



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	19643036057517	October 24, 2024	December 12, 2024

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

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

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

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

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

Schoolwide Program
Additional Targeted Support and Improvement
At Washington Elementary we are committed to providing an educational environment that emphasizes success for

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

At Washington Elementary we are committed to providing an educational environment that emphasizes success for

Washington Elementary's Single Plan for Student Achievement is aligned with the Bellflower Unified School District's Local Control and Accountability Plan (LCAP). In order to effectively meet the ESSA requirements in alignment with LCAP and other federal, state, and local requirements, SPSA will develop and implement long-term goals that begin in the classroom with quality tier 1 instruction. These goals begin with highly qualified teachers who differentiate instruction to meet the needs of all learners. Two teachers on special assignment (TOSA) will support students in meeting academic progress through supplemental supports for students who continue to struggle through Tier 2 (Strategic) and tier 3 (Intensive) instruction. They will provide direct instructional support using MTSS/RTI framework and implementing math and English Language Arts with district initiatives. Instructional Aides support students in ensuring foundational skills are mastered and maintained. As a learning community, we work collaboratively to expand our knowledge through professional development, parent education, and public outreach to strengthen the partnership among all community members.

Teachers will create learning environments rich with UDL by empowering students to strategically choose from a variety of learning activities resources and materials that will engage their diverse learning preferences and abilities to create an environment filled with creativity and collaboration. Students will increase in their critical thinking abilities, concept development, and responsible citizenship through teacher scaffolding. Systematic, explicit reading and phonics instruction utilizing Thinking Maps, and hands-on activities will be used to prepare students to be globally competitive.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school leadership team reviews and offers input towards SPSA goals and actions. At our school, we prioritize collaboration and transparency by actively involving teachers, parents, and classified staff in various meetings, including School Site Council (SSC), Instructional Leader Meetings, and English Learner Advisory Committee (ELAC) meetings. Both ELAC and SSC meet monthly to analyze student performance data, assess site goals, and evaluate current programs and resources, working together to determine the optimal allocation of funds to support our students' needs. Instructional Leader Meetings, also held monthly, focus on reviewing student performance data, where teacher leaders share valuable insights regarding effective programs and services. Throughout the year, staff meetings and professional development trainings provide additional platforms for teachers to contribute their input on data analysis, progress towards the School Plan for Student Achievement (SPSA) goals, and budget expenditures. The ELAC and SSC committees also review and provide feedback on expenditures in relation to data analysis and SPSA progress during their regular meetings. Through these collaborative efforts, we ensure that all stakeholders have a voice in the decision-making process, fostering a united approach to enhancing student success.

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.

Our school will adhere to the attendance policy by implementing incentives to encourage regular attendance and address the challenges faced by students with chronic and very chronic absences. By creating a supportive and inclusive environment, we aim to promote the academic and social success of all our students, ensuring that each child feels valued and empowered in their learning journey.

In the Spring 2024 California Healthy Kids Survey, results indicate that students need to increase adult relationships and feel that there is meaningful participation for them at school: Staff-Student Relationships (Highly and Moderately) 64% (Down 1% from 21-22) Meaningful Participation (Highly and Moderately) 42% (Down 5% from 21-22) Additionally, data from the Fall 2024 Panorama Survey indicate that students need to feel a connection and a sense of belonging to the school: Teacher Student Relationships Grades 3–5 73% favorable down 4% from Spring 2024; Sense of Belonging Grades 3-5 67% favorable increased 1% from Spring 2024; Sense of Belonging Grade 6 60% favorable increased 10% from Spring 2024.

Results of the fall Title 1 survey indicate that parents need to learn more about programs that counselors and teachers are using for social-emotional learning, academic support programs, and PBIS including the expectation that students will always use PRIDE at Washington.

The 2024 Fall Title 1 survey results indicate:

48.3% of parents who participated in the survey strongly agree that Washington students use PBIS PRIDE to make Washington a safe place to learn.

44.8% of parents who participated in the survey agree that Washington students use PBIS PRIDE to make Washington a safe place to learn.

6.9% of parents who participated in the survey are neutral with the statement that Washington students use PBIS PRIDE to make Washington a safe place to learn.

0% of parents who participated in the survey disagree or strongly disagree with the statement that Washington students use PBIS PRIDE to make Washington a safe place to learn.

In response to the question regarding Washington social-emotional support parents shared that:

96.6% of parents are aware that counselors use zones of regulations with students,

89.7% of parents are aware that Washington uses PBIS,

65.5% of parents are aware that Washington uses restorative practices,

75.9% of parents are aware that Washington uses SEL curriculum such as Second Step, 44.8% of parents are aware that teachers offer SEL support,

and 69% of parents are aware of mindfulness practices on campus.

58.6% of parents strongly agree that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.

34.5% of parents agree that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.

6.9% of parents strongly are neutral to the statement that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.

0% of parents disagree or strongly disagree that Instruction at our school is guided by California Standards and students learn using the adopted curriculum.

93.1% of parents are aware of the school providing academic support for students through Intervention Teachers.

86.2% of parents are aware of the school providing academic support for students through Instructional Aides.

44.8% of parents are aware of the school providing academic support for students through tutoring before or after school.

100% of parents are aware of the school providing academic support for students through Digital Learning Platforms.

96.6% of parents are aware of the school providing academic support for students through Expanded Learning Programs and Summer Academy.

These results support the need for increased family outreach and academic engagement.

Additionally, data from the Fall 2024 Panorama Survey indicate that students need to feel a connection and a sense of belonging to the school: Teacher Student Relationships Grades 3–5 68% favorable down 9% from Spring 2023; Sense of Belonging Grades 3-5 61% favorable down 8% from Spring 2023; Sense of Belonging Grade 6 65% favorable which is an increase of 13% from Spring 2023.

CA Dashboard Data indicate that Chronic Absenteeism is Very High for all students at Washington, including the subgroups of Hispanic, English Learner, Socio-Economically Disadvantaged, Students with Disabilities, and Black/African American.

These results indicate that students need to have greater access to meaningful relationships with adults who know them and to whom they feel accountable and that the school needs to increase opportunities to build student connection to increase attendance.

Spring 2024 ELA CAASPP data indicate that the majority of students need intervention to be successful in both ELA and Math:

Washington students scoring advanced/proficient in ELA 21.52% . Additionally, subgroup data from the 2024 California Dashboard ELA Equity Report indicate an achievement gap for the following subgroups: English Learners- 78.3 points below the standard,African American- 60.5 level points below the standard, and Students with Disabilities- 116 points below the standard as compared to Students Overall- 68.3 points below the standard.

