021, Valenzuela 2010 , Duncan-Andrade 2008, Andrews 2022 and Godina 2010 among others.

Washington Elementary requires full-time, on-site mental health support to address trauma and to provide counseling for students TK-6th grade. In 2023-24 our site was allocated a .6FTE Social Worker. This has allowed for students to receive 1-1 sessions as well as small group mentoring. Additionally, our social worker has trained a group of peer-mediators to lead morning circles in primary grades and to assist with peers in minor conflicts. Community wide, our social worker is led a community of kindness parade that took place May 10, 2024 and will now be an annual tradition.

In order to track and analyze student attendance an Attendance Support Specialist is needed to provide greater attendance oversight. School-wide attendance has increased by 10% and all-subgroups increased respectively. However- 2 or more races did not increase, thus WES was identified as ATSI again.

The inequities that exist in the general education program are exacerbated in the staffing/funding resources allocated to Special Education. WES has 109 unduplicated students who receive special education services that range from resource in ELA, Math, to Speech, Occupational Therapy, Educationally Related Mental Health Services (ERMHS), and Specialized Instruction (SDC).

Speech: 110 vs. 104 in 2022-23

SDC Autism: 39

Mild/Moderate Language Emphasis: 16

Occupational Therapy: 54

ERMHS: 10

Resource: 33 vs. 28 in 2022-23

as of May 2024- 15 additional students undergoing assessment for initial IEP

Many of our students receive "maxed-out" services or up to four hours per day outside of the classroom. For students with varying diagnoses that result in behaviors that impede learning, obtaining additional adult supports for the them in classroom has been all but impossible.

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.

A comprehensive needs assessment using the 2023 California Dashboard performance levels in Math, English, Attendance and Suspensions. District common assessments, attendance rates, the KELVIN climate survey indicate areas of improvement for our African American and special education students were also used.

Chronic Absenteeism: As of April 2024, the daily attendance rate at Washington (out of 337 reported students) was 91.6%. The Chronic absenteeism rate is at 33.2% which is a 10.9% decline from last school year. The chronic absentee rate for our (12) students who are homeless is 58.3% Students designated as Socioeconomically Disadvantaged (186) were chronically absent 49.5%, a significant decline of 11.7%

Suspension Rate: As of April 2024, 0.8% of all students (355) have been suspended at least one day. This is an increase of 0.8% . Among 204 Socioeconomically disadvantaged students- 1.5% were suspended at least one day. This is an increase of 1.5%

2023 ELA Scores: Out of 158 students, the average was 41.6 points below standard in ELA which is approximately 13.6 points below the state average. This was a decrease of 1.4 points.

2023 Math Scores: Out of 158 students, the average was 58.8 points below standard with an increase of 11.4 points. 91 Socioeconomically disadvantaged students were 97.7 points below standard. They increased 16.7 Points

Kelvin Pulse Survey: On the Kelvin Pulse survey, over 84% of students felt belonging at Washington. 92% of students surveyed understood community circles 95% of students understood the expectations of them at school

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.

Dashboard data indicates that our students who identify as Two or More Races performance of a rating of red for two consecutive years for English language arts leading to our schools ATS identification.

Other Needs

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

Our special education team as of May 2024 is undergoing 25 triennial eligibility IEP's including five speech to full team IEP's and 10 initial IEP's our current site has a part-time psychologist who oversees this evaluation process. There are 55 students enrolled in Special Day Classes Pre-K-3rd grade.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.95%	1.23%	1.57%	3	4	5
African American	12.34%	11.66%	13.48%	39	38	43
Asian	3.48%	3.68%	4.39%	11	12	14
Filipino	1.58%	1.53%	0.94%	5	5	3
Hispanic/Latino	41.77%	40.49%	37.62%	132	132	120
Pacific Islander	%	0%	%	0	0	
White	29.43%	30.37%	28.84%	93	99	92
Multiple/No Response	10.13%	10.74%	11.91%	32	35	38
Total Enrollment				316	326	319

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	62	56	44
Grade 1	48	47	39
Grade 2	52	54	50
Grade3	35	51	51
Grade 4	41	33	47
Grade 5	49	33	33
Grade 6	29	52	33
Total Enrollment	316	326	319

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	19		10	5.3%	6.0%	3.1%
Fluent English Proficient (FEP)	5		2	0.9%	1.6%	0.6%

Conclusions based on this data:

- 1.

