School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Washington Elementary School	19-64337-6012025	October 24,2024	XXXXXXXXXXXXXXXXX XX, 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 George Washington Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

- Washington is a Title I school
- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
- School accountability aligned to LCAP accountability (Dashboard), including SBAC results in Reading/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement)
- Parent involvement and engagement are a priority of the district
- Professional development of certificated and classified staff is based on the needs of students and staff to increase student achievement
- Development and monitoring of the school plan activities and expenditures are performed by the School Site Council

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

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Plan Description

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

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

Schoolwide Program

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- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
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All 3rd through 5th grade students will gain 3% or more on the Spring 2025 CAASPP in English Language Arts and Mathematics. English Learners will also grow 3% on the ELPAC.

Educational Partner Involvement

How, when, and with whom did George 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

School Site Council reviewed, edited and approved the school plan. English Language Advisory Committee reviewed and approved the goal relating to English Language Learners. The budgeted expenditures from 2023-2024 were also reviewed by the school site council. Additional input was provided by the staff.

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.

Teacher ratios are the same as in other schools.

Funding across the district is consistent as funds are distributed on a per-pupil basis.

The school meets Comparability requirements.

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.

The December 2023 English Learner Progress indicator is at the "Red" level with 44.6% making progress but a decline of 17.9%.

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.

The December 2023 Dashboard indicates for English Language Arts that the "Hispanic" subgroup is at the "Orange" performance level while "All Students" is at the "Green" performance level.
The December 2023 Dashboard indicates for Mathematics that the "Hispanic" subgroup is at the "Orange" performance level while "All Students" is at the "Green" performance level.

Other Needs

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

Chronic absenteeism for students with disabilities

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for George 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	0.23%	0%	%	1	0	
African American	2.93%	3%	2.09%	13	13	9
Asian	3.15%	2.3%	2.55%	14	10	11
Filipino	5.18%	3.23%	2.78%	23	14	12
Hispanic/Latino	43.92%	43.32%	42.69%	195	188	184
Pacific Islander	0.23%	0.23%	%	1	1	
White	37.61%	39.86%	41.76%	167	173	180
Two or More Races	3.38%	4.84%	4.87%	15	21	21
Not Reported	3.38%	3.23%	3.25%	15	14	14
			Total Enrollment	444	434	431

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	114	113	63
Grade 1	59	72	73
Grade 2	62	59	72
Grade 3	67	65	63
Grade 4	59	62	63
Grade 5	83	63	63
Total Enrollment	444	434	431

Conclusions based on this data:

1. Washington enrollment has declined over the last few years though is recovering some enrollment in 2024-2025.
2. The Hispanic/Latino subgroup is the largest with White being second.
3. The school facilities are satisfactory to meet enrollment needs.

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	97	82	102	22.5%	21.8%	23.7%
Fluent English Proficient (FEP)	47	38	30	12.1%	10.6%	7.0%
Reclassified Fluent English Proficient (RFEP)				5.8%		

Conclusions based on this data:

1. 23.7% of enrollment is English learners.
2. The 2023-24 reclassification rate is around 15.70% though not stated on this report and has stayed pretty much constant.
3. 7.0% of students are Fluent English Proficient.

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	72	65	59	68	61	55	68	61	55	94.4	93.8	93.2
Grade 4	57	63	62	53	57	59	53	57	59	93.0	90.5	95.2
Grade 5	83	61	66	72	56	62	72	56	61	86.7	91.8	93.9
All Grades	212	189	187	193	174	176	193	174	175	91.0	92.1	94.1

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	2431.	2409.	2413.	25.00	18.03	18.18	30.88	22.95	25.45	22.06	31.15	27.27	22.06	27.87	29.09
Grade 4	2481.	2534.	2468.	24.53	61.40	22.03	24.53	22.81	27.12	33.96	5.26	25.42	16.98	10.53	25.42
Grade 5	2550.	2530.	2559.	47.22	35.71	44.26	22.22	23.21	32.79	13.89	25.00	9.84	16.67	16.07	13.11
All Grades	N/A	N/A	N/A	33.16	37.93	28.57	25.91	22.99	28.57	22.28	20.69	20.57	18.65	18.39	22.29

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	17.65	18.03	9.09	70.59	62.30	70.91	11.76	19.67	20.00
Grade 4	20.75	42.11	20.34	66.04	50.88	57.63	13.21	7.02	22.03
Grade 5	36.11	26.79	34.43	55.56	57.14	55.74	8.33	16.07	9.84
All Grades	25.39	28.74	21.71	63.73	56.90	61.14	10.88	14.37	17.14

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	19.12	13.11	12.73	48.53	40.98	50.91	32.35	45.90	36.36
Grade 4	20.75	33.33	15.25	64.15	59.65	71.19	15.09	7.02	13.56
Grade 5	36.11	28.57	26.23	47.22	60.71	59.02	16.67	10.71	14.75
All Grades	25.91	24.71	18.29	52.33	53.45	60.57	21.76	21.84	21.14

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	11.48	21.82	69.12	75.41	65.45	16.18	13.11	12.73
Grade 4	13.21	22.81	11.86	79.25	68.42	76.27	7.55	8.77	11.86
Grade 5	13.89	21.43	19.67	77.78	67.86	77.05	8.33	10.71	3.28
All Grades	13.99	18.39	17.71	75.13	70.69	73.14	10.88	10.92	9.14

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	14.71	16.39	12.73	73.53	65.57	69.09	11.76	18.03	18.18
Grade 4	22.64	38.60	15.25	62.26	54.39	69.49	15.09	7.02	15.25
Grade 5	34.72	25.00	39.34	56.94	62.50	55.74	8.33	12.50	4.92
All Grades	24.35	26.44	22.86	64.25	60.92	64.57	11.40	12.64	12.57

Conclusions based on this data:

1. Reading: The majority of students (78.86%) fall between "Above Standard" and "At or Near Standard."
2. Writing: The majority of students (78.86%) fall between "At or Near Standard" and "Above Standard."
3. Listening: The majority of students (90.85%) fall between "At or Near Standard" and "Above Standard."

