



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Open Elementary School	43-69674-6049035	May 7, 2024	June 13, 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 Open Elementary School for meeting ESSA's planning requirements for 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.

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Plan Description

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

Washington Open's school goals are developed with input from multiple stakeholders, based on data analysis, and aligned with the district's LCAP goals in order to meet the needs of all students in a systematic way. The overall objective of our improvement plan is an enhanced level of student achievement.

Educational Partner Involvement

How, when, and with whom did your Washington Open 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

The School Site Council and the English Learner Advisory Committee are a joint committee. They meet once a month to review the school plan, review data and update goals/budget. At the beginning of each year the principal and teachers review the needs of the students. Twice a year a team and the principal and instructional coach meet with each teacher to talk about every child in their classroom. We discuss social emotional and academic needs for the students. The principal and instructional coach meet with the Academic Support Team three times a year to discuss grouping of students for intervention. School Site Council and English Learner Advisory Committee reviews the budget at the beginning of the year and in December checks in on the school's SPSA Goals. In May we finalize the plan for next year.

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.

As a school identified for ATSI, having more hours for our wellness coordinator other than the standard 2.5 days a week would help us address chronic absenteeism with our Students with Disabilities and our Hispanic/Latino/a groups. The wellness coordinator would have additional time to work with and communicate with families to see improvements in our chronic absenteeism data. More counseling time and social skills groups are needed to help some of these students feel a stronger sense of belonging in our school and thus motivate them to attend school. Our student population with specific behavioral and social emotional needs is growing.

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.

Our school is in the red performance category for chronically absent students in our Hispanic/Latino/a category as well as our Students with Disabilities category. Our students from Two or More Races category are in the orange performance category.

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

According to the California School Dashboard there are no student groups that fit this description.

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 Hispanic/Latino/a and Multilingual learners are performing significantly lower than other student groups according to our iReady scores.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Washington Open 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.64%	0%		2	0
African American	0.6%	0.32%	0.65%	2	1	2
Asian	31.3%	32.48%	32.36%	106	101	100
Filipino	4.1%	3.22%	2.91%	14	10	9
Hispanic/Latino	13.3%	13.18%	12.94%	45	41	40
Pacific Islander	%	%	0%			0
White	37.2%	34.73%	35.6%	126	108	110
Multiple/No Response	12.4%	13.83%	14.89%	42	43	46
Total Enrollment				339	311	309

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	62	59	49
Grade 1	61	59	56
Grade 2	63	56	55
Grade3	63	51	53
Grade 4	44	50	50
Grade 5	46	36	46
Total Enrollment	339	311	309

Conclusions based on this data:

1. Our enrollment dropped during the years immediately following the pandemic. The last year saw an increase in our student population and we are once again having "waitlists" for enrollment into our school.
2. The pandemic may have caused a drop in enrollment as the parent participation program has not been able to be fully functional due to Covid restrictions.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	38	46	28	11.20%	14.8%	9.1%
Fluent English Proficient (FEP)	72	68	81	21.20%	21.9%	26.2%
Reclassified Fluent English Proficient (RFEP)	6	18	31	15.8%	5.8%	10.0%

Conclusions based on this data:

1. Our EL population is small comparatively speaking to other schools in the district.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	50	52	0	50	52	0	50	52	0.0	100.0	100.0
Grade 4	43	50	49	0	50	49	0	50	49	0.0	100.0	100.0
Grade 5	45	36	45	0	34	45	0	34	45	0.0	94.4	100.0
All Grades	142	136	146	0	134	146	0	134	146	0.0	98.5	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2479.	2458.		44.00	32.69		26.00	30.77		22.00	28.85		8.00	7.69
Grade 4		2515.	2561.		48.00	55.10		22.00	36.73		16.00	6.12		14.00	2.04
Grade 5		2571.	2565.		50.00	46.67		29.41	35.56		11.76	6.67		8.82	11.11
All Grades	N/A	N/A	N/A		47.01	44.52		25.37	34.25		17.16	14.38		10.45	6.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.00	30.77		58.00	61.54		4.00	7.69
Grade 4		34.00	42.86		60.00	57.14		6.00	0.00
Grade 5		38.24	37.78		52.94	53.33		8.82	8.89
All Grades		36.57	36.99		57.46	57.53		5.97	5.48