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	35	45	49	34	44	46	34	44	45	97.1	97.8	93.9
Grade 4	41	32	48	40	30	48	40	30	48	97.6	93.8	100
Grade 5	47	33	33	46	33	33	46	33	33	97.9	100.0	100
Grade 6	32	51	33	31	48	33	31	48	33	96.9	94.1	100
All Grades	155	161	163	151	155	160	151	155	159	97.4	96.3	98.2

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	2406.	2378.	2412.	20.59	11.36	15.56	17.65	13.64	24.44	23.53	22.73	24.44	38.24	52.27	35.56
Grade 4	2409.	2456.	2430.	17.50	36.67	12.50	7.50	3.33	12.50	27.50	20.00	25.00	47.50	40.00	50.00
Grade 5	2462.	2468.	2475.	10.87	18.18	15.15	21.74	33.33	24.24	23.91	6.06	21.21	43.48	42.42	39.39
Grade 6	2485.	2482.	2491.	6.45	6.25	6.06	32.26	27.08	36.36	16.13	20.83	18.18	45.16	45.83	39.39
All Grades	N/A	N/A	N/A	13.91	16.13	12.58	19.21	20.00	23.27	23.18	18.06	22.64	43.71	45.81	41.51

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	23.53	9.09	20.00	47.06	61.36	60.00	29.41	29.55	20.00
Grade 4	7.50	26.67	14.58	70.00	56.67	66.67	22.50	16.67	18.75
Grade 5	17.39	21.21	18.18	56.52	54.55	57.58	26.09	24.24	24.24
Grade 6	12.90	14.58	15.15	61.29	50.00	51.52	25.81	35.42	33.33
All Grades	15.23	16.77	16.98	58.94	55.48	59.75	25.83	27.74	23.27

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	11.76	9.09	13.33	50.00	45.45	55.56	38.24	45.45	31.11
Grade 4	15.00	20.00	10.42	37.50	30.00	47.92	47.50	50.00	41.67
Grade 5	8.70	0.00	12.12	52.17	63.64	54.55	39.13	36.36	33.33
Grade 6	6.45	6.25	9.09	41.94	45.83	45.45	51.61	47.92	45.45
All Grades	10.60	8.39	11.32	45.70	46.45	50.94	43.71	45.16	37.74

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	14.71	9.09	11.11	70.59	75.00	71.11	14.71	15.91	17.78
Grade 4	5.00	20.00	10.42	67.50	70.00	64.58	27.50	10.00	25.00
Grade 5	13.04	6.06	15.15	76.09	63.64	69.70	10.87	30.30	15.15
Grade 6	12.90	12.50	15.15	70.97	68.75	69.70	16.13	18.75	15.15
All Grades	11.26	11.61	12.58	71.52	69.68	68.55	17.22	18.71	18.87

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	11.76	13.64	8.89	55.88	50.00	68.89	32.35	36.36	22.22
Grade 4	10.00	13.33	4.17	62.50	63.33	72.92	27.50	23.33	22.92
Grade 5	6.52	15.15	3.03	69.57	54.55	63.64	23.91	30.30	33.33
Grade 6	9.68	4.17	3.03	80.65	79.17	75.76	9.68	16.67	21.21
All Grades	9.27	10.97	5.03	66.89	62.58	70.44	23.84	26.45	24.53

Conclusions based on this data:

1. N/A
2. N/A

3. N/A

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	35	45	49	33	45	46	33	45	46	94.3	100.0	93.9
Grade 4	41	32	48	40	30	48	40	30	48	97.6	93.8	100
Grade 5	47	33	33	45	33	33	44	33	33	95.7	100.0	100
Grade 6	32	50	33	31	47	33	31	47	33	96.9	94.0	100
All Grades	155	160	163	149	155	160	148	155	160	96.1	96.9	98.2