These results indicate a need to provide access to early intervention supports and to increase collaboration between interventionists and teachers to ensure that intervention supports are integrated and aligned with core instruction.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Washington Elementary values their community. Through communication, open dialogue and surveys, we strive to improve academic instruction for all students. Fifth grade students are surveyed to understand current experiences, thoughts, and emotions about the students' school experiences. This survey data is then reviewed by staff and used as a guide to develop the goals of the School Plan. Survey data also assists the staff and advisory committees in the allocation of funding for programs and personnel, to improve academic performance by mastering instructional goals, and providing support in identified areas of need. Surveys that are used by Washington Elementary to determine progress and areas of need include, the Healthy Kids Survey, the DELAC Needs Assessment Survey of parents of English learners, The California School Climate and the High Reliability Schools survey for teachers. Taken together, these surveys, School Site Council meetings, English Language Advisory Committee meetings, and PTA meetings all serve as avenues for students, staff and parents to provide input into the programs and services that are provided at Washington Elementary.

Title I Fall Needs Assessment

The Needs Assessment survey was sent home to parents via Parent Square, Dojo, our Website, and on Instagram . Washington families traditionally do not utilize this sort of technology when communicating with the school. For the past two years very few families have completed surveys, this year we received over 39 surveys from our families.

When asked the question if the school effectively communicates with parents and includes them in their child's education

50.6% responded that they strongly agree, 40.2% responded that they agree, 6.9% responded that they were neutral

and 1.1% responded that they disagree or strongly disagree.

When asked the question if the school emphasizes the importance of student attendance:

55.2% responded that they strongly agree.

41.4% responded that they agree.

3.4 responded that they are neutral.

0% responded with disagree and strongly disagree.

Panorama Education

How well students are able to persevere through setbacks to achieve (GRIT) important long-term goals showed the greatest increase by 10%. Our goal was to increase in the area of Emotional Regulation by 5%, although we did show an increase of 2% we continue to work on this area.

Based on the insights gained from community feedback, Washington is working on implementing several initiatives to enhance academic performance and student engagement. A key focus is strengthening phonemic and phonics instruction for students in grades TK-3, supported by Title I funds that allow for additional instructional aides and targeted reading intervention programs such as Heggerty. To promote teacher collaboration and data-driven instruction, we have continued to integrate Professional Learning Communities (PLCs) into our schedule. These structured periods enable educators to share best practices and analyze student data collaboratively, creating a culture of continuous improvement among our staff. Community outreach and the home/school connection are also prioritized. We have introduced family nights centered around STEAM education and organized field trips for all grade levels to enhance experiential learning. Expanding our Community Social Worker's hours ensures that family needs are met, strengthening the home-school connection. Furthermore, we have launched various programs to boost student engagement, such as Meet the Masters, which combines art education with hands-on projects. Partnerships with organizations like Think Together and YMCA provide additional support during unstructured times, encouraging active play and leadership among students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout each school year, both formal and informal classroom walkthroughs and observations are conducted. Formal observations take place on average for an hour so that all components of the lesson can be observed and areas for growth can be supported. Classroom walkthroughs and informal visits are an average of twenty minutes in length and occur throughout the school year, at different times in the school day, and in the various disciplines of education. During these classroom observations, evidence of a measurable objective or essential question was reviewed with students. There is evidence that the objective/essential question enhances the overall student understanding of the standard. Students collaborate in groups using accountable talk so that they can have the opportunity to interact and explain how they will demonstrate their learning. Students can be seen building knowledge through reading, writing, or speaking about text (literary and/or informational), citing evidence from the text/sources, and using academic language to answer questions.

Technology is used for instruction along with more traditional methods. Students in the upper grades are able to log into their Google Classroom to view slide shows, see and submit work, communicate with their peers and teachers, and interact with others to increase their understanding of standards. All students access district platforms and apps through their Clever portal. Teachers are observed providing feedback to individual students during class meetings, before and after class, and even in email messages. Students are observed providing feedback to peers during class meetings. Teachers integrate low-profile controls during class in order to optimize learning time. Site and/or district based professional development is designed, based on the data collected during the observations.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers analyzed NWEA assessments, MAP Growth, and MAP Fluency schoolwide from the beginning of the year. The results were used to create goals for each grade and the school. The district, with the input of Assessment, Instruction, and Research (AIR) committee, which is comprised of teachers, developed an assessment schedule to include interim assessments, baseline assessment, and progress monitor, along with key indicators for growth. Grade level teams assessed student data for the purposes of student intervention plans. Based on analysis of data, improvement of instructional practice were developed at the beginning of school year. State and local assessments are reviewed constantly, at several different levels. Local assessment data is accessible through School City to all teachers, and they analyze data during Professional Learning Communities. This progress is monitored by teachers to direct instruction, and ensure instructional time is used to bridge any gaps in students' skills and knowledge. This data is available on a classroom and whole school basis to administrators, who review data regularly to evaluate progress towards student proficiency. As a school staff and within grade level teams, teachers evaluate ELPAC and SBAC data. ELPAC data is used to assess English learners' progress towards language proficiency. SBAC data for third through sixth grade students in ELA and Math is analyzed by the school staff and by individual teachers.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Washington teachers analyze data and use formative assessments to support the curriculum and instructional strategies. During Professional Learning Communities (PLC), each grade level reviews available data in SchoolCity and NWEA for each student. Grade Level Teams (GLT), analyze the data to set measurable and attainable goals for student improvement and growth. Teachers in grades K-3 use district assessments to help monitor phonics and language skills. Teachers in grades 4-6 are platooning. Each classroom is separated into ELA, Math, and Social Studies/Science with other content areas embedded within the three classes. Math teachers in grades K-5 use Eureka assessments. Math teacher in grade 6 uses Go Math and UCI assessments to determine if students are making adequate progress. ELA and Social Studies/Science Teachers use district writing rubrics to assess and determine if students are making adequate progress. Curriculum embedded assessments are consistently being used to monitor student progress and modify instruction. With the use of Eureka math students take timed skill leveled tests to measure basic skills mastery, and/or complete the requirements of that skill level. ELA and SLA assessments assist teachers in guiding their classroom instruction as measured against student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff meet the requirements of being a highly qualified educator.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All credentialed teachers at Washington Elementary teach in classrooms that have a sufficient number of instructional resources and professional development opportunities to promote teachers' professional growth. Professional development is provided to teachers through regular staff meetings, staff development, weekly PLC meetings, and regular professional development opportunities presented in BUSD. All teachers have met requirements through Clear Credential process or through Master's Degree program. There are two teacher on a teaching internship.

Professional development is facilitated through regular staff meetings and dedicated staff development sessions, allowing teachers to collaborate and share best practices. Weekly Professional Learning Community (PLC) meetings foster an ongoing dialogue among teachers, enabling them to analyze student data, discuss instructional strategies, and support each other's professional journeys.