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.00	15.38		58.00	65.38		10.00	19.23
Grade 4		28.00	38.78		60.00	61.22		12.00	0.00
Grade 5		52.94	46.67		38.24	46.67		8.82	6.67
All Grades		35.82	32.88		53.73	58.22		10.45	8.90

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.00	23.08		82.00	67.31		4.00	9.62
Grade 4		18.00	26.53		78.00	71.43		4.00	2.04
Grade 5		8.82	22.22		85.29	68.89		5.88	8.89
All Grades		14.18	23.97		81.34	69.18		4.48	6.85

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.00	28.85		48.00	63.46		16.00	7.69
Grade 4		26.00	32.65		72.00	67.35		2.00	0.00
Grade 5		26.47	37.78		67.65	55.56		5.88	6.67
All Grades		29.85	32.88		61.94	62.33		8.21	4.79

Conclusions based on this data:

1. We need to focus efforts on students who are below standard.
2. We need to focus on our student groups that are historically underserved.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	54	50	52	0	50	52	0	50	52	0.0	100.0	100.0
Grade 4	43	50	49	0	50	49	0	50	49	0.0	100.0	100.0
Grade 5	45	36	45	0	33	45	0	33	45	0.0	91.7	100.0
All Grades	142	136	146	0	133	146	0	133	146	0.0	97.8	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2478.	2478.		32.00	36.54		38.00	36.54		24.00	15.38		6.00	11.54
Grade 4		2524.	2564.		34.00	61.22		38.00	20.41		16.00	16.33		12.00	2.04
Grade 5		2553.	2549.		45.45	37.78		21.21	22.22		18.18	33.33		15.15	6.67
All Grades	N/A	N/A	N/A		36.09	45.21		33.83	26.71		19.55	21.23		10.53	6.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.00	44.23		60.00	40.38		4.00	15.38
Grade 4		48.00	63.27		36.00	34.69		16.00	2.04
Grade 5		39.39	24.44		42.42	60.00		18.18	15.56
All Grades		41.35	44.52		46.62	44.52		12.03	10.96

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.00	46.15		48.00	38.46		10.00	15.38
Grade 4		36.00	48.98		56.00	48.98		8.00	2.04
Grade 5		36.36	44.44		45.45	46.67		18.18	8.89
All Grades		38.35	46.58		50.38	44.52		11.28	8.90

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.00	32.69		44.00	57.69		14.00	9.62
Grade 4		34.00	53.06		58.00	42.86		8.00	4.08
Grade 5		39.39	26.67		42.42	66.67		18.18	6.67
All Grades		38.35	37.67		48.87	55.48		12.78	6.85

Conclusions based on this data:

1. We need to focus on students who are below the standard.
2. We need to focus on our student groups who are historically underserved.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1504.9	1502.6	*	1501.9	1492.7	*	1511.6	1525.8	10	17	12
1	1519.8	*	*	1527.4	*	*	1511.5	*	*	12	5	7
2	*	*		*	*		*	*		5	5	
3	*	*	*	*	*	*	*	*	*	4	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades										34	30	25

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	64.71	58.33	*	35.29	25.00	*	0.00	16.67	*	0.00	0.00	*	17	12
1	58.33	*	*	25.00	*	*	16.67	*	*	0.00	*	*	12	*	*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	58.82	56.67	56.00	26.47	36.67	32.00	14.71	6.67	12.00	0.00	0.00	0.00	34	30	25

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	64.71	58.33	*	35.29	25.00	*	0.00	16.67	*	0.00	0.00	*	17	12
1	58.33	*	*	25.00	*	*	16.67	*	*	0.00	*	*	12	*	*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	52.94	63.33	60.00	35.29	36.67	28.00	11.76	0.00	12.00	0.00	0.00	0.00	34	30	25

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	35.29	41.67	*	35.29	16.67	*	29.41	41.67	*	0.00	0.00	*	17	12
1	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12	*	*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	50.00	26.67	28.00	23.53	40.00	48.00	23.53	30.00	24.00	2.94	3.33	0.00	34	30	25

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	88.24	66.67	*	11.76	25.00	*	0.00	8.33	*	17	12
1	75.00	*	*	25.00	*	*	0.00	*	*	12	*	*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	54.55	73.33	68.00	45.45	26.67	28.00	0.00	0.00	4.00	33	30	25