* 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	2423.	2397.	2429.	21.21	15.56	21.74	27.27	15.56	32.61	24.24	26.67	17.39	27.27	42.22	28.26
Grade 4	2426.	2438.	2428.	10.00	20.00	8.33	20.00	13.33	16.67	27.50	40.00	31.25	42.50	26.67	43.75
Grade 5	2432.	2472.	2458.	0.00	18.18	21.21	9.09	21.21	9.09	31.82	15.15	24.24	59.09	45.45	45.45
Grade 6	2434.	2460.	2487.	3.23	4.26	18.18	6.45	10.64	12.12	22.58	34.04	24.24	67.74	51.06	45.45
All Grades	N/A	N/A	N/A	8.11	13.55	16.88	15.54	14.84	18.75	27.03	29.03	24.38	49.32	42.58	40.00

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	24.24	15.56	15.22	39.39	53.33	54.35	36.36	31.11	30.43
Grade 4	10.00	30.00	10.42	50.00	26.67	52.08	40.00	43.33	37.50
Grade 5	0.00	9.09	18.18	47.73	51.52	36.36	52.27	39.39	45.45
Grade 6	3.23	0.00	12.12	32.26	55.32	45.45	64.52	44.68	42.42
All Grades	8.78	12.26	13.75	43.24	48.39	48.13	47.97	39.35	38.13

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	21.21	11.11	23.91	57.58	64.44	52.17	21.21	24.44	23.91
Grade 4	10.00	13.33	12.50	35.00	53.33	39.58	55.00	33.33	47.92
Grade 5	0.00	6.06	12.12	52.27	60.61	54.55	47.73	33.33	33.33
Grade 6	3.23	6.38	18.18	58.06	51.06	51.52	38.71	42.55	30.30
All Grades	8.11	9.03	16.88	50.00	57.42	48.75	41.89	33.55	34.38

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

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	*		*	*		*	*		*	6		4
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	4	*	*
3		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		5	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										21	11	12

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	*		*	*		*	*		*	*		*	*		*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	9.09	0.00	9.52	9.09	33.33	33.33	45.45	50.00	42.86	36.36	16.67	21	11	12

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	*		*	*		*	*		*	*		*	*		*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.05	9.09	16.67	28.57	36.36	41.67	9.52	27.27	16.67	42.86	27.27	25.00	21	11	12

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	*		*	*		*	*		*	*		*	*		*
1		*	*		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	0.00	0.00	9.52	18.18	8.33	23.81	18.18	33.33	61.90	63.64	58.33	21	11	12

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	*		*	*		*	*		*	*		*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	9.09	8.33	42.86	63.64	83.33	42.86	27.27	8.33	21	11	12

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	*		*	*		*	*		*	*		*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	27.27	33.33	14.29	63.64	50.00	52.38	9.09	16.67	21	11	12

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	*		*	*		*	*		*	*		*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.76	9.09	0.00	23.81	9.09	33.33	71.43	81.82	66.67	21	11	12

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	*		*	*		*	*		*	*		*
1		*	*		*	*		*	*		*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*		*	*		*	*		*	*		*
5	*	*		*	*		*	*		*	*	
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.00	9.09	0.00	50.00	45.45	75.00	45.00	45.45	25.00	20	11	12

Conclusions based on this data:

1.

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
326	53.7	3.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Washington Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	3.7
Foster Youth		
Homeless	8	2.5
Socioeconomically Disadvantaged	175	53.7
Students with Disabilities	60	18.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	11.7
American Indian	4	1.2
Asian	12	3.7
Filipino	5	1.5
Hispanic	132	40.5
Two or More Races	35	10.7
White	99	30.4

Conclusions based on this data:

1.

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.

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.