Moreover, teachers also participate in professional development sessions led by outside consultants, focusing on essential areas such as English Language Arts (ELA), math, and social studies. These targeted sessions ensure that educators stay informed about the latest teaching methodologies and curricular developments. By investing in comprehensive professional development, Washington Elementary School supports its teachers in refining their practices, ultimately benefiting student learning outcomes and fostering a culture of continuous improvement

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Content standards are the foundational base for all professional development trainings. School-wide, small group, and individual student performance are integrated into training sessions to meet all students' academic needs fully. Professional development trainings occur a minimum of once per month, with teachers following up on best practices during weekly PLCs. Teachers have the option to attend additional trainings monthly. Teachers reflect upon teaching practices and determine professional development needs through leadership meetings.

For the 2024-2025 school year, staff development will concentrate on the following key areas:

Language Objectives

Planning Standards to Meet Rigor

SBAC Summative Assessment Preparation

Acceleration of Phonics

Active Shooter Training

Academic Language and Talk

Progression of Standards

These focused topics aim to enhance instructional practices and improve student outcomes across the school.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

ELA Intervention Teacher provides instructional assistance and support daily to teachers in ELA. A school site Math Intervention TOSA provides instructional assistance and support daily to teachers. The TOSAs attend grade level PLC meetings to analyze student assessment data and provide intervention support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers meet in grade level PLCs weekly and grade level planning bi-weekly. Additionally, grade level planning opportunities are provided 3 times a month during shortened Wednesdays. Through these comprehensive professional development opportunities, we aim to enhance instructional practices and support the diverse needs of our students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

At Washington Elementary, all content is aligned to California Standards. All curriculum has been California State Board of Education approved, and adopted by the BUSD Board of Education. Based on District test results, state standards serve as a base to give emphasis to skills students need most. Student progress towards these standards are reported to parents on a standards-based report card. Common Core State Standards (CCSS) are examined for K-12 articulation. Research on instructional methods reveals the most effective techniques for a particular content, and this information is used in the creation of the materials' evaluation criteria. Materials purchased match the state and District standards. Teachers serve on committees to identify needs for GATE, English learners, Special Education students and others requiring intervention. Based on identified needs of these students, supplementary materials are purchased to help students meet academic standards

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers at Washington Elementary turn in class schedules that adhere to the recommended instructional minutes for curricular areas. Instructional minute schedules are also submitted to administrators in our district office for review and approval. They are used for classroom visits and informal observations.

Total instructional time available per regular school day at Washington Elementary School is 320 minutes. For grades K-3, 150 minutes are allocated for English Language Arts (ELA) instruction daily, while grades 4-6 receive 120 minutes of daily ELA instruction. All grades (K-6) allocate 60 minutes for Mathematics, integrating science, health, social studies, and visual/performing arts into ELA and math instruction. Additionally, students participate in 200 minutes of physical education every two weeks. All English Learners (EL) receive 30 minutes of designated language instruction five days per week. This structured schedule ensures a well- rounded educational experience that meets the diverse needs of our students.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers developed pacing guides through evaluation of ELA instructional material, Wonders, suggested pacing guide, district's assessment calendar, and analysis of students' academic needs. Standards-aligned materials are available in all classrooms through the district adopted curriculum. Students are provided literacy instruction at their level of academic need following the MTSS model through small group instruction, team teaching during co-plan co-teach, and during the intervention and RTI classes. The Intervention teacher and grade-level teams focus on literacy instruction for specific grade level needs. Students are grouped by literacy and mathematical needs, and groups are sized according to targeted academic goals.

In addition to daily instruction, further support is available for struggling students in English Language Arts (ELA) and Mathematics through after-school and online tutoring programs, including resources like ST Math and FEV.

Lesson pacing across all content areas is guided by master pacing schedules available district-wide and on digital platforms that align with the district-adopted curriculum. The school's master schedule also accommodates daily interventions across Tier 1, Tier 2, and Tier 3 levels, ensuring that all students receive the targeted support they need to succeed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Bellflower Unified School District adopted standards-based curriculum is used by, and available to, all teachers. The curriculum includes leveled materials for all student groups: below grade level, at grade level, above grade level, and English learners. All teachers have been provided full classroom sets of all adopted materials in all content areas for the students they instruct.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers at Washington Elementary use BUSD standards-based adopted materials in concert with district initiatives for Tier I instruction in the general education setting. For Tiers II and III, we use standards-based intervention programs that meet the academic learning needs of all students. Core and supplemental instruction are also differentiated to meet the language acquisition needs of English learners for designated and integrated ELD.

All materials are approved by the California State Board of Education and are aligned with the state standards for each subject area. This ensures that students receive a high-quality education that meets established academic expectations.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The district-wide curriculum adoption provides differentiated instructional materials to allow underperforming students to meet standards and on grade level and accelerated students to be appropriately challenged. Teachers use this modified curriculum during small group instruction throughout the day. Sentence frames and conversation starters are used to provide supports for English learners to meet language objectives. Direct Interactive Instruction utilizes chanting, focuses on student engagement, includes the use of collaborative conversations, encourages gradual release, highlights academic vocabulary, and learning process steps to provide support for all students. Our district initiative, Thinking Maps, provide necessary supports for organizing content, along with retelling and writing skills.

Evidence-based educational practices to raise student achievement

School reform strategies are based on scientific research and designed to ensure that all students meet or exceed the standards. The implemented research-based strategies are: Structured Interactive Instruction, Universal Design for Learning and Thinking Maps. All supplementary programs and services support standards-based instruction and the district-adopted curriculum. Implementation of supplementary services are meant to close any academic achievement gaps. These include: ST Math, Smarty Ants, Rewards, Fast ForWord, ELOP and small group instruction. Strategies to determine the needs of struggling and underserved populations include: Student Success Team where an MTSS model is beginning to be implemented.

Furthermore, we are enhancing our technological capabilities, with all classrooms equipped with Interactive Panels, teacher microphones, and student headphones. This commitment to innovative teaching methods and technology ensures that our students have access to engaging and effective learning experiences.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

On-site we host parenting classes for Spanish and English speaking families to increase literacy in the home. Washington also hosts family nights throughout the year to involve and inform families in the steps to help their students increase in mathematical, literacy, and other academic skills. Throughout the year grade level instructors present at grade-level specific parent meetings in order to help families assist their students to succeed within academic subjects. An Academic Intervention Plan is written for students who are not on track to meet grade-level standards in the fall during Parent-Teacher Conferences. Conferences throughout the year focus on increasing student achievement. Conferences are held for all students in the Fall. Spring conferences are conducted on an as-needed basis as well as throughout the school year.