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	41.18	33.33	*	58.82	66.67	*	0.00	0.00	*	17	12
1	50.00	*	*	50.00	*	*	0.00	*	*	12	*	*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	52.94	56.67	52.00	44.12	43.33	44.00	2.94	0.00	4.00	34	30	25

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	35.29	41.67	*	64.71	58.33	*	0.00	0.00	*	17	12
1	33.33	*	*	66.67	*	*	0.00	*	*	12	*	*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	48.48	36.67	44.00	48.48	56.67	56.00	3.03	6.67	0.00	33	30	25

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	58.82	50.00	*	35.29	50.00	*	5.88	0.00	*	17	12
1	25.00	*	*	66.67	*	*	8.33	*	*	12	*	*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	44.12	40.00	32.00	52.94	56.67	68.00	2.94	3.33	0.00	34	30	25

Conclusions based on this data:

1. Our English language learners continue to make progress.

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
309	11	9.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Washington Open 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	28	9.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	34	11
Students with Disabilities	39	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.6
Asian	100	32.4
Filipino	9	2.9
Hispanic	40	12.9
Two or More Races	46	14.9
White	110	35.6

Conclusions based on this data:

1. Washington Open's diversity is growing.

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  Blue	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Blue		

Conclusions based on this data:

1. Our data continues to show growth.
2. We need to continue to monitor our Hispanic/Latino/a and ML learners' academic achievement.
3. We need to monitor our chronic absenteeism with our Hispanic/Latino/a and Students with Disabilities groups.

School and Student Performance Data

Academic Performance English Language Arts

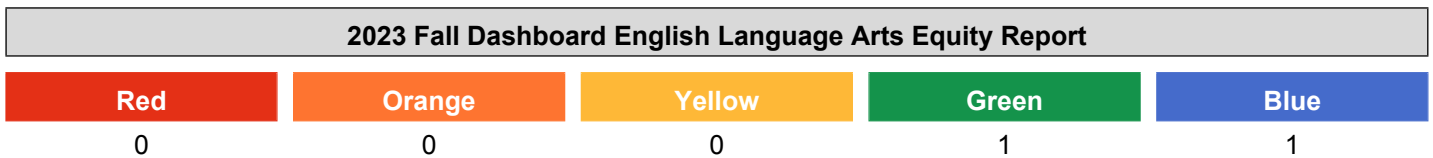
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 58.7 points above standard Increased +7.5 points 146 Students	English Learners 44.4 points above standard Decreased -9.2 points 24 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged 0.8 points above standard Decreased Significantly -28.8 points 16 Students	Students with Disabilities 23.9 points above standard Increased Significantly +32.6 points 31 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 95.2 points above standard Maintained +1.4 points 46 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
17.7 points above standard Increased Significantly +51.1 points 18 Students	58.5 points above standard Increased +8.7 points 22 Students	 No Performance Color 0 Students	 Green 44.9 points above standard Maintained -0.1 points 53 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 4 Students	71.1 points above standard Decreased -5.6 points 20 Students	60.4 points above standard Increased +7.8 points 96 Students

Conclusions based on this data:

1. Our reclassified English learners are performing above standard.

School and Student Performance Data

Academic Performance Mathematics

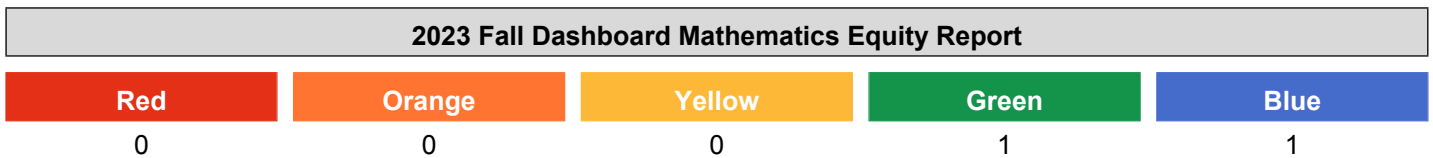
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students Blue 48.3 points above standard Increased +10.4 points 146 Students	English Learners 54.4 points above standard Increased +11.9 points 24 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 12.1 points above standard Increased +8.2 points 16 Students	Students with Disabilities 5.4 points below standard Increased Significantly +18.5 points 31 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 92.3 points above standard Maintained +1.6 points 46 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
2.2 points above standard Increased Significantly +44.8 points 18 Students	47 points above standard Increased Significantly +24.9 points 22 Students	 No Performance Color 0 Students	 Green 32.2 points above standard Maintained +0.6 points 53 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 4 Students	69.6 points above standard Increased +7.9 points 20 Students	35.2 points above standard Maintained -2.8 points 96 Students