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

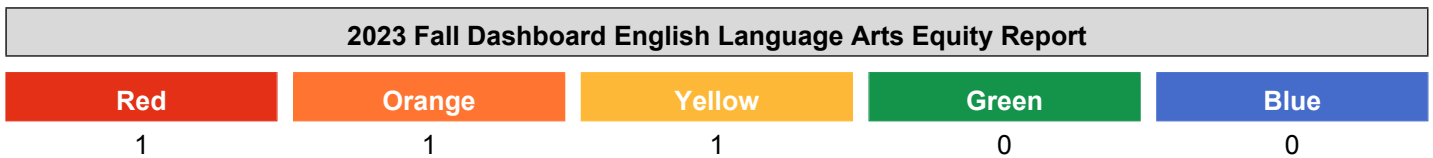
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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 Orange 41.6 points below standard Decreased -3 points 158 Students	English Learners 125.6 points below standard Decreased -9.4 points 11 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Red 80.6 points below standard Decreased -11.5 points 91 Students	Students with Disabilities 96.8 points below standard Increased Significantly +18.4 points 34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>98.1 points below standard</p> <p>Increased Significantly +24.8 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>68.6 points below standard</p> <p>Decreased Significantly - 19.6 points</p> <p>69 Students</p>	<p>39.2 points below standard</p> <p>Decreased -4.3 points</p> <p>17 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	 <p>Yellow</p> <p>5.1 points above standard</p> <p>Decreased -3 points</p> <p>48 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>10 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>36.3 points below standard</p> <p>Decreased -5.7 points</p> <p>146 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

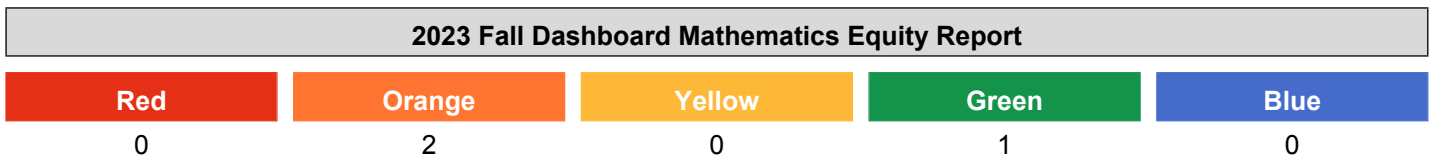
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>58.8 points below standard</p> <p>Increased +11.4 points</p> <p>158 Students</p>	<p>English Learners</p> <p>132.8 points below standard</p> <p>Increased Significantly +35.2 points</p> <p>11 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>97.7 points below standard</p> <p>Increased Significantly +16.7 points</p> <p>91 Students</p>	<p>Students with Disabilities</p> <p>104.1 points below standard</p> <p>Increased Significantly +18.5 points</p> <p>33 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
117.9 points below standard Increased Significantly +36.7 points 17 Students	Less than 11 Students 2 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 87.2 points below standard Decreased -12.9 points 68 Students	25.1 points below standard Increased Significantly +41.1 points 17 Students	 No Performance Color 0 Students	 Green 13.8 points below standard Increased Significantly +16.4 points 48 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 10 Students	Less than 11 Students 1 Student	53.7 points below standard Increased +6.3 points 145 Students

Conclusions based on this data:

- Student performance in Math increased among the following categories: All Students +11.4, English learners +35 points, socioeconomically disadvantaged +16 points, students with disabilities +18 points, white students +16 points, two or more races +41 points. There was 1 decrease in subgroup performance: Hispanic- 12.9 points.

School and Student Performance Data

Academic Performance English Learner Progress

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.

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 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
making progress towards English language proficiency
Number of EL Students: 9 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
--------------------------	--------------------------------------------	-------------------------	------------------------------------

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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 Yellow 33.2% Chronically Absent Declined Significantly -10.9 337 Students	English Learners 41.2% Chronically Absent Declined -18.8 17 Students	Foster Youth Less than 11 Students 1 Student
Homeless 58.3% Chronically Absent 0 12 Students	Socioeconomically Disadvantaged Yellow 49.5% Chronically Absent Declined Significantly -11.7 186 Students	Students with Disabilities Orange 37.8% Chronically Absent Declined -11.5 74 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 44.2% Chronically Absent Declined -12.6 43 Students	Less than 11 Students 4 Students	36.4% Chronically Absent Declined -5.3 11 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.3% Chronically Absent Declined -17 134 Students	 Red 40.5% Chronically Absent Increased 1.1 37 Students	 No Performance Color 0 Students	 Orange 21.6% Chronically Absent Declined -5.6 102 Students

Conclusions based on this data:

- All data indicates that attendance increased in 2023 with the exception of Two or More Races which increased 1.1 points.

