School Year: **2025-26**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary School	12-75515-6007827	May 24, 2023	

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

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

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

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

This plan is being used by Washington Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 3
Educational Partner Involvement 4
Resource Inequities 5
Comprehensive Needs Assessment Components 7
    California School Dashboard (Dashboard) Indicators 7
    Other Needs 7
School and Student Performance Data 8
    Student Enrollment 8
    CAASPP Results 10
    ELPAC Results 14
    Student Population 18
    Overall Performance 20
    Academic Performance 22
    Academic Engagement 28
    Conditions & Climate 30
Goals, Strategies, & Proposed Expenditures 32
    Goal 1 32
    Goal 2 35
Budget Summary 38
    Budget Summary 38
    Other Federal, State, and Local Funds 38
Budgeted Funds and Expenditures in this Plan 39
    Funds Budgeted to the School by Funding Source 39
    Expenditures by Funding Source 39
    Expenditures by Budget Reference 39
    Expenditures by Budget Reference and Funding Source 39
    Expenditures by Goal 40
School Site Council Membership 41
Recommendations and Assurances 42
Instructions 43
Appendix A: Plan Requirements 50
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 53
Appendix C: Select State and Federal Programs 56

Plan Description

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

Washington Elementary School Plan for Student Achievement (SPSA)
Introduction:

Washington Elementary School, identified by the California Department of Education as eligible for Targeted Support and Improvement, is committed to fostering a thriving learning environment for all students. Utilizing indicators of student achievement and school quality, this SPSA addresses critical areas including student and educator engagement, school climate, access to and completion of coursework, and pupil readiness. Our data analysis, focusing on attendance, suspension rates, and PBIS (SWIS) data, highlights a particular need to address chronic absenteeism and suspension rates, especially among our homeless student population. This plan outlines specific, measurable goals aligned with the Local Control and Accountability Plan (LCAP) to ensure equitable access to high-quality education and support for all students.

Needs Assessment:

Our data indicates a persistent challenge in chronic absenteeism, suspension rates, and the need for a more robust, culturally responsive, and supportive school climate. Specifically, we have identified the following areas requiring targeted intervention:

Chronic Absenteeism: Current rate of 9%, requiring a reduction to 7.5%.
Suspension Rates: Need for significant reduction and implementation of restorative practices.
Homeless Student Support: Focused interventions to address the unique challenges impacting attendance and behavior.
School Climate: Continued emphasis on creating a safe, inclusive, and engaging environment for all stakeholders.
Academic Achievement: Ongoing improvement in ELA and Mathematics proficiency.
LCAP Aligned Goals and Actions:

The following goals are aligned with the LCAP and address the identified needs:

Goal 1: Academic Achievement and College/Career Readiness

LCAP Alignment: Goal 1- All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.
Specific Action: Implement targeted interventions in ELA and Mathematics based on local data analysis, focusing on differentiated instruction and progress monitoring.
Measurement: Track student performance on formative and summative assessments, including standardized tests, MCLASS, IXL, and monitor progress toward grade-level proficiency.

LCAP Alignment: Goal 2: Every student will have access to high-quality instructional materials that are aligned with the adopted curriculum while attending school in safe, clean, and well-maintained facilities.
Specific Action: Ensure all students have access to up-to-date, standards-aligned instructional materials and maintain safe and conducive learning environments.
Measurement: Conduct regular inventory of instructional materials and facilities assessments.

LCAP Alignment: Goal 3: Improve student attendance with a focus on chronic absenteeism and graduation rates for all students.
Specific Action:
Implement targeted strategies to reduce chronic absenteeism from 19% to 11%, with a focus on homeless students. Develop and implement a multi-tiered system of support (MTSS) for attendance, including early intervention and family engagement. We will use our community school liaison, social worker, and attendance clerk to engage with families. The school liaison will connect families with the Marshall Family Resource Center, which provides resources and support to families experiencing attendance challenges.
Measurement: Track daily attendance rates, chronic absenteeism rates, and the effectiveness of intervention strategies.
Goal 4: Positive School Climate and Reduction of Suspensions

LCAP Alignment: Goal 4: Reduce suspension rates and increase a sense of belonging by creating a positive and inclusive school climate where all students feel valued, supported, and connected.

Specific Action:
Reduce suspension rates through the implementation of restorative practices and alternative discipline strategies.
Implement school-wide PBIS strategies to foster a positive and supportive school climate.
Provide professional development for staff on culturally responsive practices and trauma-informed care.
Increase social-emotional learning opportunities for all students using character strong. Increase
Measurement: Track suspension rates, SWIS data, and student/staff surveys on school climate.
Goal 5: Data-Driven Decision-Making and Targeted Interventions

LCAP Alignment: Goal 5: We will improve student outcomes using local data to inform decision-making and drive targeted interventions.
Specific Action:
Utilize local data to identify student needs and inform the development of targeted interventions.
Implement regular data analysis cycles to monitor progress and adjust strategies as needed.
Provide professional development for staff on data analysis and instructional decision-making.
Measurement: Track the use of data to inform instructional decisions and monitor the impact of interventions on student outcomes.
Implementation and Monitoring:

Regular meetings will be held to monitor progress towards goals and adjust strategies as needed.
Data will be collected and analyzed regularly to inform decision-making.
Stakeholder feedback will be gathered through surveys, meetings, and other forms of communication.
Regular reports will be provided to the school board and community.
Conclusion:

This SPSA reflects Washington Elementary's commitment to providing a high-quality, equitable education for all students. By focusing on academic achievement, attendance, school climate, and data-driven decision-making, we will create a supportive and engaging learning environment where all students can thrive.