Conclusions based on this data:

1. Our focus needs to be on math.

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
61.5 points above standard making progress towards English language proficiency
Number of EL Students: 13 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	3	1	7

Conclusions based on this data:

1. Washington Open's Multilingual Learners make continuous growth and we will continue with Academic support for writing and vocabulary.

School and Student Performance Data

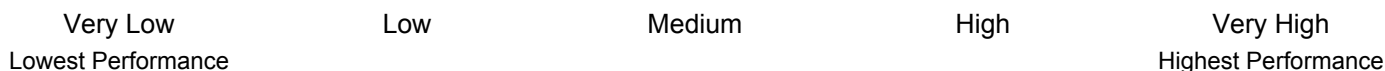
Academic Performance College/Career Report

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

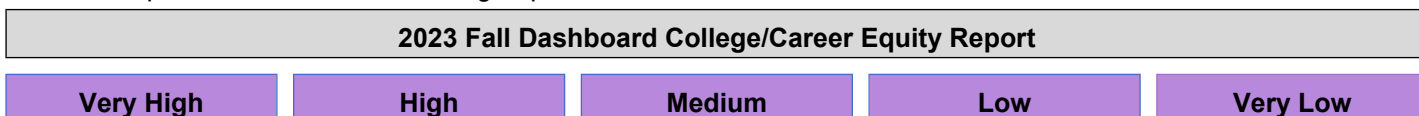
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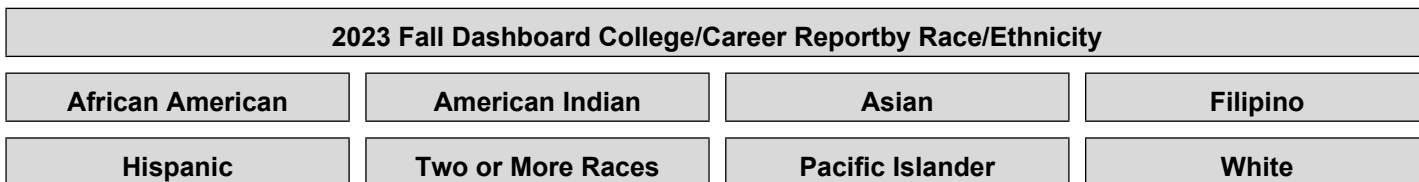
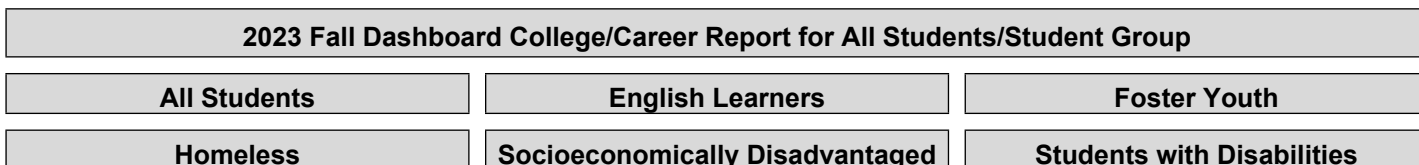
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

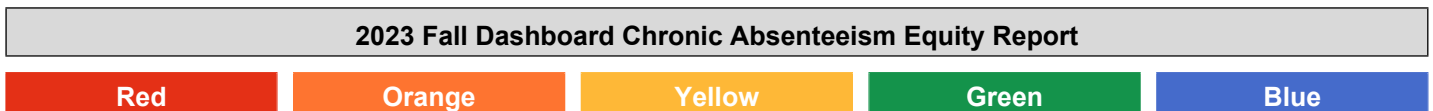
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 12.9% Chronically Absent Declined -0.5 309 Students	English Learners Green 8.3% Chronically Absent Declined -2.5 36 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged 21.6% Chronically Absent Increased 1.6 37 Students	Students with Disabilities Red 28.8% Chronically Absent Increased 0.6 52 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	 Yellow 12% Chronically Absent Declined -0.9 100 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 27.5% Chronically Absent Increased 8 40 Students	 Orange 14.6% Chronically Absent Increased 0.9 48 Students	 No Performance Color 0 Students	 Green 9.1% Chronically Absent Declined -3.8 110 Students

Conclusions based on this data:

1. We have contacted our families of absentee students and continue to work with them to improve attendance.
2. We see a number of students who are absent in order to travel to other countries for family events.
3. We have students in two categories (Hispanic/Latino/a and Students with Disabilities) that are chronically absent.