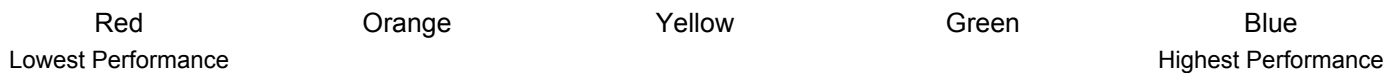
School and Student Performance Data

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.

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.

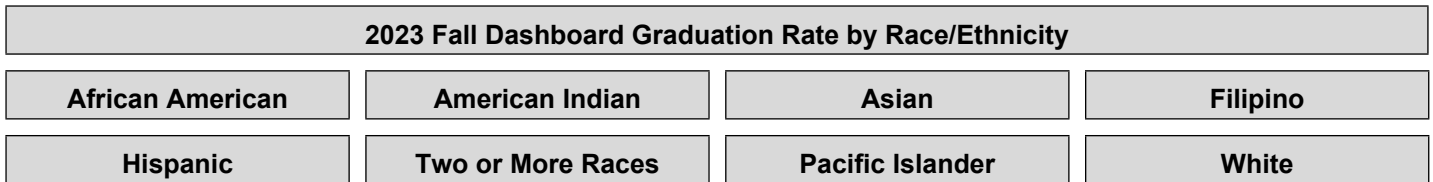
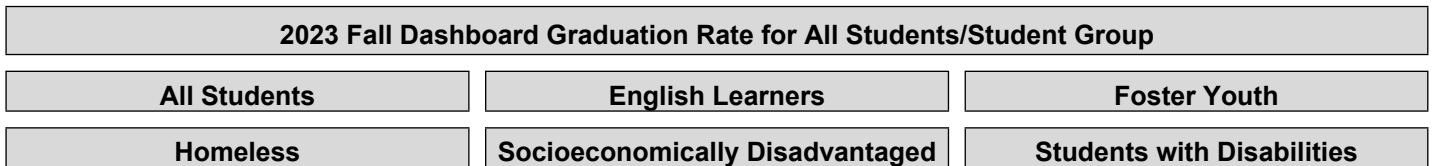
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

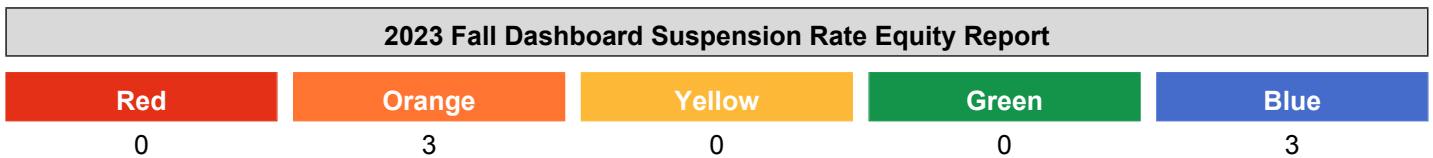
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.




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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.8 355 Students</p>	<p>English Learners</p> <p>5.6% suspended at least one day</p> <p>Increased 5.6 18 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>0% suspended at least one day</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 1.5 204 Students</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 82 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 51 Students	Less than 11 Students 5 Students	0% suspended at least one day Maintained 0 13 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.4% suspended at least one day Increased 1.4 139 Students	 Orange 2.7% suspended at least one day Increased 2.7 37 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 104 Students

Conclusions based on this data:

1. Our school is grounded in SEL pedagogy and takes a restorative approach that includes mindfulness yoga, peer mediation,
2. Among all students, 0.8% were suspended at least one day for the safety of all in the school community.

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.

By the end of the third trimester, less than 15% of students will be identified as needing intensive support in English Language Arts and Math as identified by SIPPS (ELA) and iReady (Math)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth towards mastering standards in English Language Arts (Arts) and Mathematics

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.

The latest California accountability system data for the 2023-2024 school year at Washington Elementary reveals an enrollment of 326 students. Among them, 53.7% are considered socially economically disadvantaged, 3.7% are English language learners, and there are currently no students classified as foster youth.