Student Study Team meetings are held as needed for students who are struggling with academics or behavior. Our Counselor and CSW provide referrals for community-based supports for students in need of these services. Teachers host small groups throughout the school year for different subjects based on the academic needs of the students. The school offers Chromebooks to all students to check out to keep at home in order to continue learning on the available platforms at home. Think Together is a free after-school care program available to all families on a first-come basis; the program is a safe place for students to be after school hours. Think Together focuses on building both math and literacy skills.

At Washington Elementary School, our Community Social Worker is available to connect families with additional community resources, including tutoring, counseling, and medical services. The school's counselors also collaborate with families to provide necessary support. Outreach programs such as The Latino Family Literacy Project, Coffee with the Principal and Coffee with the counselor are available for families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Annually a Title I Parent Meeting is held at the beginning of the school year to explain the components of Title I funding and our individual school program. Title I survey evaluates the needs of parents and allows us to develop a plan to best meet these needs. School Site Council is comprised of elected members from within the school community. English Learner Advisory Committee is composed of any parent of an English learner student who would like to attend and participate in the meetings. These two parent representative advisory groups meet and discuss achievement data, categorical funding, intervention programs, and expenditures. The Single School Plan for Student Achievement is reviewed with all committees and stakeholders. Input is sought, valued, and used to update the SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Instructional assistants support small group ELA and math instruction during school day Response to Intervention. Technology devices allow struggling students access to core and supplementary curriculum. Identified target students attend intervention four days a week to improve reading achievement. Supplementary software programs such as Smarty Ants and ST Math enhance students' language skills. A case manager arranges social services such as counseling, food, clothing, medical insurance and tutoring because healthy kids learn better. District categorical funding provides: a Math Intervention TOSA, an ELA Intervention Teacher, Chromebooks, and professional development.

Fiscal support (EPC)

The school receives the following fiscal support: Title I, Supplementary Grant, Concentration Grant, SISS, grants and donations. In addition to the school site Title I allocations the district also provides additional services. The district provides an ELA intervention teacher, a Math TOSA, an Instructional Specialist, a case manager, a library media aide, and preschool services.

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.

ELA and Math academic performance is low. Action is needed to increase all students academic achievement in ELA and Math. Conditions and Climate of school site is supportive of students' needs and reflect in low number of suspension rate. Chronic absenteeism is very high. Action is needed to decrease the number of All Students chronically absent.

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.

English Learners scored 71.7 points below the standard and SED students scored 57.8 points below the standard in the low range on the state ELA test. There is a learning gap in ELA for our English Learners and SED students. Action is needed to increase English Learners and SED students academic achievement and move to a medium level of academic achievement in ELA. Students with disabilities scored 108.5 points below the standard in the very low range on the state ELA test. Action is needed to increase SWD students academic achievement in ELA and move to a medium level of achievement. The dashboard for English Language Arts shows that African American Students (28 students) is in the "No performance level" category at 66.3 points below standard.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.32%	0.3%	0.35%	2	2	2
African American	7.95%	9.89%	8.63%	50	65	49
Asian	2.86%	2.59%	3.87%	18	17	22
Filipino	2.38%	2.44%	2.29%	15	16	13
Hispanic/Latino	79.17%	78.69%	77.46%	498	517	440
Pacific Islander	0.48%	0.46%	0.35%	3	3	2
White	4.29%	3.5%	4.93%	27	23	28
Multiple/No Response	1.59%	1.37%	1.23%	10	9	7
Total Enrollment				629	657	568

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten		25	24
Kindergarten	92	101	72
Grade 1	84	83	59
Grade 2	101	92	82
Grade3	85	111	84
Grade 4	84	92	97
Grade 5	91	78	76
Grade 6	92	100	75
Total Enrollment	629	657	568

Conclusions based on this data:

- 23-24 school year shows Hispanic/Latino subgroup has the highest population at 440 students.
- 23-24 African American subgroup was the second highest with 49 students, and White was third with 28 students.
- School site enrollment has decreased this year from 572 to 568, with decrease of only 4 students.

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	228	227	207	36.2%	36.2%	36.4%
Fluent English Proficient (FEP)	66	55	42	12.4%	10.5%	7.4%
Reclassified Fluent English Proficient (RFEP)				5.9%	10.5%	

Conclusions based on this data:

1. The overall number of English Learner students has remained steady and over the last three years, with an average of 36.2%.
2. The number of Reclassified Fluent English Proficient (RFEP) increased from 5.9% in 21-22 to 10.5% in 22-23. Additional steps are required to ensure that students are receiving the appropriate supports to reclassify.
3. The percentage of students in the FEP category is decreasing year over year

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	84	108	81	83	106	81	83	106	81	98.8	98.1	100
Grade 4	79	95	91	74	90	90	74	90	90	93.7	94.7	98.9
Grade 5	90	73	76	89	71	76	89	71	76	98.9	97.3	100
Grade 6	87	95	69	87	92	69	87	92	69	100.0	96.8	100
All Grades	340	371	317	333	359	316	333	359	316	97.9	96.8	99.7

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	2353.	2342.	2354.	4.82	2.83	12.35	14.46	11.32	7.41	30.12	30.19	24.69	50.60	55.66	55.56
Grade 4	2397.	2396.	2379.	2.70	5.56	5.56	20.27	13.33	11.11	14.86	18.89	18.89	62.16	62.22	64.44
Grade 5	2443.	2445.	2432.	7.87	12.68	2.63	15.73	15.49	22.37	26.97	19.72	26.32	49.44	52.11	48.68
Grade 6	2499.	2474.	2481.	5.75	2.17	7.25	32.18	25.00	18.84	29.89	32.61	33.33	32.18	40.22	40.58
All Grades	N/A	N/A	N/A	5.41	5.29	6.96	20.72	16.16	14.56	25.83	25.91	25.32	48.05	52.65	53.16

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	3.61	3.77	4.94	59.04	51.89	53.09	37.35	44.34	41.98
Grade 4	5.41	5.56	2.22	48.65	61.11	56.67	45.95	33.33	41.11
Grade 5	8.99	11.27	6.58	59.55	56.34	50.00	31.46	32.39	43.42
Grade 6	4.60	3.26	2.90	56.32	47.83	50.72	39.08	48.91	46.38
All Grades	5.71	5.57	4.11	56.16	54.04	52.85	38.14	40.39	43.04

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	2.41	1.89	8.64	46.99	46.23	33.33	50.60	51.89	58.02
Grade 4	2.70	7.78	2.22	45.95	36.67	43.33	51.35	55.56	54.44
Grade 5	7.87	9.86	6.58	50.56	46.48	48.68	41.57	43.66	44.74
Grade 6	16.09	11.96	7.25	58.62	56.52	57.97	25.29	31.52	34.78
All Grades	7.51	7.52	6.01	50.75	46.52	45.25	41.74	45.96	48.73