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	72	65	59	69	65	57	69	65	57	95.8	100.0	96.6
Grade 4	57	63	62	55	62	62	55	62	62	96.5	98.4	100
Grade 5	83	61	66	77	61	65	77	61	65	92.8	100.0	98.5
All Grades	212	189	187	201	188	184	201	188	184	94.8	99.5	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2427.	2405.	2415.	14.49	7.69	12.28	36.23	30.77	22.81	24.64	26.15	38.60	24.64	35.38	26.32
Grade 4	2471.	2516.	2476.	14.55	35.48	19.35	27.27	29.03	27.42	40.00	25.81	35.48	18.18	9.68	17.74
Grade 5	2532.	2504.	2544.	33.77	24.59	33.85	23.38	16.39	23.08	22.08	27.87	27.69	20.78	31.15	15.38
Grade 11															
All Grades	N/A	N/A	N/A	21.89	22.34	22.28	28.86	25.53	24.46	27.86	26.60	33.70	21.39	25.53	19.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.19	18.46	12.28	50.72	47.69	61.40	26.09	33.85	26.32
Grade 4	25.45	48.39	25.81	54.55	38.71	58.06	20.00	12.90	16.13
Grade 5	38.96	24.59	32.31	36.36	45.90	52.31	24.68	29.51	15.38
Grade 11									
All Grades	29.85	30.32	23.91	46.27	44.15	57.07	23.88	25.53	19.02

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	20.29	15.38	17.54	46.38	46.15	49.12	33.33	38.46	33.33
Grade 4	16.36	29.03	14.52	56.36	54.84	62.90	27.27	16.13	22.58
Grade 5	25.97	21.31	27.69	51.95	44.26	53.85	22.08	34.43	18.46
All Grades	21.39	21.81	20.11	51.24	48.40	55.43	27.36	29.79	24.46

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	17.39	12.31	19.30	68.12	66.15	63.16	14.49	21.54	17.54
Grade 4	18.18	40.32	11.29	49.09	46.77	66.13	32.73	12.90	22.58
Grade 5	19.48	16.39	29.23	64.94	68.85	58.46	15.58	14.75	12.31
All Grades	18.41	22.87	20.11	61.69	60.64	62.50	19.90	16.49	17.39

Conclusions based on this data:

1. Fifth Grade students outperformed students in grade 3 and 4 students overall when comparing "%Standard Exceeded" and "% Standard Met."
2. Overall Concepts and Procedures was the highest subtest based on the "% Above Standard" and "At of Ner Standard."
3. Grade 3 did poorest in Concepts and Procedures with 33% scoring Below Standard.

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) 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		
	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	1385.4	1409.0	1392.3	1394.4	1407.2	1403.7	1364.6	1412.9	1365.6	20	20	27
1	*	1385.3	1406.4	*	1385.6	1410.6	*	1384.4	1401.7	10	11	19
2	1446.2	1441.5	1363.7	1450.8	1423.7	1375.2	1441.4	1458.9	1351.8	17	12	17
3	1478.3	1474.6	1458.3	1484.6	1470.5	1453.8	1471.2	1478.4	1462.3	16	17	16
4	1467.3	1535.1	1490.2	1468.3	1535.4	1476.9	1465.9	1534.2	1503.2	16	17	18
5	1511.4	1475.5	1535.5	1494.9	1463.5	1523.8	1527.4	1486.8	1546.8	21	13	12
All Grades										100	90	109

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	10.00	15.00	7.41	15.00	10.00	14.81	45.00	55.00	51.85	30.00	20.00	25.93	20	20	27
1	*	0.00	5.26	*	9.09	15.79	*	45.45	57.89	*	45.45	21.05	*	11	19
2	5.88	0.00	0.00	29.41	41.67	29.41	41.18	33.33	23.53	23.53	25.00	47.06	17	12	17
3	12.50	11.76	12.50	56.25	41.18	18.75	12.50	17.65	50.00	18.75	29.41	18.75	16	17	16
4	25.00	47.06	11.11	50.00	29.41	27.78	6.25	0.00	44.44	18.75	23.53	16.67	16	17	18
5	33.33	30.77	41.67	28.57	30.77	16.67	9.52	0.00	25.00	28.57	38.46	16.67	21	13	12
All Grades	16.00	18.89	11.01	33.00	26.67	20.18	27.00	25.56	44.04	24.00	28.89	24.77	100	90	109

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	20.00	10.00	7.41	5.00	25.00	22.22	55.00	45.00	33.33	20.00	20.00	37.04	20	20	27
1	*	9.09	5.26	*	18.18	36.84	*	27.27	36.84	*	45.45	21.05	*	11	19
2	17.65	0.00	11.76	23.53	33.33	17.65	47.06	41.67	35.29	11.76	25.00	35.29	17	12	17
3	43.75	23.53	25.00	31.25	41.18	37.50	6.25	11.76	18.75	18.75	23.53	18.75	16	17	16
4	50.00	58.82	16.67	31.25	17.65	38.89	0.00	5.88	33.33	18.75	17.65	11.11	16	17	18
5	42.86	23.08	33.33	23.81	38.46	50.00	9.52	0.00	8.33	23.81	38.46	8.33	21	13	12
All Grades	31.00	22.22	14.68	26.00	28.89	32.11	25.00	22.22	29.36	18.00	26.67	23.85	100	90	109

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	15.38	15.00	0.00	23.08	5.00	11.11	46.15	65.00	66.67	15.38	15.00	22.22	13	20	27
1	0.00	0.00	5.26	17.65	0.00	10.53	41.18	27.27	52.63	41.18	72.73	31.58	17	11	19
2	20.00	0.00	0.00	65.00	41.67	11.76	5.00	33.33	35.29	10.00	25.00	52.94	20	12	17
3	5.88	5.88	12.50	17.65	23.53	0.00	70.59	35.29	37.50	5.88	35.29	50.00	17	17	16
4	5.26	29.41	5.56	31.58	41.18	27.78	47.37	5.88	38.89	15.79	23.53	27.78	19	17	18
5	35.71	23.08	25.00	14.29	38.46	33.33	42.86	0.00	25.00	7.14	38.46	16.67	14	13	12
All Grades	8.00	13.33	6.42	29.00	24.44	14.68	30.00	30.00	45.87	33.00	32.22	33.03	100	90	109

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	15.00	15.00	14.81	50.00	70.00	62.96	35.00	15.00	22.22	20	20	27
1	*	9.09	26.32	*	54.55	52.63	*	36.36	21.05	*	11	19
2	5.88	9.09	17.65	76.47	72.73	35.29	17.65	18.18	47.06	17	11	17
3	56.25	5.88	20.00	25.00	64.71	60.00	18.75	29.41	20.00	16	17	15
4	68.75	52.94	50.00	12.50	35.29	44.44	18.75	11.76	5.56	16	17	18
5	23.81	23.08	63.64	57.14	38.46	27.27	19.05	38.46	9.09	21	13	11
All Grades	32.00	20.22	28.97	46.00	56.18	49.53	22.00	23.60	21.50	100	89	107

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	15.00	5.00	7.41	70.00	70.00	55.56	15.00	25.00	37.04	20	20	27
1	*	9.09	10.53	*	45.45	63.16	*	45.45	26.32	*	11	19
2	11.76	8.33	5.88	76.47	66.67	58.82	11.76	25.00	35.29	17	12	17
3	50.00	29.41	37.50	31.25	47.06	43.75	18.75	23.53	18.75	16	17	16
4	43.75	52.94	22.22	37.50	23.53	44.44	18.75	23.53	33.33	16	17	18
5	52.38	46.15	33.33	19.05	15.38	58.33	28.57	38.46	8.33	21	13	12
All Grades	31.00	25.56	17.43	49.00	45.56	54.13	20.00	28.89	28.44	100	90	109