Educational Partner Involvement

How, when, and with whom did your 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

Washington Elementary School Plan for Student Achievement (SPSA) - Stakeholder Engagement and Budget Allocation
Introduction:

Washington Elementary School is committed to a collaborative and transparent process in developing and implementing its School Plan for Student Achievement (SPSA). To ensure alignment with school needs and community priorities, the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA) convened in March and April for comprehensive review and input sessions.

Stakeholder Engagement Process:

Data Review and Discussion:
Stakeholders engaged in a thorough review of the previous year's student achievement and school climate data.
Discussions focused on identifying areas of strength and areas requiring targeted improvement, particularly concerning chronic absenteeism, suspension rates, and the needs of our homeless student population.
Academic goals in English Language Arts (ELA) and Mathematics were reviewed and refined based on data analysis and stakeholder feedback.
Input Elicitation:
Open forums were provided to gather input from all stakeholders regarding school academic goals, school climate, and resource allocation.
Specific attention was given to understanding the challenges faced by English learners and homeless students.
Budget Development and Approval:
The school Principal presented a draft budget expenditure plan, reflecting input gathered from previous meetings and data analysis.
The SSC reviewed the proposed budget, ensuring alignment with school goals and identified student needs.
The SSC voted to approve the draft budget with the understanding that adjustments may be made based on the analysis of 2023-24 data.

This process ensures that the budget is fluid and responsive to the most current student data.
Key Outcomes:

A collaborative and inclusive process was established, ensuring that stakeholder voices were heard and considered in the development of the SPSA.
The draft budget reflects a data-driven approach, prioritizing resources to address identified student needs.
A commitment to ongoing data analysis and budget adjustments was established, allowing for flexibility and responsiveness to evolving student needs.
Next Steps:

The school will continue to monitor student data and gather stakeholder feedback throughout the year.
The budget will be reviewed and adjusted as necessary based on the analysis of 2024-25 data.
Regular communication will be maintained with stakeholders to ensure transparency and accountability.

Resource Inequities

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

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

School Mission: Washington Elementary School is committed to providing an equitable and inclusive learning environment where all students, regardless of their circumstances, can thrive academically, socially, and emotionally. We recognize the unique challenges faced by our homeless youth population and are dedicated to implementing targeted strategies to address resource inequities that impact their engagement and success.

Identified Need: Washington Elementary School has been identified for Additional Targeted Support and Improvement (ATSI) due to disproportionately high suspension rates among our homeless youth population. While we have made progress in reducing chronic absenteeism and no longer qualify for ATSI in that area, the significant increase in suspensions for this vulnerable subgroup necessitates focused intervention and resource allocation. This plan directly addresses the resource inequities that contribute to these disparities by providing targeted support and implementing evidence-based strategies.

Baseline Data (2024 School Year):

Suspension Rate (Homeless Youth): 7.1% (6 out of 84 identified homeless students), a 3.1% increase from the previous year.
Chronic Absenteeism (Homeless Youth): No longer identified for ATSI. In 2023, 61% (19 out of 31) of homeless students were chronically absent, a 13% increase from the prior year. The 2024 data shows a decline of 10.9% in chronically absent students among the homeless population.
Student Connectedness: Increased based on school surveys.
Long-Term Goal (By the end of the 2026-2027 academic year):

Reduce the suspension rate for Homeless students by at least 3 students, decreasing the total number of suspensions from 6 to 3. This represents a significant reduction in the proportion of homeless students suspended through targeted interventions focused on addressing the root causes of disciplinary actions.
Decrease chronic absenteeism among homeless students to 40% (approximately 12 out of the projected number of homeless students). This will be achieved through proactive strategies that address barriers to consistent attendance and promote engagement.
Sustain and further improve student connectedness as indicated by school surveys, recognizing its positive impact on student well-being and attendance.
Short-Term Goal (By the end of the 2024-2025 academic year):

Achieve a one-student reduction in the suspension rate for Homeless students, bringing the total number of suspensions down to 5. This will be accomplished through the initial implementation of targeted interventions, including:
Regularly taught Zones of Regulation to enhance self-awareness and emotional regulation.
Increased utilization of alternative means to suspension, focusing on restorative practices and conflict resolution.
Introduction of targeted support services designed to address specific needs contributing to suspension rates.
Reduce chronic absenteeism among homeless students from 19 students to 14 students. This will involve proactive strategies aligned with our Community School model and district-wide Belonging and PBIS initiatives.