Our site qualified for Additional Targeted Support and Improvement (ATSI) status for the 2024-25 school year under the Every Student Succeeds Act (ESSA). ATSI eligibility was based upon a school's student group performance on the California School Dashboard due to the performance of the following student group: 1. Two or more Races

The Washington school community serves diverse learners academically and social-emotionally as we strive to provide the conditions that allow students to attend school every day, ready to learn. The continuance of operating school under the COVID-19 pandemic has had a negative long-term impact in serving the needs of our students and community. The major impacts of the closures on students and families include: (1) limited student supervision and safety during school hours; (2) differing levels of engagement with instruction and learning based on varying access to tools, resources, and technology; (3) varied school routines; and (4) varied access to supports to address social-emotional needs. As a result, our 2023-24 School Plan has responded to meet these needs by focusing staff and resources on the impacts on our students and families. In addition, regular contact with parents/guardians and families through the Parent Teacher Home Visit Project and Student Study team have increased to meet the needs of our families.

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
SIPPS iReady Math PBL Benchmarks Kelvin Survey	Approximately 20% of 1-2nd grade students are in need of intensive support in English Language Arts.	2024-2025: Less than 15% of 1-3rd Grade students will be identified as needing intensive support in English Language Arts.

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	Strategy/Activity with Multiple Expenditures- Intervention teachers will provide SIPPS intervention K-3 who are below grade level with an emphasis on early literacy skills. Site will support with providing the following materials (Office Depot) for intervention; pens, pencil, paper, white board markers, white boards, paper clips, construction paper, note books, folders, test screens, poster paper, including additional books to support K-3 SIPPS intervention program. For 4-6th, ELA and Math intervention will be developed and taught by teachers and instructional coaches and measured by benchmark tests.	All Students	10,846.00 LCFF Low Income 6,000 Title I Part A
1.2	Purchase iReady licence. iReady will be used as an assessment to progress monitor throughout the school year and to measure the impact of the interventions.	All students, Two or more races	4000 LCFF Low Income

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.

In 2022-23 our sites status on Additional Targeted Support and Improvement (ATSI) was based on the on the California School Dashboard progress of the following student group(s): 1. African American 2. Students with Disabilities 3. Two or more Races. As a result of that data, our team implemented SIPPS reading 1-3rd school wide. Through this effort, student performance for African American and Students with Disabilities improved and these two subgroups are no longer considered for ATSI. However students identified as Two or more Races did not meet the performance and our site is again an Additional Targeted Support and Improvement (ATSI) site for the one sub group.

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

Provide teacher release time to co-plan and analysis of student SIPPS and Math data

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.

See Student Performance CAASPP

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.

By June 2025, 90% of the student population will feel a strong sense of belonging on campus.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students and their families will feel safe and connected at school

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.

Prior to COVID-19 and the subsequent school closure with a transition to Remote Learning in 2020, the Washington community recognized a number of students who had exposure to trauma including housing, food insecurities and PTSD and who demonstrated toxic stress due to Adverse Childhood (ACEs) Experiences that showed up as anxiety, depression, aggression and/or chronic absenteeism. We anticipate a higher number of learners who will require mental health care that could enable them to heal. With the support of the District, in 23-24 our site received an assigned Social Worker 3 days a week to proactively address matters of mental health adding to the occupational therapy, speech therapy, psychologist, and other resource specialists in one space. Additionally, Teachers and staff will continue to participate in and lead learning sessions and Prof Learning on Social Emotional Learning (SEL) /healing and anti racism-grounded in the work by Muhammed, Love, Truss, Simmons and other leaders in the field.

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
KELVIN Pulse Survey EveryDay Pro SST/504 academic referrals IEP-Special Ed referrals and assessments Demographic data Progress reports/Report Cards Books to support SIPPS Reading program Student work analysis Behavior Data Number of Students referred to the Connect Center Empathy interviews School Culture Surveys Chronic Absenteeism Attendance Data Positive Behavioral Interventions and Supports (PBIS)	The Washington school community will address the social emotional and academic needs of all students through a shift in practice from "Trauma-Informed" to "Community Trauma Healing" and advocacy and partner with SCUSD Connect Center, psychologist, Resource Teacher, Parent Teacher Home Visit Project and other specialists. WES will continue its partnerships with AmeriCorps, CSUS field study interns from both the Child Development and Art Department, student-led school wide daily mindfulness yoga; restorative circles; Project Based Learning with the New Tech Network; ELD instruction, and continued partnerships with our community and families. Referrals to the Connect Center or care Solace will continue for students needing services related to Attendance, Mental Health, Health Behavior, Food/Clothing/Shelter, Family Counseling and Domestic Violence.	Increased attendance from 85% to 92%.