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	5.00	15.00	0.00	70.00	70.00	81.48	25.00	15.00	18.52	20	20	27
1	*	0.00	5.26	*	36.36	57.89	*	63.64	36.84	*	11	19
2	5.88	0.00	0.00	47.06	50.00	47.06	47.06	50.00	52.94	17	12	17
3	0.00	5.88	12.50	62.50	23.53	18.75	37.50	70.59	68.75	16	17	16
4	0.00	35.29	11.11	75.00	41.18	61.11	25.00	23.53	27.78	16	17	18
5	28.57	7.69	41.67	42.86	53.85	16.67	28.57	38.46	41.67	21	13	12
All Grades	10.00	12.22	9.17	56.00	46.67	52.29	34.00	41.11	38.53	100	90	109

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	15.00	20.00	18.52	35.00	55.00	48.15	50.00	25.00	33.33	20	20	27
1	*	0.00	0.00	*	45.45	73.68	*	54.55	26.32	*	11	19
2	18.75	16.67	5.88	50.00	58.33	47.06	31.25	25.00	47.06	16	12	17
3	25.00	23.53	6.25	56.25	47.06	75.00	18.75	29.41	18.75	16	17	16
4	50.00	52.94	16.67	31.25	23.53	66.67	18.75	23.53	16.67	16	17	18
5	38.10	38.46	33.33	33.33	23.08	58.33	28.57	38.46	8.33	21	13	12
All Grades	26.26	26.67	12.84	44.44	42.22	60.55	29.29	31.11	26.61	99	90	109

Conclusions based on this data:

1. The size of the subgroup by grade level limits the reporting of the data from year to year. In 2023-2024, 109 students took the ELPAC.
2. In 2023-24, 31.19% of student results fell in Levels 3 and 4.
3. Reading continues to be a need with 38.53% of students performing at the Beginning level on the 2023-24 ELPAC.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
431	**49.7%**	**23.7%**	**0.5%**
Total Number of Students enrolled in George 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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	102	23.7%
Foster Youth	2	0.5%
Homeless	3	0.7%
Socioeconomically Disadvantaged	214	49.7%
Students with Disabilities	79	18.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	2.1%
American Indian	0	0.0%
Asian	11	2.6%
Filipino	12	2.8%
Hispanic	184	42.7%
Two or More Races	21	4.9%
Pacific Islander	0	0.0%
White	180	41.8%

Conclusions based on this data:

1. From the chart above, of the 434 students enrolled at Washington, 51.2% of students are considered socio-economically disadvantaged.

2. From the chart above, of the 434 students enrolled at Washington, 18.9% of students are considered English Learner students.

3. From the chart above, of the 434 students enrolled at Washington, 20.3% of students are considered Students with Disabilities.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Arts achievement is at the GREEN level..
2. Math achievement is at the YELLOW level.
3. Chronic Absenteeism is at the YELLOW level. The Suspension Rate is at the GREEN level. English Learner Progress is at the RED level.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
11.7 points above standard	19.1 points below standard	0 Students
Declined 9.1 points	Declined 29.9 points	
174 Students	57 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	6.1 points below standard
	2 Students	Declined 8.1 points
		90 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
53.3 points below standard	Less than 11 Students	0 Students
Declined 6.1 points	3 Students	
38 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	5.7 points below standard
6 Students	4 Students	Maintained 2.8 points
		64 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
75.6 points above standard	0 Students	4.4 points above standard
15 Students		Declined 30.5 points
		76 Students

Conclusions based on this data:

1. The achievement rate for All Students scored at the GREEN level with 20.8 points above standard. The White subgroup scored at the GREEN level with 34.9points above standard. English learners scored at the BLUE level with 10.8 points above standard.
2. The Socioeconomically Disadvantaged subgroup scored at the YELLOW level with 2 points above standard.
3. The Hispanic subgroups scored at the ORANGE level with 8.6 points below standard. The Student with Disabilities subgroup scored 47.2 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	3	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Yellow	No Performance Color
0.0 points below standard	6.3 points below standard	0 Students
Increased 4.1 points	Declined 6.5 points	
179 Students	61 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Less than 11 Students	15.8 points below standard
	2 Students	Increased 7.1 points
		93 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
66.1 points below standard	Less than 11 Students	0 Students
Increased 9.3 points	3 Students	
38 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Less than 11 Students	Less than 11 Students	24.0 points below standard
6 Students	4 Students	Increased 13.9 points
		64 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
34.6 points above standard	0 Students	5.9 points above standard
15 Students		Declined 11.3 points
		80 Students

Conclusions based on this data:

1. The All Student subgroup scored at the YELLOW level and is 4.1 points below standard. The Socioeconomically subgroup scored at the YELLOW level and is 22.9 points below standard. The Students with Disabilities subgroup scored at the YELLOW level and is 75.4 points below standard.
2. The Hispanic subgroups scored at the ORANGE level with 37.9 points below standard.
3. English leaners is at the BLUE level scoring 0.2 points above standard. The White subgroup scored 17.2 points above standard.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
43.5% making progress.	making progress.
Number Students: 62 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
17.7%	37.1%	1.6%	41.9%

Conclusions based on this data:

1. There are 56 English Learner students of which 44.6 percent are making progress towards English language proficiency.
2. 3% of tested ELPI students decreased one ELPI level.
3. 21% of tested ELPI students progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	No Performance Color
16% Chronically Absent	17.7% Chronically Absent	0 Students
Declined 7.5	Declined 6.7	
462 Students	124 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	17.8% Chronically Absent
3 Students	4 Students	Declined 10.7
		258 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
17.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 10.5	10 Students	
93 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
7.7% Chronically Absent	8.3% Chronically Absent	18.4% Chronically Absent
Increased 1	Declined 6	Declined 13.2
13 Students	12 Students	196 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Yellow
14.3% Chronically Absent	0 Students	14.8% Chronically Absent
Declined 1.9		Declined 1.9
35 Students		196 Students

Conclusions based on this data:

1. The Chronic Absenteeism rate is at the YELLOW level with 23.5% of students chronically absent.
2. English Learners is at the ORANGE level. Students with Disabilities is at the ORANGE level.
3. Four subgroups are at the YELLOW level: Socioeconomically Disadvantaged, Hispanic, Two or More Races, and White

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
0.6% suspended at least one day	1.6% suspended at least one day	0 Students
Maintained 0.2%	Increased 1.6%	
471 Students	124 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	1.1% suspended at least one day
3 Students	4 Students	Increased 0.8%
		261 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
1.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Maintained 0.1%	10 Students	
94 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
0% suspended at least one day	0% suspended at least one day	0.5% suspended at least one day
Maintained 0%	Maintained 0%	Maintained 0%
15 Students	12 Students	197 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
0% suspended at least one day	0 Students	1% suspended at least one day
Maintained 0%		Increased 0.5%
36 Students		201 Students

Conclusions based on this data:

1. Subgroups scoring at the BLUE level include English learners and Two or More Races.
2. Subgroups scoring at the GREEN level include All Students, Socioeconomically Disadvantaged, Hispanic, and White.
3. Subgroups scoring the the YELOOW level are Students with Disabilities.

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.