Provide comprehensive training for all school staff on trauma-informed care, cultural sensitivity, and specific strategies for effectively supporting students experiencing homelessness. This will be facilitated in collaboration with district Belonging and PBIS initiatives and our Community School framework.
Establish and strengthen partnerships with local shelters, community organizations, and government agencies through our Community School framework to provide a wider range of essential support services for homeless students and their families, directly addressing resource gaps.
Evidence-Based Interventions:

To achieve our goals, Washington Elementary School will implement the following evidence-based interventions, tailored to address the unique needs of our homeless student population:

Targeted Social-Emotional Learning (SEL): Implement and reinforce the Zones of Regulation curriculum school-wide, with specific emphasis and small group support for homeless students to develop self-regulation skills and coping mechanisms.
Restorative Justice Practices: Expand the use of restorative circles and conflict resolution strategies as alternatives to traditional disciplinary measures, focusing on repairing harm and building positive relationships.
Trauma-Informed Practices: Embed trauma-informed principles in all school practices, recognizing the potential impact of homelessness on student behavior and well-being. This will be supported by ongoing professional development.
Mentoring and Check-In Systems: Establish a system for providing consistent adult mentorship and regular check-ins for identified homeless students to build supportive relationships and proactively address potential challenges.
Attendance Support and Outreach: Utilize our Community School resources to proactively identify and address barriers to attendance for homeless students, including transportation, basic needs, and connection to community resources.
Collaboration with Community Partners: Leverage our Community School framework to formalize partnerships with local shelters, social service agencies, and other organizations to provide comprehensive support for housing, food security, mental health services, and other critical needs.
Parent/Guardian Engagement: Implement strategies to actively engage parents/guardians of homeless students, recognizing the unique challenges they face, and provide them with accessible resources and support. This will include utilizing empathy interviews to better understand their perspectives and needs.
Monitoring and Evaluation:

Regular Data Tracking: Continuously monitor suspension and attendance data, specifically for homeless students, through our student information system. Data will be disaggregated to track progress towards our goals.
Periodic Intervention Reviews: Conduct regular reviews (e.g., monthly, quarterly) of the effectiveness of implemented interventions through analysis of student data, staff observations, and feedback from students and families.
Feedback Mechanisms: Utilize feedback gathered from students, families (including empathy interview results), and staff through surveys, meetings, and informal check-ins to inform program adjustments and ensure interventions are responsive to needs.
California Dashboard Review: Regularly review progress on the California Dashboard, paying close attention to the indicators related to suspension rates for the homeless student subgroup.
Community School Advisory Board Input: Engage the Community School Advisory Board in the monitoring and evaluation process, utilizing their insights and connections to inform our strategies.
Resource Allocation:

To effectively implement this plan and address resource inequities, Washington Elementary School will strategically allocate resources in the following areas:

Professional Development: Dedicate funding and time for ongoing professional development for all staff on trauma-informed care, cultural sensitivity, restorative justice practices, and strategies for supporting students experiencing homelessness. This will be aligned with district Belonging and PBIS initiatives.
Evidence-Based Intervention Programs: Invest in evidence-based programs and materials that support SEL, restorative justice, and attendance improvement initiatives specifically targeted for our homeless student population.
Community Partnerships (Community School Resources): Leverage the staffing and resources of our Community School to actively cultivate and maintain strong partnerships with community organizations. This includes dedicating staff time for coordination, resource sharing, and collaborative program development.
Student Support Services: Utilize existing student support staff (e.g., counselors, social workers) and explore opportunities to increase support specifically for homeless students, potentially through grant funding or reallocation of resources within the Community School framework.
Flexible Funding: Allocate flexible funding to address the immediate and emergent needs of homeless students, such as transportation assistance, school supplies, and clothing, working through our Community School to ensure equitable access.
Community Engagement and Systemic Change:

Awareness Campaigns: Collaborate with our Community School partners to raise awareness within the school community and the broader Eureka community about the challenges faced by homeless youth and the impact of homelessness on education through outreach events and communication channels.
Collaboration and Advocacy: Actively participate in district-level initiatives and collaborate with other schools and organizations to share best practices in supporting homeless students and advocate for systemic changes that address the root causes of homelessness and educational inequities. Our Community School provides a strong platform for this collaboration.
This School Plan for Accountability reflects Washington Elementary School's unwavering commitment to addressing resource inequities and ensuring that our students experiencing homelessness have the support and opportunities they need to succeed. We will continuously monitor our progress, adapt our strategies based on data and feedback, and work collaboratively with our community to create a more equitable and supportive learning environment for all.

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.

Red suspension rate 7.1% suspended at least one day increase of 3.3%
Orange English language arts 8.4% of students declined
Orange Mathematics 42.2 points below standard students maintained
Red English language learner 38.6% progress declined 11.4%

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.

No student groups two or more performance levels below "all"

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level 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	4.69%	4.01%	2.77%	23	20	13
African American	0.82%	1.4%	1.92%	4	7	9
Asian	10.20%	9.42%	7.68%	50	47	36
Filipino	0.41%	0.6%	0.43%	2	3	2
Hispanic/Latino	22.24%	23.65%	24.73%	109	118	116
Pacific Islander	0.61%	0.6%	0.85%	3	3	4
White	47.55%	48.3%	50.11%	233	241	235
Multiple/No Response	13.47%	12.02%	11.51%	66	60	54
			Total Enrollment	490	499	469

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	99	96	48
Grade 1	76	79	71
Grade 2	84	75	80
Grade3	81	78	78
Grade 4	83	90	79
Grade 5	67	81	89
Total Enrollment	490	499	469

Conclusions based on this data:

1. fourth and fifth grade classes have increased
2. Our Hispanic population has increased

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	61	65	56	12.2%	12.4%	11.9%
Fluent English Proficient (FEP)	11	11	11	2.2%	2.2%	2.3%
Reclassified Fluent English Proficient (RFEP)				1.8%		

Conclusions based on this data:

1. We have had a decrease in reclassified 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	81	77	75	79	74	74	79	74	74	97.5	96.1	98.7
Grade 4	80	87	73	77	87	73	77	87	73	96.3	100.0	100
Grade 5	70	79	80	70	78	79	70	78	78	100.0	98.7	98.8
All Grades	231	243	228	226	239	226	226	239	225	97.8	98.4	99.1

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	2366.	2376.	2382.	7.59	12.16	13.51	15.19	17.57	21.62	26.58	27.03	20.27	50.63	43.24	44.59
Grade 4	2414.	2430.	2398.	6.49	12.64	10.96	20.78	20.69	16.44	24.68	29.89	13.70	48.05	36.78	58.90
Grade 5	2494.	2474.	2468.	11.43	10.26	17.95	40.00	29.49	15.38	22.86	23.08	20.51	25.71	37.18	46.15
All Grades	N/A	N/A	N/A	8.41	11.72	14.22	24.78	22.59	17.78	24.78	26.78	18.22	42.04	38.91	49.78

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	6.33	8.11	21.62	44.30	56.76	45.95	49.37	35.14	32.43
Grade 4	9.09	10.34	6.85	68.83	71.26	60.27	22.08	18.39	32.88
Grade 5	8.57	10.26	14.10	72.86	74.36	58.97	18.57	15.38	26.92
All Grades	7.96	9.62	14.22	61.50	67.78	55.11	30.53	22.59	30.67

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	5.06	5.41	4.05	50.63	59.46	47.30	44.30	35.14	48.65
Grade 4	3.90	4.60	1.37	46.75	58.62	46.58	49.35	36.78	52.05
Grade 5	11.43	6.41	6.41	58.57	55.13	48.72	30.00	38.46	44.87
All Grades	6.64	5.44	4.00	51.77	57.74	47.56	41.59	36.82	48.44

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	5.06	12.16	10.81	70.89	68.92	72.97	24.05	18.92	16.22
Grade 4	3.90	8.05	2.74	71.43	72.41	72.60	24.68	19.54	24.66
Grade 5	11.43	15.38	11.54	78.57	65.38	71.79	10.00	19.23	16.67
All Grades	6.64	11.72	8.44	73.45	69.04	72.44	19.91	19.25	19.11

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	8.86	5.41	6.76	58.23	63.51	68.92	32.91	31.08	24.32
Grade 4	3.90	12.64	13.70	63.64	65.52	54.79	32.47	21.84	31.51
Grade 5	18.57	11.54	17.95	64.29	74.36	65.38	17.14	14.10	16.67
All Grades	10.18	10.04	12.89	61.95	67.78	63.11	27.88	22.18	24.00

Conclusions based on this data:

1. To address ongoing reading intervention needs, Washington Elementary will implement targeted WIN (What I Need) groups across all grade levels. Reading intervention teachers will collaborate with classroom teachers to create flexible, skill-based groups, ensuring students receive instruction tailored to their specific needs. Students in the lowest performing groups will receive intensive support utilizing MCLASS ten-day lesson plans, UFLI (University of Florida Literacy Institute) resources, and targeted decodable texts

2. Continued support is needed in this area and reading intervention is a continuous need. these teachers will work with all grade levels to create WIN groups(What I need). The students will move to reading groups to work on skills needed. In the lowest groups the teachers will work on MCLASS ten day lesson plans, UFLI, and decodables.

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	81	77	75	79	73	74	79	73	74	97.5	94.8	98.7
Grade 4	80	87	73	77	87	73	77	87	72	96.3	100.0	100
Grade 5	70	79	79	70	78	78	70	78	78	100.0	98.7	98.7
All Grades	231	243	227	226	238	225	226	238	224	97.8	97.9	99.1

* 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	2404.	2402.	2405.	12.66	10.96	8.11	24.05	34.25	32.43	30.38	20.55	22.97	32.91	34.25	36.49
Grade 4	2433.	2448.	2430.	7.79	9.20	5.56	20.78	28.74	23.61	32.47	35.63	30.56	38.96	26.44	40.28
Grade 5	2498.	2471.	2483.	15.71	16.67	14.10	27.14	11.54	16.67	32.86	24.36	26.92	24.29	47.44	42.31
All Grades	N/A	N/A	N/A	11.95	12.18	9.38	23.89	24.79	24.11	31.86	27.31	26.79	32.30	35.71	39.73

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	13.92	15.07	13.51	58.23	47.95	48.65	27.85	36.99	37.84
Grade 4	11.69	13.79	11.11	46.75	50.57	50.00	41.56	35.63	38.89
Grade 5	15.71	15.38	14.10	62.86	50.00	55.13	21.43	34.62	30.77
All Grades	13.72	14.71	12.95	55.75	49.58	51.34	30.53	35.71	35.71

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	13.92	10.96	16.22	56.96	67.12	55.41	29.11	21.92	28.38
Grade 4	3.90	11.49	6.94	62.34	59.77	62.50	33.77	28.74	30.56
Grade 5	8.57	7.69	8.97	74.29	56.41	60.26	17.14	35.90	30.77
All Grades	8.85	10.08	10.71	64.16	60.92	59.38	26.99	28.99	29.91

Conclusions based on this data:

1.

Work on vertical alignment to:
1. Identifying and analyzing key math standards for each grade level.
2, Mapping the progression of these standards across grades.
3. Developing strategies for differentiated instruction and scaffolding to support all learners.
4. Creating common formative assessments to track student progress.
5. Continue to use Kim Sutton's ten block fact fluency

2.