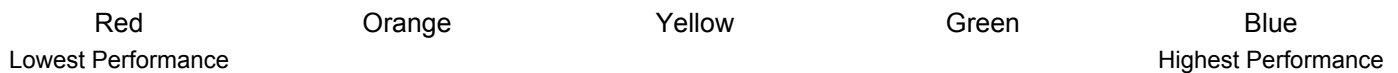
School and Student Performance Data

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.

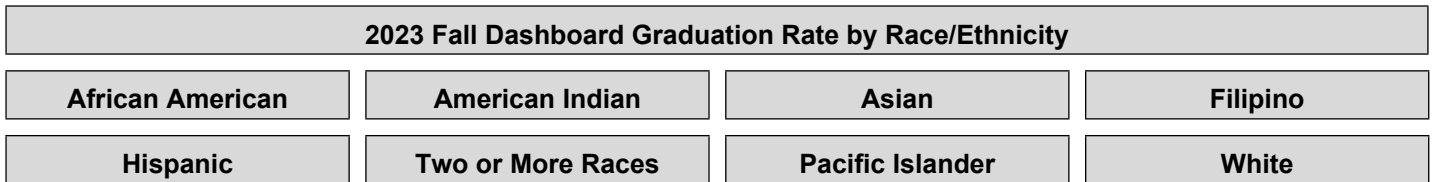
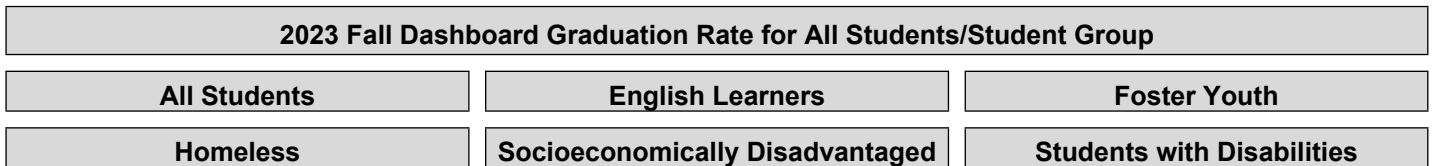
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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

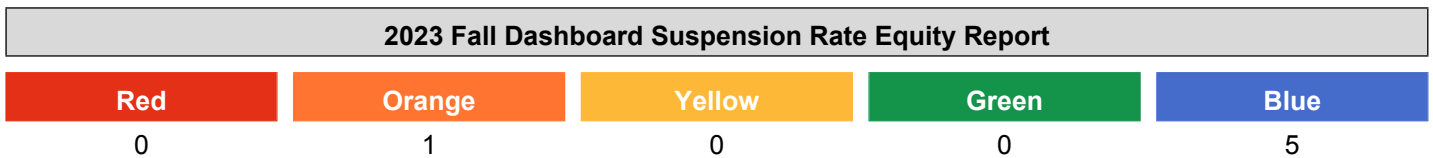
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>Blue</p> <p>0.3% suspended at least one day</p> <p>Maintained 0 313 Students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 37 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>0% suspended at least one day</p> <p>Maintained 0 38 Students</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -2.2 52 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Declined -1 104 Students</p>	<p>Less than 11 Students 9 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Maintained 0 40 Students</p>	<p align="center"> Orange 2.1% suspended at least one day Increased 2.1 48 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 110 Students</p>

Conclusions based on this data:

1. Very few suspensions happen at Washington Open.
2. Data shows our counseling and check ins are working.

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.

Reading/Language Arts

Students will demonstrate either grade level performance in Reading/Language Arts or one year's growth toward grade level achievement K-5 as demonstrated by standardized assessments including CAASPP (California Assessment of Student Performance and Progress), F&P (Fountas and Pinnell reading and comprehension assessment), and/or iReady scores.