English/Language Arts
By the end of the 2024-25 school year, 70% of all Transitional Kindergarten students will be 50% proficient on letter identification.
By the end of the 2024-25 school year, 63% of Kindergarten students will reach one grade level above or early on grade level on the i-Ready Diagnostic Assessment for phonics.
By the end of the 2024-25 school year, 33% of first grade students will reach mid or above grade level on the i-Ready Diagnostic Assessment for phonics.
By the end of the 2024-25 school year, 26% of second grade students will reach mid or above grade level on the i-Ready Diagnostic Assessment for phonics.
By the end of the 2024-25 school year, an average of 60% (3% increase) of 3rd, 4th and 5th grade students will reach proficiency or advanced levels in English Language Arts.
By the end of the 2024-25 school year, 5% of SWD will show an increase in the English Language Arts portion of the statewide assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2024-25
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, have had success as indicated in the metrics, which define targets for each metric by
the end of the 2024-25 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2024, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations are measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams facilities requirements. (Business Services)

Identified Need

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

Students need ongoing intervention and instructional materials in the areas of phonics, vocabulary, fluency, comprehension and writing.

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
District benchmarks	Baseline data: kinder = 60%, 1st gr = 30%, 2nd gr 23%	3% growth on District benchmarks
CAASPP ELA assessment	Baseline data: 3rd-5th gr 57% proficient	3% growth on CAASPP ELA assessment
CAASPP ELA assessment	Baseline data: 3rd - 5th gr SWD avg score 2313	5% growth for SWD on CAASPP ELA assessment (avg. score 2429)

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	Provide intervention material, additional reading material, small group resources as needed.	All students Socioeconomic disadvantaged students	4984.00 Title I 4000-4999: Books And Supplies Materials and supplies for student learning grades TK-5
1.2	(1) Provide additional intervention support (small-group) with credentialed teachers outside of regular school hours. (2) Provide additional support and resources for English Learners and under-performing students. (3). Work with EL families to underscore the importance of regular school attendance; translate documents, and encourage strong attendance at school events, including SSC and ELAC.	All students Socioeconomic disadvantaged students English Learners	3664.00 Title III 1000-1999: Certificated Personnel Salaries (1). Extra hourly pay for credentialed teachers to provide afterschool intervention classes for 1st, 2nd and 3rd graders. 40,958.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries (2). .6563 FTE of salary for Instructional Assistant, ELD. Paid for out of out of LCFF funds dedicated for assisting EL students. These are non categorical funds. 24,184.00 Title I 2000-2999: Classified Personnel Salaries (3). .43750 of salary for Community Liaison (Spanish).

			20,403.00 Title I 2000-2999: Classified Personnel Salaries (4). .3750 of salary for Community Liaison (Armenian). 16,374.00 Title I 2000-2999: Classified Personnel Salaries (5) .3750 FTE of salary for Instructional Assistant for Curriculum Lab, teachers & students. 19027.00 Title I 2000-2999: Classified Personnel Salaries .3750 ELD assistant, .0650 ELD assistant, .1875 ELD assistant 6886.00 Title I 2000-2999: Classified Personnel Salaries (7) .1250 FTE of salary for Instructional Assistant Media Specialist (work 1 hour per day; 5 days per week) supporting students in the lab 7828.00 Title I 2000-2999: Classified Personnel Salaries (8) .1084 FTE of salary for Instructional Assistant - LIbrary Assistant (work for 1 hour per day; 5 days per week) supporting students in the library
1.3	Provide teachers with the equivalent of 5 hours of planning/collaboration outside of their contractual hours in order to discuss performance on trimester assessments, diagnostic assessments, set goals and groups for intervention rotations.	All students Socioeconomic disadvantaged students	4383.00 Title I 1000-1999: Certificated Personnel Salaries Curriculum/planning hourly rate - $48.69 per hour (includes statutory benefits) x 5 hours total for 18 teachers
1.4	Provide intervention (Power Hour-RtI) program to support under-performing students, as well as differentiation in E/LA for students at/above grade level (3 intervention teachers)	All students Socioeconomic disadvantaged students	40,163.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

			Hourly certificated teachers to assist with RtI instruction. 34,742.00 Other 1000-1999: Certificated Personnel Salaries Block Grant for learning recovery to pay RtI teachers and other intervention classes
1.5	Provide early intervention support (for under-performing students) in 3 Kindergarten classrooms by hiring an instructional assistant (3 hours per day; 1 hour per classroom each day)	All students Socioeconomic disadvantaged students	15,694.00 Title I 2000-2999: Classified Personnel Salaries .3750 of salary for Kindergarten instructional assistant
1.6	Parent communication to promote Title 1 and ELAC Meetings, parent-teacher conferences, and school-wide events.	All students Socioeconomic disadvantaged students	300.00 Title I Part A: Parent Involvement 5900: Communications Provides families communication about school activities related to student progress 996.00 Title I Part A: Parent Involvement 5900: Communications Parent App (School Apptitude) for phone use in order to deliver notifications, reminders and emergencies.
1.7	Accelerated Reader program to provide leveled reading opportunities and frequent feedback to students.	All students Socioeconomic disadvantaged students	5590.00 Title I 4000-4999: Books And Supplies Reading program for K - 5th grade students and teachers
1.8	Incentives for students to develop excellent reading habits	All students Socioeconomic disadvantaged students	300.00 Title I 4000-4999: Books And Supplies Tokens to incentivize and support AR program in classrooms
1.9	Data chats with teachers and ELD specialist to share information about progress and supports needed	English Learners	1960.00 Title III 1000-1999: Certificated Personnel Salaries Substitutes to provide release time for teachers 2450.00 Title I 1000-1999: Certificated Personnel Salaries Substitutes to provide release time for teachers
1.10	Intervention for 3rd grade students performing below grade level in reading and / or writing	English Learners	788.00 Title I

			1000-1999: Certificated Personnel Salaries After-school intervention prior to SBAC.
1.11	Materials to support reading and reading intervention	All students Socioeconomic disadvantaged students	2700.00 Title I 4000-4999: Books And Supplies Express Readers (ELA intervention) 1000.00 Title I 4000-4999: Books And Supplies Library Books
1.13	Students will participate in practice SBAC tests to lower possible anxiety. Parents will receive information prior to SBAC testing that explains the purpose of the tests. Principal, curriculum specialist, and teachers will respond to parents' questions regarding the test.	All students Students with disabilities	0
1.14	School district will partner with SPEDEX Special Education Consultant Firm (at no cost to school) to support students with disabilities. District program specialist will provide professional development to case managers to support strategies for teaching ELA.	Students with disabilities	0

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Overall as an average, the ELA measures showed little to no growth. Individual grade levels and subgroups showed different levels of growth or decline. The ELA scores in 2nd grade fell significantly from the prior year, The 5th grade scores and the SWD scores showed an increase from the prior year. The discrepancy is believed to be attributed in part to the cohort of students (base on the prior years' scores) as well as identified struggles in phonics and vocabulary across all grade levels.

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

There are no major differences; expenditures were used for strategies/activities identified in the plan.

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.

Intervention, materials and professional development will have a phonics focus for the 24-25 school year. Previous focus was on reading comprehension.