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	4.82	7.55	3.70	77.11	64.15	66.67	18.07	28.30	29.63
Grade 4	5.41	2.22	2.22	67.57	73.33	62.22	27.03	24.44	35.56
Grade 5	7.87	11.27	5.26	68.54	70.42	71.05	23.60	18.31	23.68
Grade 6	8.05	6.52	4.35	72.41	71.74	71.01	19.54	21.74	24.64
All Grades	6.61	6.69	3.80	71.47	69.64	67.41	21.92	23.68	28.80

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	2.41	3.77	8.64	61.45	52.83	58.02	36.14	43.40	33.33
Grade 4	6.76	3.33	7.78	59.46	64.44	56.67	33.78	32.22	35.56
Grade 5	5.62	8.45	2.63	62.92	60.56	65.79	31.46	30.99	31.58
Grade 6	11.49	7.61	10.14	68.97	67.39	65.22	19.54	25.00	24.64
All Grades	6.61	5.57	7.28	63.36	61.00	61.08	30.03	33.43	31.65

Conclusions based on this data:

1. The SBAC results from 22-23 show that 21.45% of students in grades 3-6 scored at standards met or exceeded in the area of ELA. The SBAC results from 23-24 show that 21.52% of students in grades 3-6 scored at standards met or exceeded in the area of ELA. Overall, there was a increase in students who met or exceeded proficiency in the area of language arts in grades 3-6 of 0.07%.

2. The percentage of grade 4 students in listening, demonstrating effective communication skills at or near standard rose from 67.57% in 21-22 to 73.33% in the 22-23 school year. This is an increase of 5.76%.
3. Multi-year cohort comparison, students meeting or exceeding in the area of ELA.
Grade 3 (20-21) 40.82%
Grade 4 (21-22) no data available
Grade 5 (22-23) 36.30%
Grade 6 (23-24) 26.09%

Total four year change in Cohort Comparison: decrease of 14.73%

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	84	108	81	83	107	81	83	107	81	98.8	99.1	100
Grade 4	79	95	91	74	93	91	74	93	91	93.7	97.9	100
Grade 5	90	73	76	89	72	76	89	72	76	98.9	98.6	100
Grade 6	87	95	69	86	95	69	86	95	69	98.9	100.0	100
All Grades	340	371	317	332	367	317	332	367	317	97.6	98.9	100

* 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	2365.	2370.	2368.	1.20	4.67	9.88	14.46	14.95	9.88	33.73	28.97	18.52	50.60	51.40	61.73
Grade 4	2400.	2389.	2407.	1.35	0.00	4.40	12.16	7.53	14.29	25.68	38.71	26.37	60.81	53.76	54.95
Grade 5	2423.	2435.	2423.	2.25	8.33	1.32	3.37	11.11	10.53	32.58	19.44	25.00	61.80	61.11	63.16
Grade 6	2460.	2443.	2460.	1.16	3.16	10.14	13.95	11.58	8.70	32.56	23.16	28.99	52.33	62.11	52.17
All Grades	N/A	N/A	N/A	1.51	3.81	6.31	10.84	11.44	11.04	31.33	28.07	24.61	56.33	56.68	58.04

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	6.02	7.48	7.41	40.96	43.93	30.86	53.01	48.60	61.73
Grade 4	4.05	1.08	4.40	41.89	39.78	41.76	54.05	59.14	53.85
Grade 5	1.12	4.17	2.63	42.70	43.06	39.47	56.18	52.78	57.89
Grade 6	4.65	2.11	8.70	46.51	42.11	42.03	48.84	55.79	49.28
All Grades	3.92	3.81	5.68	43.07	42.23	38.49	53.01	53.95	55.84

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	6.02	3.74	9.88	62.65	64.49	53.09	31.33	31.78	37.04
Grade 4	2.70	2.15	4.40	52.70	54.84	46.15	44.59	43.01	49.45
Grade 5	1.12	6.94	1.32	51.69	51.39	64.47	47.19	41.67	34.21
Grade 6	5.81	6.32	7.25	59.30	45.26	55.07	34.88	48.42	37.68
All Grades	3.92	4.63	5.68	56.63	54.50	54.26	39.46	40.87	40.06

Conclusions based on this data:

1. The SBAC results for 22-23 that about 15.25% of students grades 3-6 met or exceeded in the area of Math. The SBAC results for 23-24 that about 17.35% of students grades 3-6 met or exceeded in the area of Math. Although this is an increase of 2.1% of students in grades 3-6 who met or exceeded in the area of Math, this is an area of focus for tiered interventions.
2. The SBAC results for 22-23 indicate that about 46.88% of students grades 3-6 met or exceeded in the area of Problem Solving & Modeling/Data Analysis. The SBAC results for 23-24 indicate that about 47.91% of students grades 3-6 met or exceeded in the area of Problem Solving & Modeling/Data Analysis. The SBAC results indicate an increase of 1.03% of students grades 3-6 who met or exceeded in the area of Math in the area of Problem Solving & Modeling/Data Analysis.
3. The SBAC results from 22-23 indicate that 61.26% of students in grades 3-6 scored at standards met or exceeded in the area of Math in the area of Communicating Reasoning. The SBAC results from 23-24 indicate that 60.18% of students in grades 3-6 scored at standards met or exceeded in the area of Math in the area of Communicating Reasoning. Overall, Communicating Reasoning was a an area of strength when compared to Problem Solving & Modeling/Data Analysis.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1450.9	1463.7	1434.5	1441.0	1455.7	1444.3	1474.3	1482.3	1411.5	32	19	31
1	1447.9	1460.8	1439.3	1464.3	1457.7	1454.2	1431.0	1463.4	1424.0	24	27	12
2	1473.3	1480.3	1474.3	1471.6	1484.1	1468.8	1474.4	1475.8	1479.3	25	28	26
3	1476.5	1481.4	1464.5	1476.4	1482.5	1474.1	1476.2	1479.6	1454.4	31	33	28
4	1516.9	1495.3	1481.7	1521.9	1495.9	1486.9	1511.5	1494.2	1475.9	37	36	29
5	1520.0	1530.9	1509.4	1510.7	1536.8	1506.5	1529.0	1524.4	1511.7	41	34	31
6	1544.9	1530.3	1523.2	1543.2	1528.5	1520.8	1546.1	1531.7	1525.0	27	43	26
All Grades										217	220	183