Create and implement Project-Based Learning Integration:
1. During the workshops, teachers will collaborate to develop and implement math-focused PBL units.
2. These units will be designed to address the key standards and provide students with opportunities to apply their mathematical knowledge in authentic contexts.
3. We will allocate time during the workshops to develop rubrics and project guidelines.

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	*	1408.3	*	*	1429.4	*	*	1358.5	*	9	12	9
1	*	1471.2	*	*	1484.5	*	*	1457.1	*	6	11	6
2	*	*	1480.9	*	*	1460.8	*	*	1500.5	8	8	12
3	1482.3	*	*	1500.0	*	*	1463.9	*	*	11	9	8
4	1496.6	1522.5	*	1502.3	1539.8	*	1490.4	1504.7	*	12	11	8
5	*	1532.2	1523.5	*	1553.9	1545.4	*	1509.8	1501.2	8	12	11
All Grades										54	63	54

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	*	0.00	*	*	33.33	*	*	50.00	*	*	16.67	*	*	12	*
1	*	18.18	*	*	45.45	*	*	36.36	*	*	0.00	*	*	11	*
2	*	*	16.67	*	*	41.67	*	*	33.33	*	*	8.33	*	*	12
3	0.00	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*	*
4	16.67	18.18	*	50.00	63.64	*	25.00	18.18	*	8.33	0.00	*	12	11	*
5	*	16.67	9.09	*	58.33	45.45	*	25.00	36.36	*	0.00	9.09	*	12	11
All Grades	9.26	11.11	14.81	44.44	47.62	40.74	33.33	33.33	33.33	12.96	7.94	11.11	54	63	54

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	*	8.33	*	*	41.67	*	*	41.67	*	*	8.33	*	*	12	*
1	*	36.36	*	*	27.27	*	*	27.27	*	*	9.09	*	*	11	*
2	*	*	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	12
3	36.36	*	*	63.64	*	*	0.00	*	*	0.00	*	*	11	*	*
4	50.00	54.55	*	33.33	45.45	*	8.33	0.00	*	8.33	0.00	*	12	11	*
5	*	41.67	45.45	*	58.33	45.45	*	0.00	9.09	*	0.00	0.00	*	12	11
All Grades	31.48	30.16	29.63	46.30	41.27	46.30	14.81	20.63	18.52	7.41	7.94	5.56	54	63	54

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	*	0.00	*	*	16.67	*	*	50.00	*	*	33.33	*	*	12	*
1	*	0.00	*	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
2	*	*	16.67	*	*	41.67	*	*	33.33	*	*	8.33	*	*	12
3	0.00	*	*	0.00	*	*	63.64	*	*	36.36	*	*	11	*	*
4	0.00	0.00	*	8.33	18.18	*	58.33	54.55	*	33.33	27.27	*	12	11	*
5	*	8.33	0.00	*	0.00	18.18	*	58.33	45.45	*	33.33	36.36	*	12	11
All Grades	3.70	1.59	9.26	12.96	20.63	27.78	51.85	49.21	40.74	31.48	28.57	22.22	54	63	54

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	*	16.67	*	*	75.00	*	*	8.33	*	*	12	*
1	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*
2	*	*	50.00	*	*	41.67	*	*	8.33	*	*	12
3	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
4	41.67	36.36	*	41.67	63.64	*	16.67	0.00	*	12	11	*
5	*	33.33	9.09	*	66.67	81.82	*	0.00	9.09	*	12	11
All Grades	33.33	28.57	29.63	59.26	63.49	59.26	7.41	7.94	11.11	54	63	54

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	*	0.00	*	*	91.67	*	*	8.33	*	*	12	*
1	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*
2	*	*	8.33	*	*	75.00	*	*	16.67	*	*	12
3	45.45	*	*	54.55	*	*	0.00	*	*	11	*	*
4	75.00	72.73	*	8.33	27.27	*	16.67	0.00	*	12	11	*
5	*	100.00	81.82	*	0.00	18.18	*	0.00	0.00	*	12	11
All Grades	48.15	44.44	44.44	40.74	47.62	44.44	11.11	7.94	11.11	54	63	54

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	*	0.00	*	*	75.00	*	*	25.00	*	*	12	*
1	*	27.27	*	*	63.64	*	*	9.09	*	*	11	*
2	*	*	16.67	*	*	58.33	*	*	25.00	*	*	12
3	0.00	*	*	18.18	*	*	81.82	*	*	11	*	*
4	0.00	0.00	*	58.33	72.73	*	41.67	27.27	*	12	11	*
5	*	8.33	0.00	*	66.67	45.45	*	25.00	54.55	*	12	11
All Grades	9.26	9.52	11.11	42.59	63.49	53.70	48.15	26.98	35.19	54	63	54

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	*	8.33	*	*	50.00	*	*	41.67	*	*	12	*
1	*	0.00	*	*	100.00	*	*	0.00	*	*	11	*
2	*	*	25.00	*	*	66.67	*	*	8.33	*	*	12
3	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
4	0.00	18.18	*	83.33	72.73	*	16.67	9.09	*	12	11	*
5	*	8.33	18.18	*	75.00	72.73	*	16.67	9.09	*	12	11
All Grades	1.85	7.94	20.37	75.93	73.02	68.52	22.22	19.05	11.11	54	63	54

Conclusions based on this data:

1. Students continue to need specific instruction in the area of language acquisition.

2. Continue to fund ELD aide services for our TK-1 students. Teacher pushes into TK-K classrooms for oral language development across all
early grades.