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
By the end of the 2024-2025 school year, students will show 3% growth on EOY math assessments (District and state) compared to BOY district assessments and compared to Spring 2024 statewide assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2024-25
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, have had success as indicated in the metrics, which define targets for each metric by
the end of the 2024-25 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2024, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations are measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams facilities requirements. (Business Services)

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.

Student achievement in mathematics, and in particular in the areas of number sense, is lagging when measured by the SBAC which may be due to the need for greater understanding of the California State Standards, depth of knowledge and the expectations of the SBAC targets.
By the end of the 2024-25 school year, 70% of K-5 grade students will score 66% or higher on End of Year Number Screener Assessments
By the end of the 2024-25 school year, 49% of 3-5 students will score proficient on the SBAC Mathematics Assessment

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
at least 3% growth on the SBAC in mathematics	Spring 2024 SBAC 3-5 grade: 46% proficient	Spring 2025 SBAC 3-5 grade: 49% proficient

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	Site Professional Development focus on number sense instruction	All students	0 No additional site categorical funds required.
2.2	Principal, curriculum specialist to provide demo lessons in area of math		0 No additional site categorical funds required.
2.3	Provide opportunities to collaborate with colleagues on effective math instruction strategies for ELD students	English Language Learners	0 No additional site categorical funds required.
2.4	Math intervention for 4th and 5th graders to prepare for SBAC assessments	All students Socioeconomic disadvantaged students	788.00 Title I 1000-1999: Certificated Personnel Salaries After-school intervention classes
2.5	School district will partner with SPEDEX Special Education Consultant Firm (at no cost to school) to support students with disabilities. District program specialist will provide professional development to case managers to support strategies for teaching math.	Students with disabilities	0 No additional site categorical funds required.
2.6	Parent involvement activities to provide parents with tools to support their child in the area of number sense	All students Socioeconomic disadvantaged students	984.00 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Family Math Night presented by curriculum specialist, classroom teacher
2.7			

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.

Overall the math measures showed a slight decline. However, data gathered from observations showed an increase over the course of the school year of the implementation of math professional development strategies as presented by the principal at faculty meetings. Due to the nature of implementing new strategies into instructional practices, it is expected to see the impact of those strategies during the current school year and into the next school year.

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

There are no major differences; expenditures were used for strategies/activities identified in the plan

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

No significant changes will be made. The activities and goals identified in the 2023-2024 plan will continue to be addressed in the 2024-2025 plan.

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.

Professional Development and Collaboration targeting site-identified needs.
Teachers will participate in Professional Learning Communities aligned to grade-level and site goals.
Teachers will develop and deliver lessons in collaboration targeted to site-identified DEI needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2024-25
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, have had success as indicated in the metrics, which define targets for each metric by
the end of the 2024-25 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2024, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations are measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams facilities requirements. (Business Services)

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.

Teachers need support implementing strategies that address both academic and social-emotional needs of students, including in the area of Diversity, Equity and Inclusion.

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
Classroom instruction will improve as measured by classroom observation and the level of collaboration among teachers.		

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	Principal will observe classrooms 3 days a week, for a total of 3 - 5 hours per week.	All students	0 No site categorical funds required.
3.2	Create a site DEI goal, support teacher site leads in the implementation of the goal.	All students	0 No site categorical funds required. Staff development funded by District categorical allocation.
3.3	Principal will highlight outstanding observed lessons and strategies for all teachers to see during grade level or site staff developments.	All students	0 No site categorical funds required.
3.4	Principal will provide feedback to teachers as State Standards' lessons are observed.	All students	0 No additional site categorical funds required.
3.5	DEI site leads and principal will guide collaboration for all teachers to develop and deliver site-wide lessons.	All students	 No additional site categorical funds required.
3.6	Teachers will have release time to review data, collaborate with colleagues, and plan lessons that address areas of need. Teachers will have the opportunity to observe other classrooms.	All students Socioeconomic disadvantaged students	8838.00 Title I 1000-1999: Certificated Personnel Salaries Substitutes to release teachers to engage in collaboration release time.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The plan was implemented with fidelity and the goal were achieved.

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

There are no major differences; expenditures were used for strategies/activities identified in the plan

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

No significant changes will be made, although the content of the activities will change (different DEI site goal and different DEI lessons).

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.

Arts for All & Social-Emotional Intelligence
All students will receive a comprehensive weekly music instructional program.
All K-5th grade students will receive instruction to follow rules, structure, and order, to maintain a peaceful playground environment through different lessons and games.
Schoolwide PBIS (Positive Behavior Supports and Intervention) will focus on providing students with social-emotional support and providing teachers with tools and strategies to support students' social-emotional learning.
All students will receive weekly lessons from At-Risk Intervention Specialist in a curriculum written to support social-emotional learning.
Sensory support for dysregulated students
Students and Families will be provided with multiple methods of school-to-home communication to support a positive sense of community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2024-25
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, have had success, as indicated in the metrics, which define targets for each metric by
the end of the 2024-25 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2024, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations are measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams facilities requirements. (Business Services)

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.

Increased strategies for resolving conflict and dysregulation based on schoolwide analysis of student discipline data

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
Fewer documented disruptions and aggressive behaviors		

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	Participation in Nickelodeon "Let's Draw" and "Chalk Day" activities	All students	0 No site categorical funds required
4.2	Weekly music provided to TK-1st grade via classified staff and to 2nd-5th grade via BUSD certificated teachers.	All students	Other 1000-1999: Certificated Personnel Salaries All students will receive weekly music instruction. Prop 28 funds will be used
4.3	Sensory room to be used as a calming space	All students	Donations No site categorical funds required. Sensory materials acquired through a grant to the school.
4.5	Participation in Art Expos and Gallery Showcases.	All students	No site categorical funds required.
4.6	Students will participate in a 6-week dance instructional program and perform for students, staff and parent community.	All students	Other Prop 28 funds will be used to pay consultant
4.7	Peaceful Playground program providing activities and lessons for outdoor games	All students Socioeconomic disadvantaged students	Donations No site categorical funds required. 250.00 Title I 4000-4999: Books And Supplies Playground equipment to support the Peaceful Playground program
4.8	Provide folders for weekly communication with families to share strategies for supporting socio-emotional needs of students outside of school	All students Socioeconomic disadvantaged students	690.00 Title I Part A: Parent Involvement

			4000-4999: Books And Supplies School Mate (Thursday Folders)
4.9	Intervention specialist will monitor attendance and make individual phone calls to any family with attendance issues. Principal and intervention specialist will meet with District attendance specialist regularly to identify students with attendance issues and create a plan to address the issues.	All students Students with disabilities	0 No additional site categorical funds required.
4.12			

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.

Overall the number of office referrals decreased from the prior year.

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

There are no major differences; expenditures were used for strategies/activities identified in the plan.

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

This year we have added a sensory room on campus as a space where dysregulated students can take a break to calm down as well as a space where the at-risk intervention specialist can meet with individuals and small groups to provide social-emotional support.

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.