By the end of the academic year, our data will show continued growth with our Hispanic/Latino/a student population as well as our English Learner population demonstrating significant academic progress by either achieving grade-level proficiency or making more than one year's growth on standardized assessments, including CAASPP (California Assessment of Student Performance and Progress), F&P (Fountas and Pinnell reading and comprehension assessment), and/or iReady scores, thereby reducing the educational disparity gap and ensuring equitable academic outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: (Proposed)

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

Consistent measured growth for all students. Students below grade level need more than one year's growth in order to begin to close the educational disparity gap.

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
iReady	Overall, school shows growth at 121% (spring, 2024 - after 3rd diagnostic) 84% of students have made at least one year's growth and/or have scores on or above grade level 16% of students have not made more than one year's growth - scores and are one or more grade levels below standard	Growth measures will show at least one year's growth for all students and for students below grade level, will show more than one year's growth.
CAASPP	75.49% met or exceeded standard. 24.51% have not met standard.	Increase in number of students who meet standard.
Fountas and Pinnell	79.3% of students have met standard for 2nd trimester 2024. 20.7% of students have either nearly met or not met standard for 2nd trimester.	Increase in number of students who meet standard by end of third trimester.

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	Academic support provided by an intervention teacher for students who need support in reading, writing and vocabulary.	Students who are identified as needing intervention by classroom teachers and by scores on assessments.	21,923.00 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.2	Subs for grade level collaborations, SST's, School-wide collaboration, teacher training	All students will be served.	
1.3	K-2 support for language development: vocal music	Students in grades kinder through second grades.	
1.4	Purchase books for library	For all Students Groups	
1.5	Small group, targeted instruction will continue to be implemented in classrooms	For all Students Groups	
1.6	Implementation of UFLI phonics program for K-2 instruction and 3-5 intervention.	For all student groups.	
1.7	Family Academy night focused on literacy instruction with an emphasis on new UFLI phonics curriculum.	For all student groups.	
1.8	Provide families with information about UFLI phonics curriculum and resources to use at home.	For all student groups.	

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.

We saw a 3.49 point increase in the percentage of students who met the standard on CAASPP scores. We also saw an increase of 10% in the number of students who made more than one year's growth according to iReady growth measures. We saw a 17% increase in the number of students who meet grade level standards on our F&P assessments.

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

We used budget expenditures as intended as well as strategies as intended. We did add a "Reader Leader" group of upper grade students who would read with lower grade students on a biweekly basis to help our older students gain confidence and our younger students

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.

We are adding an additional strategy and that is the implementation of a new phonics program for all K-2 students as well as used as an intervention for grades 3-5.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics

Students will demonstrate either grade level performance in math or one year's growth toward grade level achievement K-5 as demonstrated by standardized assessments including CAASPP (California Assessment of Student Performance and Progress), and/or iReady scores.

By the end of the academic year, our data will show continued growth with our Hispanic/Latino/a student population as well as our English Learner population demonstrating significant academic progress by either achieving grade-level proficiency or making more than one year's growth on standardized assessments, including CAASPP (California Assessment of Student Performance and Progress), and/or iReady scores, thereby reducing the educational disparity gap and ensuring equitable academic outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: (Proposed)

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

Consistent measured growth for all students. Students below grade level need more than one year's growth in order to begin to close the educational disparity gap.

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
iReady	Overall, school shows growth at 100% (spring, 2024 - after 3rd diagnostic) 77% of students have made at least one year's growth and/or have scores on or above grade level 23% of students have not made more than one year's growth - scores and are one or more grade levels below standard	Growth measures will show at least one year's growth for all students and for students below grade level, will show more than one year's growth.
CAASPP	76.47% met or exceeded standard. 23.53% have not met standard.	Increase in number of students who meet standard.

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	Academic support provided by an intervention teacher for students who need support in math.	Students who are identified as needing intervention by classroom teachers and by scores on assessments.	21,923.00 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.2	Subs for grade level collaborations, SST's, School-wide collaboration, teacher training.	All students will be served.	
1.3	Grade level collaboration: grade levels will meet regularly to discuss, plan for and implement instructional strategies	All students will be served.	
1.4	Small group, targeted instruction will continue to be implemented in classrooms.	All students will be served.	
1.5	Family Academy night dedicated to helping families gain skills in helping their children with math learning.	All students will be served.	
1.6	Implement Math Festival night for families to play with math concepts together.	All students will be served.	
1.7			
1.8			

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.