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	Purchase of school paper, workbooks, pencils, markers, crayons, library books, technology, ink, and support materials for SEL intervention classrooms, teachers, and the school at large.	All Students	6,565 Title I Part A LCFF Low Income
2.2	SEL Teacher and Family Professional Development & Planning - Joe Truss Inc and Jose Garcia, Deeper Learning Collective on community outreach. Video document staff development and family outreach projects as artifacts to use for teacher learning and reflection on community centered PBL.	All Students	20,000 Title I Part A
2.3	Classrooms that foster community- Flexible seating and tables	All students	3000 LCFF Low Income
2.4	Community garden - gloves, shovels, seeds and plants	All students	200 Title I Part A
2.5	Purchase of books for staff, students and parents (SCC/LCO) for book study -SEL/Anti-Racism	Title I	2000 Title I Part A
2.6	Community focused Art Projects, Artist in residence- Calidanza Ballet Folklorico lessons, music, costumes. Parent participation	All students	3000 Title I Part A
2.7	Awards/Recognition- leadership certificates- improvement in attendance	Title I	1000 Title I Part A

2.8	Writing materials for student and teacher use in the classroom for ELL lessons student clubs/projects/science (STEAM), Bookmaking/Printing	ELL	2000 Title I Part A
2.9	Parent and Community Food, supplies for meetings	ELL	2200 Title I Part A
2.10	Document camera and TV technology for community presentations events/forums.	All Students	2600 Title I Part A 7000 LCFF Low Income
2.11	Activity equipment (balls, tactile, weighted, clay) that promotes motor skills curriculum in TK, Kinder, Preschool, Special Day and Primary	Special Needs, TK, Kinder	2000 Title I Part A
2.12	PE clothes and equipment	low income, foster and homeless students	14,000 LCFF Low Income
2.13	Live scan fee to support family involvement at school	low income, foster and homeless students	1000 LCFF Low Income
2.14	Communication for Positive Behavioral Interventions and Supports (PBIS)- Radios for staff on the campus	All students	5000 Title I Part A
2.15	PM recess campus supervision/climate/safety	All students, low income, foster and homeless students	6000 LCFF Low Income

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.

Social Emotional Learning centered in Project based learning has revolutionized the way education is delivered in our school with the focus on standards based curriculum and instruction with our community as the focus. Through our weekly learning sessions, our team engages in reflection of student work analysis that informs our practice. This collaborative approach has not only elevated our teachers as experts but has also fostered a culture of collective continuous improvement and innovation.

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

Moving away from our contract with The New Tech Network and working with community experts who can tailor PBL/SEL to the Washington community.

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.

Goal 2.2 changing provider of teacher professional development

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.

By June 2025, each class will complete 1 Project (Project Based Learning/PBL) per trimester.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

SCUSD will improve Graduation and College and Career Indicator rates

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.

As a STEAM school utilizing Project Based Learning (PBL) as the main instructional method, it is important that we think of new ways that we can partner with local businesses and community organizations and experts. We realize that it takes a community to support student learning and growth. As our teachers begin to design their PBL units, they are looking for authentic problems that their learners can address as they move from transferring knowledge to transforming knowledge to address real world problems. Continued teacher training with on PBL, school and community development while integrating anti-racism as a focus.