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	34.38	36.84	19.35	31.25	36.84	35.48	18.75	21.05	35.48	15.63	5.26	9.68	32	19	31
1	4.17	14.81	8.33	37.50	51.85	16.67	41.67	18.52	50.00	16.67	14.81	25.00	24	27	12
2	4.00	7.14	11.54	60.00	57.14	57.69	28.00	28.57	19.23	8.00	7.14	11.54	25	28	26
3	9.68	15.15	7.14	29.03	39.39	25.00	41.94	27.27	39.29	19.35	18.18	28.57	31	33	28
4	18.92	16.67	3.45	43.24	36.11	44.83	24.32	25.00	34.48	13.51	22.22	17.24	37	36	29
5	19.51	26.47	25.81	31.71	32.35	22.58	43.90	38.24	29.03	4.88	2.94	22.58	41	34	31
6	22.22	20.93	15.38	55.56	41.86	42.31	11.11	25.58	34.62	11.11	11.63	7.69	27	43	26
All Grades	17.05	19.09	13.66	40.09	41.82	36.07	30.41	26.82	33.33	12.44	12.27	16.94	217	220	183

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	25.00	26.32	22.58	43.75	57.89	32.26	6.25	10.53	35.48	25.00	5.26	9.68	32	19	31
1	16.67	29.63	25.00	54.17	40.74	25.00	25.00	14.81	33.33	4.17	14.81	16.67	24	27	12
2	24.00	21.43	30.77	40.00	50.00	38.46	32.00	25.00	23.08	4.00	3.57	7.69	25	28	26
3	19.35	36.36	21.43	45.16	39.39	39.29	19.35	6.06	21.43	16.13	18.18	17.86	31	33	28
4	37.84	36.11	27.59	43.24	33.33	48.28	13.51	11.11	6.90	5.41	19.44	17.24	37	36	29
5	29.27	41.18	41.94	41.46	50.00	25.81	26.83	5.88	16.13	2.44	2.94	16.13	41	34	31
6	51.85	51.16	26.92	33.33	25.58	46.15	7.41	13.95	19.23	7.41	9.30	7.69	27	43	26
All Grades	29.49	36.36	28.42	42.86	40.45	37.16	18.43	12.27	21.31	9.22	10.91	13.11	217	220	183

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	25.00	26.32	12.90	37.50	31.58	25.81	28.13	42.11	45.16	9.38	0.00	16.13	32	19	31
1	0.00	18.52	8.33	25.00	33.33	8.33	33.33	29.63	50.00	41.67	18.52	33.33	24	27	12
2	8.00	14.29	3.85	40.00	35.71	53.85	40.00	28.57	34.62	12.00	21.43	7.69	25	28	26
3	3.23	3.03	0.00	19.35	24.24	17.86	32.26	39.39	35.71	45.16	33.33	46.43	31	33	28
4	10.81	8.33	0.00	27.03	25.00	24.14	32.43	27.78	34.48	29.73	38.89	41.38	37	36	29
5	9.76	11.76	9.68	29.27	11.76	19.35	41.46	47.06	35.48	19.51	29.41	35.48	41	34	31
6	3.70	13.95	0.00	44.44	25.58	26.92	44.44	37.21	57.69	7.41	23.26	15.38	27	43	26
All Grades	9.22	12.73	4.92	31.34	25.91	26.23	35.94	35.91	40.98	23.50	25.45	27.87	217	220	183

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	31.25	31.58	19.35	50.00	63.16	74.19	18.75	5.26	6.45	32	19	31
1	33.33	37.04	25.00	62.50	59.26	58.33	4.17	3.70	16.67	24	27	12
2	4.00	21.43	30.77	84.00	75.00	61.54	12.00	3.57	7.69	25	28	26
3	38.71	18.18	28.57	41.94	57.58	50.00	19.35	24.24	21.43	31	33	28
4	54.05	36.11	41.38	37.84	47.22	41.38	8.11	16.67	17.24	37	36	29
5	21.95	32.35	32.26	73.17	61.76	54.84	4.88	5.88	12.90	41	34	31
6	22.22	16.28	11.54	74.07	69.77	73.08	3.70	13.95	15.38	27	43	26
All Grades	30.41	26.82	27.32	59.45	61.82	59.02	10.14	11.36	13.66	217	220	183

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	21.88	31.58	38.71	53.13	63.16	41.94	25.00	5.26	19.35	32	19	31
1	16.67	11.54	25.00	70.83	73.08	41.67	12.50	15.38	33.33	24	26	12
2	36.00	39.29	38.46	56.00	57.14	53.85	8.00	3.57	7.69	25	28	26
3	25.81	51.52	35.71	58.06	27.27	42.86	16.13	21.21	21.43	31	33	28
4	35.14	36.11	41.38	54.05	44.44	41.38	10.81	19.44	17.24	37	36	29
5	48.78	64.71	48.39	39.02	29.41	19.35	12.20	5.88	32.26	41	34	31
6	62.96	65.12	57.69	29.63	27.91	30.77	7.41	6.98	11.54	27	43	26
All Grades	35.94	45.66	42.08	50.69	42.92	38.25	13.36	11.42	19.67	217	219	183

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	25.00	26.32	9.68	59.38	73.68	70.97	15.63	0.00	19.35	32	19	31
1	16.67	26.92	16.67	29.17	57.69	41.67	54.17	15.38	41.67	24	26	12
2	16.00	14.29	3.85	68.00	67.86	84.62	16.00	17.86	11.54	25	28	26
3	0.00	3.03	0.00	45.16	51.52	35.71	54.84	45.45	64.29	31	33	28
4	10.81	8.33	3.45	51.35	47.22	44.83	37.84	44.44	51.72	37	36	29
5	12.20	14.71	12.90	63.41	55.88	48.39	24.39	29.41	38.71	41	34	31
6	14.81	11.63	3.85	55.56	32.56	42.31	29.63	55.81	53.85	27	43	26
All Grades	13.36	13.70	6.56	53.92	52.51	53.55	32.72	33.79	39.89	217	219	183

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	65.63	73.68	51.61	25.00	15.79	29.03	9.38	10.53	19.35	32	19	31
1	0.00	11.11	0.00	91.67	81.48	66.67	8.33	7.41	33.33	24	27	12
2	8.00	25.00	26.92	84.00	57.14	61.54	8.00	17.86	11.54	25	28	26
3	6.45	3.03	3.57	70.97	78.79	64.29	22.58	18.18	32.14	31	33	28
4	13.51	11.11	3.45	70.27	50.00	65.52	16.22	38.89	31.03	37	36	29
5	12.20	17.65	9.68	78.05	67.65	54.84	9.76	14.71	35.48	41	34	31
6	29.63	37.21	15.38	66.67	48.84	84.62	3.70	13.95	0.00	27	43	26
All Grades	19.82	23.18	17.49	68.66	58.64	59.56	11.52	18.18	22.95	217	220	183

Conclusions based on this data:

1. 13.66% of English Learners earned a 4 on the ELPAC in 2023-24. 19.09% of English learners earned a 4 on the ELPAC in the 2022-23 school year. This was a decrease of 5.43%

2. The percentage of students scoring at Level 1 increased from 12.27% (22-23) to 16.94% (23-24).
3. On the 2023-2024 ELPAC, the lowest scoring domain was Reading with 39.89% of students scoring Beginning and the highest scoring domain was Speaking with 42.08% of students scoring Well Developed.