We saw a 6.57 point increase in the percentage of students who met the standard on CAASPP scores. We also saw an increase of 11% in the number of students who made more than one year's growth according to iReady growth measures.

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

We used budget expenditures as intended as well as strategies as intended. We did add a math festival for both students during the day and a festival at night for families to help garner enthusiasm for math learning.

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

We added strategies to bring a family connection to math learning so that it can be supported at home.

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.

English Language Development

All MLs (multilingual learners) will demonstrate an increase in their scale scores according to the ELPAC (English Language Proficiency Assessment for California) assessment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: (Proposed)

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaborative and are prepared to thrive in a global society.

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.

Consistent measured growth for all ML students. ML students below grade level need more than one year's growth in order to begin to close the educational disparity gap.

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
ELPAC	49% of ML students are at a current level 3, 26.1%% of ML students are at a current level 2, and 26.1% of ML students are at a current level 1. 12 students redesignated as English Learners.	Percentage of students who gain a level on the ELPAC will increase as well as the number of students who are redesignated as fluent English learners.

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	Academic support provided by an intervention teacher for multilingual learners (ML) who need support in reading, writing and vocabulary.	Students who are identified as needing intervention by classroom teachers and by scores on assessments.	
1.2	Implement integrated ML strategies in the classroom as outlined by SIOP strategies/training.	All ML students will be served.	
1.3	Small group, targeted instruction will be implemented in classrooms with ML students.	All ML students will be served.	
1.4	Designated ELD (English Language Development) time in classrooms to provide targeted instruction in English language.	All designated ML students who have scored on levels 1-4 on ELPAC assessment.	
1.5	Staff will provide opportunities for families to share and celebrate their home language within the school/classroom.	All student groups.	
1.6	Implementation of UFLI phonics curriculum.	All student groups.	
1.7			
1.9			

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.

We redesignated 12 students to fluent English speakers.

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

We used budget expenditures as intended as well as strategies as intended.

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.

We added strategies to address connection with families as well as new phonics program to help our ML students with learning sounds and letters of English language.

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.

School Climate

The staff, students, families and administration will focus on a positive and inclusive school climate at Washington Open Elementary School.

We want to increase engagement, representation, and partnership with our new & ELL families. We also want to explore adapting our parent participation program structure to facilitate equitable access for all our families (especially economically, culturally, and linguistically diverse families).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: (Proposed)

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaborative and are prepared to thrive in a global society.

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.

We are working on continuing to build our parent participation program. We want families, students and staff to feel a connection to school, the program and to each other. Building community is a goal. We also are focused on creating an equitable parent participation structure that will continue the philosophy of the school as well as ensure access for families who would like to participate in the program.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance sheets from Family Academies	<p>100% of new families attended New Family Academy at the beginning of the year.</p> <p>75% of new families attended math family academy</p> <p>46% of new families attended literacy family academy</p> <p>32% of new families attended social-emotional learning family academy</p>	Increase in participation from new families as well as increase in participation from veteran families.
Health Kids Survey	<p>Data from Fall, 2023:</p> <p>School connectedness: 84% reported positive responses</p> <p>Academic motivation: 85% reported positive responses</p> <p>Caring relationships: 80% reported positive responses</p> <p>High expectations: 88% reported positive responses</p> <p>Meaningful participation: 46% reported positive responses</p> <p>Perceived school safety: 89% reported positive responses</p> <p>Low violence victimization: 49% reported low violence</p> <p>Fairness: 84% reported positive responses</p> <p>Rule clarity: 96% reported positive responses</p> <p>Social emotional learning supports: 80% reported positive responses</p> <p>Anti-bullying climate: 73% reported positive responses</p> <p>Positive behavior: 98% reported positive responses</p> <p>Parent involvement in schooling: 67% reported positive responses</p> <p>Facilities upkeep: 85% reported positive responses</p>	Increase in positive responses in all categories (except violence victimization in which we want less violence reported)