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
Sharing project planning templates Participation in Critical Friends Artifacts from PBL benchmarks Student presentations Exhibition Night Community presentations field study research Positive Behavioral Interventions and Supports (PBIS)	Baseline: 2-3 projects in 24-25, continue to onboard new/newer teachers	STEAM Exhibition Day / Messy Middle Student Critical Friends Protocol Back to School/The Messy Middle Benchmark Exams/Standardized Testing Integration of WES's Expanded Learning (STEAM Academy) team to support students during the school day, before and after-school. Summer PBL held in Sacramento for all teachers to attend

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	Purchase of technology that students need to use in the classroom such as a macbook, Apple TV and TV to project and showcase their work, and supplemental classroom/school and student	All Students / Low Income / Foster Youth	5729 LCFF Low Income

	supplies; uniforms (low income/foster youth) equipment; and online program licensing. Teacher training and professional development; books for Professional Learning and Project Based Learning; and Science, Technology, Engineering, Arts, Math (STEAM) equipment and supplies for class and school wide projects (PBL). STEAM focused field trips. (Object Codes- 4110, 5000, 4210, 4310)		
3.2	Supplemental books about STEAM for K-6, art-paint, honorariums for guest artists, program licensing to support student exhibition to families, SDC, Resource, PBL learning (4310)	All Students	5000 Title I Part A
3.3	Parent and Family Engagement / Food Supplies /Communication for outreach/parent meetings/Exhibition Day	All Students	926 LCFF Low Income 115 LCFF EL
3.4	Supplemental materials for SIPPS, RSP, Language intervention - paper, writing - pencils, pens, supplemental reading books, paint from Office Depot	Students Two or more races	2,298.00 Title I Part A

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.

Students TK-6th grade averaged 3 projects this school year that ranged from Culture projects, community centered projects, and the culminating project for student Exhibition Day.

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

The teacher team is increasingly honing in on their expertise in PBL. The summer learning on PBL with Joe Truss Inc. was specifically tailored for our school community.

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.

In 24-25 our team may host monthly PBL learning sessions for educators district wide.

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.

Our school will provide an integrated and designated language development supplemental curriculum for to assist English Learners students develop the listening, speaking, reading, and writing skills to achieve one year's growth annually and Reclassify Fluent English Proficient (RFEP) by fifth grade. In 2023-24 3.4% of students are ELL

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.

As of 5/2023, there are 18 multilingual students enrolled in 2023-24. In addition to learning English, this collective group of students speak: Ukrainian, Spanish, Russian, Persian, Arabic and Cantonese. 22% of EL students receive specialized instruction (SDC).

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

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	Provide professional learning opportunities for teachers/site admin in working with EL students, ELD or language development (conferences, professional reading, workshops). Provide additional support/intervention specifically for EL students in ELD. Purchase bilingual and multicultural books and art, translating devices and electronic platforms to communicate with families. Continue SIPPS reading for EL's grades 1-3.	All ELL students	3301 LCFF EL

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.

Our EL students made gains on the 23-24 Data Dashboard and are no longer considered a qualifying group for Additional Targeted Support and Improvement (ATSI) status for the 2024-25 school year. We attribute this to the collective work our team does around Goals 1, 2 and 3.

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

This year, the 1-3rd grade team worked in sync with SIPPS and were able to move students an average of two levels.

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.

Our team plans to continue collaborating around SIPPS during 24-25.

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.

N/A

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.

N/A

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

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	N/A		

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.

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

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.

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	\$115,780.00
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 (\$)
Title I Part A	\$59,863.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$59,863.00

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

State or Local Programs	Allocation (\$)
LCFF EL	\$3,416.00
LCFF Low Income	\$52,501.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$55,917.00

Total of federal, state, and/or local funds for this school: \$115,780.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Low Income	52,501	0.00
LCFF EL	3,416	0.00
Title I Part A	65,684	5,821.00

Expenditures by Funding Source

Funding Source	Amount
LCFF EL	3,416.00
LCFF Low Income	52,501.00
Title I Part A	59,863.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF EL	3,416.00
	LCFF Low Income	52,501.00
	Title I Part A	59,863.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,846.00
Goal 2	77,565.00
Goal 3	14,068.00

Goal 4

3,301.00

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
Gema Godina	Principal
Miriam Enriquez	Other School Staff
Christina Narvaez	Parent or Community Member
Edgar Cabral	Parent or Community Member
Tyrone Buckley	Parent or Community Member
James McDaniel	Classroom Teacher
Debi Lawson	Classroom Teacher
Rachael Hubbard	Classroom Teacher
Victoria Gorman	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

State Compensatory Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 10, 2023.

Attested:



Principal, Dr. Gema Godina on May 8, 2024



SSC Chairperson, Edgar Cabral on May 8, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023