English Language Development
English learners will increase their achievement in English language arts, mathematics and English language development by an average of 3% per grade level as measured by ELPAC, and SBAC scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals
1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals
1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools, including the California Dashboard, with success as indicated in the metrics, which defines targets for each metric by the end of the 2024-25
school year. (Instructional Services)

2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools, including the California Dashboard, have had success as indicated in the metrics, which define targets for each metric by
the end of the 2024-25 school year. (Educational Services)

3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2024, depending on clearance requirements (i.e., fingerprinting). (Human
Resources)

4. Efficient and effective operations as measured by appropriate facilities, especially classrooms that are conducive to the needs of the instructional program from the first day of the school year, meeting Williams facilities requirements. (Business Services)

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.

English learners need to increase their achievement in English language arts, mathematics and English language development as measured by ELPAC, and SBAC scores.

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
at least 3% growth on SBAC, ELPAC	ELPAC 2023-2024: 11% students score 4 SBAC 2023-2024 ELA: 26% EL students scored proficient SBAC 2023-2024 Math: 26% EL students scored proficient	ELPAC 2023-2024: 14% students will score 4 SBAC 2023-2024 ELA: 29% EL students will score proficient SBAC 2023-2024 Math: 29% EL students will score proficient

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	English Language Development Assistants will support instruction during weekly Intervention and classroom instruction, in the English Language Arts and RtI blocks.	All students	47,477.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries English Language Development Assistant, 4 hours per day, 5 days per week. English Language Development Assistant, 5 hours per day, 5 days per week. .5625 FTE and .50 FTE
5.2	Provide all written printed material to be translated into Spanish and Armenian. Provide parent resource by utilizing the Community Liaisons.	All students	0 LCFF - Supplemental 2000-2999: Classified Personnel Salaries All written news for parents to be translated in Spanish. All weekly phone call blasts to parent commmunity will be translated into Spanish. (funding in other goals) 500.00 Title I 2000-2999: Classified Personnel Salaries Additional Spanish translation as needed
5.3	Provide support for newcomer families prior to the start of the school year	English Learners	164.00 Title I 2000-2999: Classified Personnel Salaries Clerical support prior to first day of school
5.5	Parent education via parent night activities giving parents information about how to support their child's learning	English Learners	322.00 Title III 4000-4999: Books And Supplies Parent nights 700.00 Title III

			2000-2999: Classified Personnel Salaries Community Liaisons additional salary to provide translation for parents during parent night activities 708.00 Title III 1000-1999: Certificated Personnel Salaries Certificated teachers to plan and implement parent night activities
5.6	After school ELA intervention for at risk English Language Learners in 2nd and 3rd grade	English Learners	3737.00 Title III Immigrant Education Program 1000-1999: Certificated Personnel Salaries After school intervention classes
5.8	Devices and materials for newcomer students to assist in class and in small-group pullouts	English Learners	980.00 Title III Immigrant Education Program 4000-4999: Books And Supplies Phonics materials, Word Games, Reading materials, books

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.

Overall the ELPAC and SBAC scores of ELD students declined slightly from the previous year. The exception was the 5th grade class, whose scores rose from 24% to 44% proficient on SBAC and from 32% to 43% with a score of 4 on the ELPAC.

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

There are no major differences; expenditures were used for strategies/activities identified in the plan.

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

This year we will be providing more targeted interventions for ELD students in grades 1-5.

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	$321,512.00
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	$143,131.00
Title I Part A: Parent Involvement	$2,970.00
Title III	$7,354.00
Title III Immigrant Education Program	$4,717.00

Subtotal of additional federal funds included for this school: $158,172.00

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 ($)
	$0.00
LCFF - Supplemental	$128,598.00
Other	$34,742.00

Subtotal of state or local funds included for this school: $163,340.00

Total of federal, state, and/or local funds for this school: $321,512.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	128,598.00
Other	34,742.00
Title I	143,131.00
Title I Part A: Parent Involvement	2,970.00
Title III	7,354.00
Title III Immigrant Education Program	4,717.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	103,205.00
2000-2999: Classified Personnel Salaries	200,195.00
4000-4999: Books And Supplies	16,816.00
5900: Communications	1,296.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	40,163.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	88,435.00
1000-1999: Certificated Personnel Salaries	Other	34,742.00
1000-1999: Certificated Personnel Salaries	Title I	17,247.00

2000-2999: Classified Personnel Salaries	Title I	111,060.00
4000-4999: Books And Supplies	Title I	14,824.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	984.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	690.00
5900: Communications	Title I Part A: Parent Involvement	1,296.00
1000-1999: Certificated Personnel Salaries	Title III	6,332.00
2000-2999: Classified Personnel Salaries	Title III	700.00
4000-4999: Books And Supplies	Title III	322.00
1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	3,737.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	980.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	255,374.00
Goal 2	1,772.00
Goal 3	8,838.00
Goal 4	940.00
Goal 5	54,588.00

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
Laura VInyard	Principal
Richard Girod	Parent or Community Member
Theresa Landin-White	Classroom Teacher
Michelle MacNeill	Classroom Teacher
Jacky Estrada	Parent or Community Member
Camilia Pelayo	Parent or Community Member
Risa Mangaoang	Parent or Community Member
Cherie Doomanis	Other School Staff
Marion Campbell	Parent or Community Member
Dorothy Hernandez	Classroom Teacher

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

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
	Gifted and Talented Education Program 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 10/24/2024.

Attested:

	Principal, Laura Vinyard on 10/24/2024
	SSC Chairperson, Marion Kammer on 10/24/2024

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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

Burbank Unified School District
Washington Elementary School
ELAC Agenda
October 25, 2024

	1a. School Plan Development – Data Analysis & Needs Assessment
✓	1b. School Plan Development – School Goals & Improvement Activities
	1c. School Plan – Monitoring & Evaluation
	1d. School Plan – Budget Development & Monitoring
	1e. School Plan Approval
	1f. Title I Program Description
	~~1g. Program Improvement Requirements~~
✓	1h. Effective Communication w/Parents
	1i. Title I Parent Trainings/Parent Policy

	2a. EL Program Design/Development
	2b. EL – Data Analysis & Needs Assessment
	2c. EL – Monitoring & Evaluation
	2d. EL – Budget Development & Monitoring
	2e. EL - Reclassification
✓	2f. EL – Parent Training
	2g. EL - Language Census Discussion (R30)
✓	2h. EL - School Attendance Discussion
✓	2i. Parent Input on Title I, III, EIA/LEP

	3a. School Safety Plan Development & Approval
✓	3b. Helping Students at Home (Academic & Social Skills)
✓	3c. Training – Roles and Responsibilities
✓	3d. Election of SSC/ELAC/DELAC Members
	3e. Parent Involvement Policy – Development, Approval & Distribution
	3f. School Compact – Development, Approval & Distribution
	3g. Academic Standards
	3h. CAASPP Assessment Results
	3i. Uniform Complaint Procedures

Call to Order

Welcome, Introductions, Roll Call

- Approval of Minutes from October 4, 2024 (Vote)
- Approval of Proposed Agenda (Vote)

Review Legal Requirements Covered today

Unfinished Business: none

New Business:

- Parent Teacher Conferences and translation support
- How to help your child at home
- Importance of school attendance
- SPSA Goal for English Learners
- Elect ELAC officers
- Title III Advice from ELAC

Question and Answers for Ms. Vinyard and Mrs. Jackson

Adjournment

Բրբեռիի Դպրոցների Միացյալ Շրջան

Washington Դպրոց

Անգլերեն Սովորողների Խորհրդատու Կոմիտե

Օրակարգ

10/25/ 2024

	1ա. Դպրոցի ծրագրի մշակում – Տվյալների վերլուծում և կարիքների գնահատում
x	1բ. Դպրոց ծրագրի մշակում –դպրոցի նպատակները և բարելավման միջոցառումներ
	1գ. Դպրոցի ծրագիրը – վերահսկում և գնահատում
	1դ. Դպրոցի ծրագիր –Բյուջեի մշակում և վերահսկում
	1ե. Դպրոցի ծրագրի հաստատումը
	1զ. Տիտղոս I ծրագրի նկարագիրը
x	1է. Արդյունավետ կապ ծնողների հետ
	1ը. Տիտղոս I – ծնողների ուսուցում /օբեհիեր

	2ա. EL ծրագրի կառուցվածք/զարգացում
	2բ. EL – տվյալների վերլուծում և կարիքների գնահատում
	2գ. EL – վերահսկում և գնահատում
	2դ. EL – բյուջեի մշակում և վերահսկում
	2ե. EL - վերադասակարգում
x	2զ. EL – ծնողների ուսուցում
	2է. EL - լեզվի հաբվառում
x	2բ. EL – դպրոց հաճախում
x	2ժ. Ծնողների ներգրումը Տիտղոս III և LCAP ծրագրի համար (անցյալում EIA/LEP)

	3ա. Դպրոցի անվտանգության ծրագրի մշակում և հաստատում
x	3բ. Օգնություն աշակերտների համար տանը (կրթական և սոցիալական հմտություններ)
x	3գ. Ուսուցում – դեր և պարտականություններ
x	3դ. ELAC/DELAC անդամների ընտրություններ
	3ե. Ծնողների ներգրավման օրենք – մշակում, հաստատում և բաշխում
	3զ. Դպրոցի պայմանագիր – մշակում, հաստատում և բաշխում
	3է. Կրթական չափանիշներ
	3ը. CAASPP ցնցության արդյունքներ
	3թ. Միօրինակ գանգատի ընթացակարգ եր

Պատվիրելու համար զանգահարել

Բարի գալուստ, ներածություններ, զանգեր

2024 թվականի հոկտեմբերի 4-ից արձանագրությունների հաստատում (քվեարկություն)

Առաջարկվող օրակարգի հաստատում (քվեարկություն)

Վերանայեք այսօր լուսաբանված իրավական պահանջները

Անավարտ գործ՝ չկա

Նոր բիզնես.

Ծնողների ուսուցիչների կոնֆերանսներ և թարգմանչական աջակցություն

Ինչպես օգնել ձեր երեխայի տանը

Դպրոց հաճախելու կարևորությունը

SPSA-ի նպատակը անգլերեն սովորողների համար

Ընտրեք ELAC սպաներին

Title III Խորհուրդ ELAC-ից

Հարց ու պատասխան տիկին Վինյարդի և տիկին Ջեֆսոնի համար

Հետաձգում

ELAC Sign in 10-25-24: Washington

Parent Name	Student Name
1 MirzaKhanian Ermine	Evelina Khachikian
2 Adriana Ramos	Ximena Aviña
3 Runanna Kopo Petrosyan	Mark, Henri Kopyan
Maria Dalakian	Ariana, Aleyana Dalakian
Anna Mikitonyan	Raffi Torosyan
Joseph Shaabo	Pauleen Shaabo
Tatevik Magoyan	Parger Minasyan
~~SHREYAAN MOHANTY~~	
Siddhisekha panchabhaya.	SHREYAAN MOHANTY
Anri Alikhanian ⟷	Liana Alikhanian
Tetiana Doroshchuk	Ivan Doroshchuk
Tetiana Doroshchuk	Danylo Doroshchuk
SARKISIAN NANA	Manukian Ognes

ELAC Sign in Sheet Friday 10-25-24

Parent Name	Student Name
Nonna Akhperjanyan	Mikayel Zakaryan
Artur Kalmykov	Mariia Kalmykova
Anna Tatevosian	Mark Danaheelian
Stella Ananian	Mark Papikian
Lilit Sargsian	Mariia Pashinian

George Washington Elementary School
2322 N. Lincoln Street * Burbank, CA 91504
phone: (818) 729-5750 * fax: (818) 558-5556
Principal: Laura Vinyard

Parent Involvement Policy: 2024-2025

George Washington's administration, faculty, and staff recognize parent involvement as a crucial component of student achievement. We believe that there is an important link between home, school, and the community, and that all three function together as a network of support for students.

The Washington team will assist each student's family in creating a home environment that helps develop life-long learners. The success of our students is a shared responsibility, and we encourage parents to actively participate in the school's decision-making progress. For example, elected parents participate in school leadership through involvement in the school's site council. As parent representatives these individuals help plan, review, and improve school programs – including our Title I Program. We also encourage parents to join our school's PTA, PFC, and ELAC groups.

Communication and dialogue is our ongoing goal. Through meetings, phone calls and letters as well as through electronic resources such as e-mails, our website, and our app, Washington is committed to providing parents with information about curriculum, assessments, grade level standards, and expectations for student achievement. Parents' support at home, along with the school curriculum and instructional programs, help students become academically proficient and socially responsible.

We understand that many of us use social media as a way to communicate with family and friends. We ask that all of our families are responsible in their use of social media. Please limit posts online to photos of your own child, be kind. be respectful. It is also crucial to monitor your child's use of social media and all internet platforms, including online games such as RoBlox, and other games with the ability to communicate with others online. Please also monitor the videos your child watches on YouTube and TikTok.

Cell phones should be turned off once a student enters campus and turned on at dismissal. Students are not allowed to use their phones to take photos on campus. If a parent has an emergency, they should contact the front office and their child's teacher. Smart watches should not be used to send messages or take photos while a student is on campus.

At George Washington Elementary School, we believe that the parents, the school and the community are all stakeholders in the development of our students – not only as learners but as people. We are committed to increasing parental involvement, which will ultimately make our students more responsible members of society in the years ahead.

If you have any questions, please call me at (818)729-5750.

Sincerely,

Laura Vinyard, Principal
George Washington Elementary School
lauravinyard@burbankusd.org

George Washington Elementary School
2322 N. Lincoln Street
Burbank, CA 91504
(818)729-5750

GEORGE WASHINGTON ELEMENTARY SCHOOL HOME AND SCHOOL TITLE 1 COMPACT

We are committed to working together to provide the best education for your children. Please review our current Home and School Involvement Plan. We encourage and need your input in making our school the best it can be. Thank you for staying involved in your child's education. We look forward to a successful year. If you have any questions, please call or email our school.