3. A full-time EL teacher will continue to support identified EL students in the area of language development through reading, writing, listening and speaking instruction.

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**
469	**66.7%**	**11.9%**	**1.3%**
Total Number of Students enrolled in Washington Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	56	11.9%
Foster Youth	6	1.3%
Homeless	23	4.9%
Socioeconomically Disadvantaged	313	66.7%
Students with Disabilities	84	17.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.9%
American Indian	13	2.8%
Asian	36	7.7%
Filipino	2	0.4%
Hispanic	116	24.7%
Two or More Races	54	11.5%
Pacific Islander	4	0.9%
White	235	50.1%

Conclusions based on this data:

1. Washington Elementary staff will engage in ongoing analysis of the California Dashboard data to identify specific student subgroups demonstrating need for targeted support in language arts. This data will inform the development and implementation of differentiated interventions to address identified gaps
2. Recognizing the diverse student population at Washington Elementary, we are committed to the ongoing implementation and refinement of Culturally Responsive Teaching practices. This will involve continued professional development for all staff to ensure equitable and inclusive learning environments for all students. We will continue to build resources through community schools.

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.

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

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Washington Elementary has maintained mathematics achievement since the adoption of our Common Core-aligned program, which fosters teacher collaboration and curriculum alignment. To further enhance number sense, we will utilize a universal screener for assessment and implement Kim Sutton's number fluency games as targeted instructional strategies.

2. To effectively decrease suspension rates at Washington Elementary, we will implement a multi-faceted approach centered on proactive interventions and restorative practices. This includes providing staff with comprehensive training in culturally responsive classroom management and de-escalation techniques, fostering a positive school climate through school-wide Positive Behavioral Interventions and Supports (PBIS), and establishing clear, consistent expectations for student behavior. We will prioritize restorative practices to address student misconduct, focusing on repairing harm and building positive relationships rather than punitive measures. Additionally, we will analyze suspension data regularly to identify patterns and target interventions for specific student subgroups, ensuring equitable and effective strategies are in place to support all students. We will use our restorative practice support personnel to work with alternatives to suspensions.

3. To strengthen language arts proficiency across TK-5, teachers will implement the science of reading-aligned CKLA curriculum. Additionally, staff will receive targeted training in UFLI (University of Florida Literacy Institute) strategies and the use of Half-Pint Readers. Ongoing reading intervention support will be provided to address individual student needs

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.

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 English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	2	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
Orange	No Performance Color	No Performance Color
51.1 points below standard	87.4 points below standard	0 Students
Declined 8.4 points	Increased 8.8 points	
224 Students	28 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	98.3 points below standard	63.4 points below standard
6 Students	Increased 42.4 points	Declined 16.6 points
	16 Students	159 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
107.9 points below standard	Less than 11 Students	Less than 11 Students
Declined 16.0 points	6 Students	8 Students
55 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
77.6 points below standard	Less than 11 Students	53.6 points below standard
Increased 15.7 points	1 Student	Increased 3.8 points
20 Students		57 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
61.9 points below standard	Less than 11 Students	38.0 points below standard
Declined 41.5 points	2 Students	Declined 9.6 points
25 Students		106 Students

Conclusions based on this data:

1. 96% of EL scored below average
2. An increase of 7.1 points occurred with our Hispanic population
3. two or more races increased 28.2%

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	3	1	0	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
Orange	No Performance Color	No Performance Color
42.6 points below standard	87.4 points below standard	0 Students
Maintained 0.4 points	Maintained 2.2 points	
224 Students	29 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	96.8 points below standard	53.4 points below standard
6 Students	Increased 43.6 points	Declined 3.0 points
	15 Students	159 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
99.7 points below standard	Less than 11 Students	Less than 11 Students
Increased 14.3 points	6 Students	8 Students
55 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
63.1 points below standard	Less than 11 Students	60.8 points below standard
Maintained 1.3 points	1 Student	Increased 10.6 points
21 Students		56 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
37.6 points below standard	Less than 11 Students	26.9 points below standard
Maintained 0.8 points	2 Students	Declined 5.0 points
25 Students		106 Students

Conclusions based on this data:

1. Our average for all students was a decrease of 6 points
2. Our current English learners decreased 21.6 points

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.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	No Performance Color
38.6% making progress.	making progress.
Number Students: 44 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**
27.3%	34.1%	4.5%	29.5%

Conclusions based on this data:

1. 27.3% of students decreased one level
2. 29.5% of students progressed at least on 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	Orange	No Performance Color
21.3% Chronically Absent	25.4% Chronically Absent	0 Students
Declined 10.9	Declined 2.5	
480 Students	59 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	52.5% Chronically Absent	25.1% Chronically Absent
10 Students	Declined 12	Declined 13.7
	40 Students	342 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
28.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	35.7% Chronically Absent
Declined 5.2	9 Students	Increased 11.9
109 Students		14 Students

Asian	Filipino	Hispanic
Orange	No Performance Color	Orange
10.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	30% Chronically Absent
Maintained 0.2	3 Students	Declined 10.9
37 Students		120 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
21.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy	17.3% Chronically Absent
Declined 26.2	4 Students	Declined 10.5
56 Students		237 Students

Conclusions based on this data:

1. Chronic absenteeism moved from red to orange with a decrease 10.9%
2. an increase of 2.5% of our English learners are chronically absent
3. A decrease of two or more races has declined by 26.2