	We saw an increase in positive responses in 11 of the 14 categories.	
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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	Student Leader supervisor: plan/help to implement student leader activities and instruction. This will help students to build a sense of belonging and responsibility to our community.	All students will be served.	
1.2	Noon duty supervisors: help to monitor safety and well being of students.	All students will be served.	
1.3	Safety Patrol supervisor: help to organize/maintain safety patrol program, monitor students in safety patrol.	All students will be served.	
1.4	School Site Council will hold discussion groups throughout the year in order to explore different options for engaging families in the parent participation program in an equitable way.	All students will be served.	
1.5	Project Cornerstone: program to enhance social-emotional learning.	All students will be served.	
1.6	Classes will partner with other classes to provide peer/mentor leadership opportunities as well as build social-emotional skills.	All students will be served.	
1.7	Work closely with WOPFG to plan and implement community activities.	All students will be served.	
1.8	Plan and implement classroom family meetings for all grade levels.	All students will be served.	
1.9	Plan and implement Family Academy workshops to provide discussions, instruction and support for families in ways to help their students both in the classroom and at home. (Could include talks given by alum, time to meet and greet mentor families/buddy families, etc.)	All students will be served.	
1.10	Religious holidays that are represented by our student population will be taken into consideration when calendarizing school activities.	All student groups.	
1.11	Work closely with WOPFG to set up mentors for new families to the school at all grade levels.	All student groups.	
1.12	Teachers will offer student classroom meetings in order to discuss issues in the classroom and to solve problems.	All student groups.	
1.13	Leadership opportunities will be offered upper grade students such as Safety Patrol, Reader Leaders, Environmental Leaders, Student Leaders and Student Government in order to build skills of	All upper grade students.	

students as well as plan events to create a positive culture and climate within the school.		
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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.

We saw an increase in the number of families that participated at the beginning of the year family academy. We would like to still increase the number of families that participate in the academic and social-emotional family academies, especially new families to the program.

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

We used budget expenditures as intended as well as strategies as intended.

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.

We added some additional strategies around building student leadership as well as mentoring new families and being mindful of diverse religious observances when planning school events. We also added a strategy to gain information and ideas around building an equitable parent participation experience for our school.

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.

Chronic Absenteeism

Chronic absenteeism will decrease in our students with disability population as evidenced by attendance records.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: (Proposed)

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

We are currently identified as a school in ATSI for chronic absenteeism amongst our students with disabilities population.

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
CA Dept of Education (CA Dashboard) and school attendance records	Students with disabilities show a 0.6% increase in chronic absenteeism to a total of 28.8%. Hispanic students show an 8% increase in chronic absenteeism to a total of 27.5%.	Chronic Absenteeism rate will drop over the course of the 2024-2025 school year and lower our chronic absenteeism rate.

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	Restrictions have been lifted by county and school district guidelines around student absences for Covid and other illnesses.	All students who are chronically absent.	

1.2	Phone calls, emails, and letters will be sent to families when there are excessive absences according to district protocols.	All students who are chronically absent.	
1.3	An SST (Student Support Team) meeting will be held to determine interventions for students and families to support regular attendance at school.	All students who are chronically absent.	
1.4	General communication about attendance/illness guidelines will be given to families at the beginning of the year as well as reminders throughout the year.	All student groups.	

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.

All student groups except students with disabilities improved chronic absenteeism rates. With the lifting of county/school district restrictions on attendance with Covid and other illnesses, we have seen an improvement in our overall chronic absenteeism rate.

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

We used budget expenditures as intended as well as strategies as intended.

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 focus will be with our students with disabilities and our Hispanic/Latino/a student groups. We will implement new procedures and communication guidelines to work with the families of students who are chronically absent.

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
Targeted Allocation	43,846.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	43,846.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	43,846.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	43,846.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,923.00
Goal 2	21,923.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Nalyne Hunt	Classroom Teacher
Will Beals	Parent or Community Member
Jennifer Contos	Classroom Teacher
Kendra Fehrer: Chairperson	Parent or Community Member
Heidi Pilawski	Principal
Mabel Iriberry : ELSAT	Other School Staff
Caitlin Clarke Bartunek	Parent or Community Member
Anisa Irwin	Parent or Community Member
Mary Erickson	Other School Staff
Claudia Miranda (ELAC representative)	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/7/2024.

Attested:



Principal, Heidi Pilawski on 5/7/2024



SSC Chairperson, Kendra Fehrer on 5/7/2024