Under the provisions of Section 1118 of Title I Improving America's Schools Act (IASA), each school receiving Title I funding is to establish a compact between the school and every parent or guardian for the education of every student. This compact lists the responsibilities of both the school and the parents/guardians in collaborating to create a successful educational process. Please sign and return to your child's teacher.

The responsibilities of the school:

1. Deliver instruction to meet the grade level standards.
2. Maintain communications with families, including parent/teacher conferences on student progress.
3. Provide a safe, positive learning environment for students.
4. Provide structure with clearly understood expectations and boundaries for each student.
5. Provide special programs to meet the identified special needs of students.

The responsibilities of parents/guardians:

1. Send your child to school each day on time, rested, fed, and properly clothed to participate.
2. Maintain communications with teachers and school staff, including attending parent/teacher conferences.
3. Assist in your child's education
    a. Help with homework as needed
    b. Provide family and community experiences
    c. Read with your child
    d. Provide consistency and stability at home
4. Learn about school activities and participate whenever possible.
5. Provide structure for your child with clearly understood boundaries.
6. Limit and supervise screen time, including YouTube, TikTok and social media apps. In general, these platforms are not appropriate for elementary-aged children.
7. Respect the school and the school day. Make appointments after school hours whenever possible and keep interruptions to a minimum.

Please keep this document and refer to it as needed.

Laura Vinyard
Principal, George Washington Elementary School

Burbank Unified
School District
George Washington
Elementary School
Site Council Agenda

10/24/2024

x	1a. School Plan Development – Data Analysis & Needs Assessment
x	1b. School Plan Development – School Goals & Improvement Activities
x	1c. School Plan – Monitoring & Evaluation
x	1d. School Plan – Budget Development & Monitoring
x	1e. School Plan Approval
x	1f. Title I Program Description
	~~1g. Program Improvement Requirements CSI, TSI, or ATSI~~
	1h. Effective Communication w/Parents
	1i. Title I Parent Trainings/Parent Policy

	2a. EL Program Design/Development
x	2b. EL – Data Analysis & Needs Assessment
	2c. EL – Monitoring & Evaluation
	2d. EL – Budget Development & Monitoring
	2e. EL - Reclassification
	2f. EL – Parent Training
	~~2g. EL - Language Census Discussion (R30)~~
	2h. EL - School Attendance Discussion
x	2i. Parent Input on Title I, III

x	3a. School Safety Plan Development & Approval
	3b. Helping Students at Home (Academic & Social Skills)
	3c. Training – Roles and Responsibilities
	3d. Election of SSC Members
	3e. Parent Involvement Policy – Development, Approval & Distribution
	3f. School Compact – Development, Approval & Distribution
	3g. Academic Standards
	3h. CAASPP Assessment Results
	3i. Uniform Complaint Procedures

I. Welcome and Introductions

II. Call to Order and Approval of Proposed Agenda, Approval of minutes from 9/5 (vote)

III. Evaluation of 2023-2024 Single Plan for Student Achievement (artifact #1)

IV. Evaluation of 2023-2024 School Safety Plan (artifact #2)

V. Unfinished Business

Updated proposed Title 1 budget (artifact #3) (vote)

VI. New Business

Proposed SPSA goals for 2024-2025 and Approval of SPSA (artifact #4) (vote)

Proposed new safety plan goals for 2024-2025 and Approval of Safety Plan (artifact #5) (vote)

VII. Adjournment

School Site Council - Washington Elementary

Meeting Minutes – October 24, 2024

The meeting was held via Google Meet and called to order at 3:02 pm.

2024-2025 Membership: All Present

Laura Vinyard (Principal), Michelle Mac Neill (Teacher/1st year), Theresa Landin White (Teacher/2nd year), Dorothy Hernandez (Teacher/2nd year), Cherie Doomanis (Office Manager/2nd year), Camille Pelayo (Parent/2nd year), Marion Kammer (Parent/2nd year), Risa Mangaoang (Parent/2nd year), Jacky Estrada (Parent/2nd year), Richard Girod (Parent/1st year).

Marion Kammer opened the meeting, and Principal Vinyard shared the agenda. Marion Kammer motioned to approve the agenda as presented, and it was unanimously approved.

Next, Marion Kammer introduced the September meeting minutes, and Principal Vinyard shared the document. Camille Pelayo motioned to approve the minutes, and Principal Vinyard seconded the motion. Marion Kammer called for a vote, and it was unanimously approved.

Marion Kammer introduced the first order of business. The evaluation of the 2023-2024 Single Plan for Student Achievement. Principal Vinyard reviewed each goal along with the budget appropriations. The following modifications were discussed for this year's plan. Goal#1 A5 adjusts from 3 to 2 Kinder classes, and A11 adjusts the budget for AR, express readers, and library books. Goal#2 A2 modifying dollar amount, and A6 will remain but paid from a different funding source. Goal #3 A5 materials will be from a different funding source. A6 will be modified to 5 hours. Goal #4 A7 modifying amount and A10 keeping but using different funding source.

Marion Kammer introduced the next agenda item, the evaluation of the School Safety Plan for 2023-2024. Principal Vinyard reviewed the two goals for People and Place. She explained how the People goal for last year was met with the implementation of training and ongoing meetings with campus supervisors. The Place goal was met by implementing the Blackboard system to push out communications to all staff via text and email for emergency, shelter-in-place, or lockdown situations.

Marion Kammer introduced the next agenda item, the updated proposed Title 1 Budget for 2024-2025. Principal Vinyard reviewed the adjusted Title 1 budget income and the items earmarked to decrease from the previous meeting. To balance the budget for the year, expenditures were decreased for AR, express readers, and teacher summer collaborative hours. Since some line items also applied to Title 3, those will be split-funded, so they were adjusted to decrease them for fall interventions and November data chats. The stem lab line item was removed, and Peaceful playground equipment was decreased, with a discussion of receiving money from the student council for equipment this year. After the adjustments, Principal Vinyard motioned to adopt the 2024-2025 Title 1 Budget, and Jacky Estrada seconded the motion. Marion Kammer called for a vote, and it was unanimously approved.

Marion Kammer introduced the next agenda item, the Proposed SPSA goals for 2024-2025. Principal Vinyard reviewed each of the SPSA goals. On Goal #1, she explained the ELA

measure for each grade level and that Goal#2, Math, is the same as last year. Goal #3, Professional development, would focus on identifying student needs in any area. Goal #4 Arts and Goal#5 ELL are the same as last year. After the review, Principal Vinyard motioned to approve the SPSA goals for 2024-2025, and Camille Pelayo seconded the motion. Marion Kammer called for a vote, and it was unanimously approved.

Marion Kammer introduced the next agenda item, the Safety Plan Goals for 2024-2025. Principal Vinyard explained that the People goal this year was training all staff to identify student dysregulation. The Place goal was to inventory and replenish the disaster bin. Camille Pelayo motioned to approve the 2024-2025 Safety Plan Goals, and Principal Vinyard seconded the motion. Marion Kammer called for a vote, and it was unanimously approved.

Next, Principal Vinyard discussed setting the next meeting date, and everyone agreed to December 5, 2024.

Marion Kammer Adjourned the meeting at 4:03 pm.