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
5	1	0	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
Red	Blue	No Performance Color
7.1% suspended at least one day	0% suspended at least one day	0 Students
Increased 3.3%	Declined 1.4%	
494 Students	62 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Red
Fewer than 11 students - data not displayed for privacy	27.9% suspended at least one day	8.6% suspended at least one day
10 Students	Increased 21.8%	Increased 4.8%
	43 Students	350 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
13.6% suspended at least one day	Fewer than 11 students - data not displayed for privacy	26.7% suspended at least one day
Increased 6.4%	9 Students	Increased 21.9%
110 Students		15 Students

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	5% suspended at least one day
Declined 2%	3 Students	Increased 3.4%
39 Students		121 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Red
10.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy	7.7% suspended at least one day
Increased 6%	4 Students	Increased 2.5%
56 Students		247 Students

Conclusions based on this data:

1. increase of two or more races of suspended which was an increase of 6%
2. students with disabilities increased by 6.4% for students who have been suspended one or more days

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.

Goal 1: - All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.
Goal 4: We will improve student outcomes using local data to inform decision-making
Goal 5: We will improve student outcomes using local data to inform decision-making and drive targeted interventions.
5.1 mCLASS Universal Screener
5.2 IXL for ELA and math

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

We have created our goals based on our school's needs, which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals, which include:

Goal 1: All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.
Goal 5: We will improve student outcomes using local data to inform decision-making and drive targeted interventions.
5.1 mCLASS Universal Screener
5.2 IXL for ELA and math

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 CAASPP results in ELA and Math indicate a need to continued work with staff and students in the area of improving academic skills.

Goal 1: Increase the number of students meeting or exceeding standards in Mathematics and Language Arts by 5% as measured by the California Assessment of Student Performance and Progress.

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
CALIFORNIA DASHBOARD	51.1 points below the standard, with a decrease of 8.1	Increase overall language arts scores by 7 points
CALIFORNIA DASHBOARD	42.6 points below standard we stayed the same as previous	Increase overall math scores by 10 points
K-5 IXL diagnostic, BPST, BOOST, MCLASS data	TBD	All students grow one year on

		IXL diagnostic, BPST, BOOST, and MCLASS

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	August 2024-June 2025: Select acquire and implement intervention curriculum and CCSS-aligned supplemental materials, especially in English Language Arts, including classroom libraries with decodable text. Explore and purchase additional math numbers sense supplemental supplies and materials and math intervention materials. Principal, Leadership team, Intervention, and ELD Teachers Include purchasing supplementary materials and intervention support materials for targeted subgroups including purchasing materials and supplies to support new ELA materials adoption and integration with NGSS-related thematic units of study. Copier Maintenance.	All Students	5000 Title I 4000-4999: Books And Supplies Materials and supplies 27,529 Title I 4000-4999: Books And Supplies Unallocated funds - May redistribute as needed Title I 5000-5999: Services And Other Operating Expenditures copier maintenance - Not budgeted to Title I
1.3	August 2025- June 2026: Provide Literacy Technicians and classroom aides to support the Reading Intervention Teacher in delivering Reading, Writing, and Interventions. Principal, Leadership Team. Employ Literacy Technicians to support Intervention teachers and classroom teachers in providing intervention services.	All students	41,167 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Pos 698 = 0.6875 FE and Pos 731 = 0.1341 FTE 39,200 Title I 2000-2999: Classified Personnel Salaries Aides (Pos 1081 = 0.375 FTE and pos 1179 = 0.50 FTE) 30,072 Title I 2000-2999: Classified Personnel Salaries Lit Tech (pos 449 = 0.50 FTE) 14,366 Title I 2000-2999: Classified Personnel Salaries Subs and Extra hours
1.4	August 2025 June 2026: Provide funding to support the CARE Specialist position. Principal, Leadership Team Ensure the CARE coach is utilizing time to be proactive in coaching teachers and literacy technicians to implement the newly adopted ELA curriculum and implementing best practices in instructional delivery and support teaching staff in analyzing student ELA and Math data to collaborate around the next steps in instruction to achieve increasing student skill achievement.	All students	12,842 Title I 1000-1999: Certificated Personnel Salaries Support (sub and extra hours) for CARE specialist

1.5			
1.6			
1.8	August 2025 - June 2026 Parent Involvement/ Communication Provide printings and flyers to inform our parents of school events ,including Math/Literacy night, School Safety Prep Night, CCSS information, and other means to foster community in our school with parents and community members.	all students	3188 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent involvement materials 1500 Title I 5000-5999: Services And Other Operating Expenditures Printing and mailings
1.9			
1.11			
1.12			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

To ensure all students achieve high academic success and are well-prepared for college and careers, qualified staff are essential in providing effective instruction and support. A strategic approach to address academic gaps involves the utilization of classroom aides to facilitate small group interventions. These targeted interventions allow for more individualized attention and focused instruction, enabling students who may be struggling in specific areas to receive the tailored support they need to master essential concepts and skills. By creating these smaller learning environments, classroom aides play a crucial role in supplementing the teacher's efforts, fostering a more personalized learning experience, and ultimately contributing to the overall academic growth and readiness of all students.

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

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

Changed the metric to reflect points above or below standard to align to the measurement in the California Dashboard and LCAP goal 1

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.