School and Student Performance Data

California School Dashboard 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
568	89.8%	36.4%	1.6%
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	207	36.4%
Foster Youth	9	1.6%
Homeless	16	2.8%
Socioeconomically Disadvantaged	510	89.8%
Students with Disabilities	130	22.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	8.6%
American Indian	2	0.4%
Asian	22	3.9%
Filipino	13	2.3%
Hispanic	440	77.5%
Two or More Races	7	1.2%
Pacific Islander	2	0.4%
White	28	4.9%

Conclusions based on this data:

1. Socioeconomically Disadvantaged students with a total of 510 (89.8%) is the largest subgroup at Washington Elementary.
2. There are two additional subgroups with percentages above 10%. English Learners with 36.4% and Students with Disabilities at 22.9%.
3. The second largest subgroup at Washington continues to be Hispanic at 77.5%. Although we exited ATSI, our data suggests that at 8.6%, our African American population will also be an area of focus.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA academic performance is in the red and low performance. Action is needed to increase all students academic achievement in the areas of ELA.

2. Conditions and Climate of school site is supportive of students' needs and reflect in low number of suspension rate even though it has increased from last year.
3. 2023 Chronic absenteeism data was very high and 2024 data indicators are in the yellow. Action is needed to continue to decrease the number of All Students chronically absent.

School and Student Performance Data

Academic Performance English Language Arts

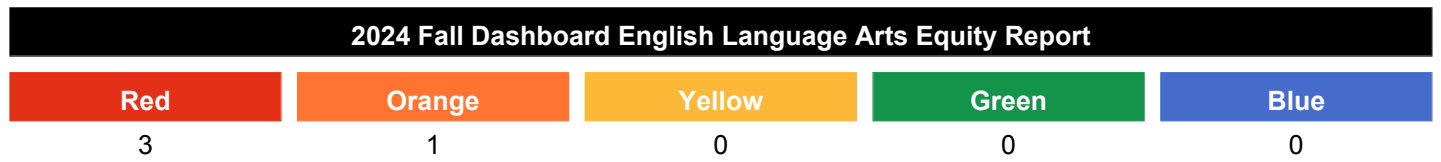
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 70.8 points below standard Maintained 2.6 points 317 Students	English Learners  Red 78.3 points below standard Maintained 0.1 points 126 Students	Long-Term English Learners  No Performance Color Less than 11 Students 9 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Red 73.1 points below standard Maintained 1.3 points 293 Students

Students with Disabilities  Orange 107.9 points below standard Increased 8.1 points 76 Students	African American  No Performance Color 65.7 points below standard Declined 5.2 points 29 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 6.3 points below standard 13 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Red 76.5 points below standard Declined 3.6 points 244 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 44.2 points below standard Increased 3.9 points 11 Students

Conclusions based on this data:

1. All Students scored 70.8 points below standard in the low range on the ELA state test. Action is needed to increase All Students academic achievement and move into a high level of academic achievement.
2. English Learners scored 78.3 points below standard and SED students scored 73.1 points below standard in the low range on the state ELA test. There is a discrepancy in ELA for our English Learners and SED students. Action is needed to increase English Learners and SED students academic achievement, in order to move to a medium level of academic achievement in ELA.
3. Students with disabilities scored 107.9 points below standard in the very low range on the state ELA test. Action is needed to increase SWD students academic achievement in ELA and move to a medium level of achievement. The dashboard for English Language Arts demonstrates that African American Students (29 students) are in the "No performance level" category at 65.7 points below standard, and declined by 5.2 points as compared to 2023 data.

School and Student Performance Data

Academic Performance Mathematics

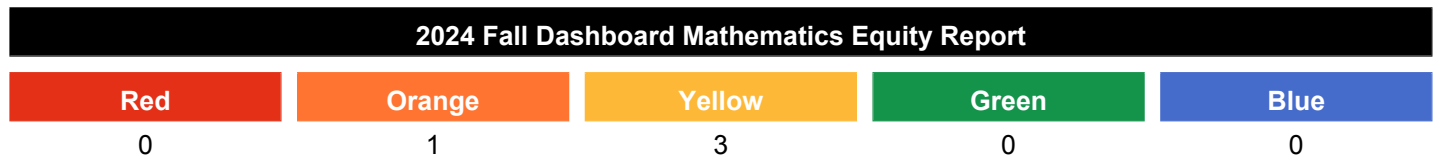
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 79.1 points below standard Increased 6.2 points 319 Students	English Learners  Yellow 80.6 points below standard Increased 13.0 points 128 Students	Long-Term English Learners  No Performance Color Less than 11 Students 9 Students
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Yellow 80.4 points below standard Increased 9.6 points 295 Students

Students with Disabilities  Orange 114.3 points below standard Increased 23.4 points 76 Students	African American  No Performance Color 84.3 points below standard Increased 24.6 points 29 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 24.0 points below standard 13 Students	Filipino  No Performance Color Less than 11 Students 7 Students	Hispanic  Yellow 83.7 points below standard Increased 4.8 points 246 Students
Two or More Races  No Performance Color Less than 11 Students 6 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 40.1 points below standard Declined 11.5 points 11 Students

Conclusions based on this data:

1. All Students scored 79.1 points below standard in the low range on the math state test and increased by 6.2 points. Action is needed to increase All Students academic achievement and move to a high level of academic achievement in Math.
2. English Learners scored 80.6 points below standard and an increase by 13 points points and SED students scored 80.4 points below standard in the low range on the state math test and an increase 13 points is reflected. Continued action is needed to increase English Learners and SED students academic achievement and move to a medium level of academic achievement in math.
3. The African American Students subgroup showed a decrease in points below standard of 24.6 points from 108.9 points below standard to 84.3 below standard.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red 35.2% making progress. Number Students: 159 Students	 No Performance Color making progress. Number Students: 7 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
30.2%	30.2%	4.4%	27%

Conclusions based on this data:

- 35.2% of our English Learners are making progress towards English Language Proficiency placing our students at a medium performance level. As compared to 2023, there were 27 percent of our English Learners are making progress towards English language proficiency placing our students at a medium performance level. The decrease in numbers may be affected by the number of reclassifications and arrival of newcomers.
- 4.4% percent of English Learners are maintaining at ELPI Level 4. These students need to be Reclassified and areas preventing Reclassification need to be identified in order to provide needed academic support.
- 35.2% percent of English Learners moved one ELPI level as the year before. Action is currently being taken to move all students one ELPI level.