Goal 2: LCAP Goal 3: Improve student attendance with a focus on chronic absenteeism and graduation rates for all students.
Our attendance, suspension, and PBIS (SWIS) data indicate a need to continue to focus on creating a safe, supportive, and culturally responsive environment where all stakeholders feel valued, connected,d and engaged.
Decrease the percentage of chronically absent students from 12.4% of students to less than 9% of students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

We have created our goals based on our school's needs, which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goal,s which include:

LCAP Goal 3: Improve student attendance with a focus on chronic absenteeism and graduation rates for all students.

Identified Need

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

Increase engagement, decrease chronically absent currently 21.3% with an increase from 2023 of 10.9%, Maintain suspension rates from 7.1 to below 5%.

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
A2A, Power School Insight	% of student chronically absent	Decrease number of chronically absent by 2%
SWIS/Powerschool incident management	% of students with BTF's (behavior tracking forms)/Suspensions	Continue to decrease number of suspensions and % of students suspended

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	August 2025- June 2026: Increase Positive School Climate through Positive Behavior Interventions and	All students	2,736 Title I

	Supports and Restorative Practice Implementation. Principal, School Climate Team, Coaches, PBIS Team, and Staff Continue and enhance PBIS as well as receive training in Restorative Practices and engagement strategies Provide extra monitor support at peak times Provide regular monitor training and coaching PBIS Training occurs with both the certificated and classified staff throughout the year. PBIS training occurs for students on the first day of school, after every break, and throughout the year. PBIS strategies are implemented yearlong and monitored by the PBIS team and administration.		2000-2999: Classified Personnel Salaries Monitor training
2.2	August 2025 - June 2026 Provide Student CARE Specialist Principal, Leadership Team Ensure CARE specialist is utilizing time to coordinate schoolwide PBIS teams and meetings including CICO, be proactive in providing behavior support coaching to staff in order to proactively support schoolwide prosocial behavior and positive classroom management, support student behavioral interventions, and organize and lead Student Study Teams.	All Students	51,730 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries CARE TOSA (pos 769 = 0.50 FTE)
2.3	Behavior Support Assistant-June 2026 Behavior Support Aide is a vital asset by directly supporting students' social-emotional development, implementing targeted and universal behavior interventions, collaborating with all stakeholders, and ultimately fostering a safe and positive learning environment that is conducive to academic achievement for all students.	All Students	63,322 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries BSA (pos 1049 = 0.75 FTE) 659 Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Pos 1049 is over-allocated to Title I. Use S/C to support.
2.4			
2.5	August 2024 - June 2025 Outreach communications to families of English Learners, Foster and Homeless Youth, and socioeconomically disadvantaged students which highlight opportunities to participate in school events and decision-making forums Principal, Leadership Team, EL Coordinator, Interpreters Include providing translation and interpretive services and materials/supplies for meetings. Consultation and professional development from Marshall Family Resource Center/Homeless and Foster Youth Liaison or other agencies	All Students	1,000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Communications- printing and mailing
2.6			
2.7			$0

2.8			$0
2.9			
2.10			
2.11			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Creating a truly equitable and effective learning environment necessitates a commitment to safety, support, and cultural responsiveness. This involves proactively cultivating a space where every student feels secure, respected, and understood, fostering their holistic well-being alongside their academic growth. To achieve this, schools must actively value, connect with, and engage students, families, and the wider community. This collaborative approach ensures that diverse cultural backgrounds and experiences are acknowledged and integrated into the learning process, enriching the educational experience for all. By prioritizing these elements, schools can build a strong foundation where students feel a sense of belonging, are empowered to learn, and are supported by a network of invested stakeholders working together to promote their success.

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$294,311.00
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	$134,245.00
Title I Part A: Allocation	$156,219.00
Title I Part A: Parent Involvement	$3,188.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $293,652.00

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 ($)
Supplemental & Concentration	$659.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $659.00

Total of federal, state, and/or local funds for this school: $294,311.00

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
Supplemental & Concentration	659.00
Title I	134,245.00
Title I Part A: Allocation	156,219.00
Title I Part A: Parent Involvement	3,188.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	128,553.00
2000-2999: Classified Personnel Salaries	127,541.00
4000-4999: Books And Supplies	35,717.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supplemental & Concentration	659.00
1000-1999: Certificated Personnel Salaries	Title I	12,842.00
2000-2999: Classified Personnel Salaries	Title I	86,374.00
4000-4999: Books And Supplies	Title I	32,529.00

5000-5999: Services And Other Operating Expenditures	Title I	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	115,052.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	41,167.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,188.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	174,864.00
Goal 2	119,447.00

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

4 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

Name of Members	Role
Teri Silvers	Principal
Lauren Coradines	Classroom Teacher
Jenna Mossi	Parent or Community Member
Holly VanHerpe	Classroom Teacher
Andrew DeHart	Classroom Teacher
Sarah Nunez	Parent or Community Member
Jessica King	Parent or Community Member
Julia Leanord	Parent or Community Member
Jana RainWater	Other School Staff
Elisaveth Escalante	Parent or Community Member
Hope vonWerlhof	Other School Staff

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
	District/School Liaison Team for schools in Program Improvement
	Other: Washington PBIS Washington Site-Based Leadership Washington PTSA Eureka Police Department Eureka Fire Department

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 February 12,2025.

Attested:

	Principal, Teri Silvers on April 14, 2025
	SSC Chairperson, Holly VanHerpe on April 14,2025

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