School and Student Performance Data

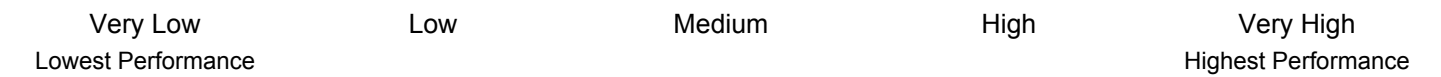
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

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.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 27.2% Chronically Absent Declined 9.4 610 Students	English Learners  Yellow 23% Chronically Absent Declined 5.7 222 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Homeless  No Performance Color 68.2% Chronically Absent Increased 4.2 22 Students	Socioeconomically Disadvantaged  Yellow 27.6% Chronically Absent Declined 9.4 555 Students

Students with Disabilities  Yellow 39.2% Chronically Absent Declined 13.7 153 Students	African American  Orange 27.3% Chronically Absent Declined 9.7 55 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 9.1% Chronically Absent Declined 14.4 22 Students	Filipino  No Performance Color 11.8% Chronically Absent Declined 10.5 17 Students	Hispanic  Yellow 28.1% Chronically Absent Declined 10.4 469 Students
Two or More Races  No Performance Color 21.4% Chronically Absent Declined 11.9 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  No Performance Color 34.5% Chronically Absent Increased 15.3 29 Students

Conclusions based on this data:

1. 27.2% of the 610 students at Washington were chronically absent and declined significantly by 9.4 points. Continued efforts in this area are needed
2. 27.3% of African American student sub group is in the " High" and 28.1% in the Hispanic subgroup were chronically absent and in the "Medium" category. Both these subgroups showed significant improvement and our school exited
3. The percentage of Students with Disabilities chronically absent is 39.2% which showed a decline of 13.7 points. Continued action is needed so the number of Students with Disabilities chronically absent declines further.

School and Student Performance Data

Academic Engagement

Graduation Rate

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

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

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

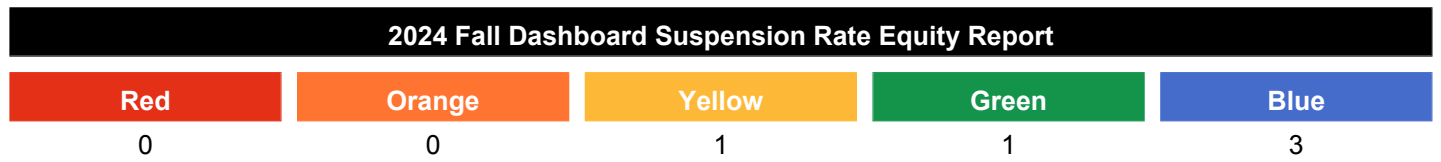
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 0.7% suspended at least one day Increased 0.3% 696 Students	English Learners  Blue 0% suspended at least one day Declined 0.4% 244 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Homeless  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	Socioeconomically Disadvantaged  Yellow 0.8% suspended at least one day Increased 0.5% 625 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 0.6% 165 Students	African American  Blue 0% suspended at least one day Declined 1.4% 66 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 22 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Hispanic  Green 0.6% suspended at least one day Maintained 0.2% 536 Students
Two or More Races  No Performance Color 13.3% suspended at least one day Increased 13.3% 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 34 Students

Conclusions based on this data:

1. There was an overall suspension rate maintained in the "Very Low" category, but increased by .3
2. Hispanic suspension rate maintained by 0.6 at a rate of 0.2% suspended at least one day.
3. Students with Disabilities suspension rate declined by 0.6 at a rate of 0.0% suspended at least one day.

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.

ELA

All students will be educated in learning environments where they are supported, feel safe, and are conducive to learning. Washington Elementary will implement daily social emotional learning opportunities for students through SEL curriculum, Restorative Practice community circles, and full implementation of PBIS to create a sense of community within classrooms and a positive school culture for students to persist with learning challenges and be academically successful.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Bellflower Unified School District Provide all students safe, collaborative conditions for learning.

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.

Washington Elementary students need to develop a sense of belonging and acquire strategies for self-management, conflict resolution, and improve attendance. Students are in need of daily SEL support to develop a strong sense of self to succeed in academics and to have positive interactions with peers.

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
Panorama SEL survey	Fall 2024 68% of students responded favorably regarding Teacher Student Relationships which was a decrease of 9%(grades 3-5) Fall 2024 76% of students responded favorably regarding Teacher Student Relationships which was an increase of 14%(grade 6)	By spring 2025, students will increase their favorable perception regarding Teacher Student Relationships from 68% to 76% (grades 3-5) and from 76% to 83% (grade 6)
Panorama SEL survey	Fall 2024 61% of students responded favorably regarding Sense of Belonging (grades 3-5) Fall 2024 65% of students responded favorably regarding Sense of Belonging increase of 13%(grade 6)	By spring 2025, students will increase their favorable perception regarding Sense of Belonging from 67% to 69% (grades 3-5) and from 60% to 63% (grade 6)

A2A chronic and severe chronic data	36.6% of Washington students have been identified as chronically absent or severely chronic for the school year.	By spring 2025, students will decrease their chronic absenteeism from 26.2% to under 30% as measured by A2A monthly reports.
Aeries monthly attendance data	Aeries Attendance Summary Report Overall 82.5%	By spring 2025, students will increase their average monthly attendance rate from 82.5% to 91% as measured by Aeries monthly reports.
California Healthy Kids Survey 23-24	Staff-Student Relationships scoring (Highly and Moderately) by fifth graders at 65%	By spring 2025, fifth grade students will increase their feeling of positive Staff-Student Relationships from 65% to 68%.
California Healthy Kids Survey 23-24	School Connectedness scoring (Highly and Moderately) by fifth graders at 64%	By spring 2025, fifth grade students will increase their feeling of positive School Connectedness from 64% to 68%.
California Healthy Kids Survey 23-24	Meaningful Participation scoring (Highly and Moderately) by fifth graders at 47%	By spring 2025, fifth grade students will increase their feeling of positive Meaningful Participation from 47% to 50%.
FIT Inspection	97.49% Good Rating	By 2025, the FIT rating will result in closer to an exemplary score 98.5%.

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	Improve the quality of Tier I instruction in all classrooms through professional development opportunities, effective planning using the PLC template, and integration of district initiatives. Teachers will use instructional services and standards-based supplementary programs and materials that address the specific needs of individual students not meeting academic standards (including English learners, homeless students, American Indian, and other subgroups), through: Provide calm corners and flexible seating to support instruction of all students. 1) Culturally sensitive activities and services 2) Differentiated instruction and tier 2 interventions 3) Individual or small group instruction with the teacher or instructional aide with guidance from teacher SEL Team: An SEL team, comprising counselors, an administrator, and the community service worker, meets weekly to discuss attendance, school climate, and resources for families. Parent workshops will be organized to educate families on supporting their children's SEL needs, covering topics like Digital Citizenship, Bullying vs. Conflict, and Emotional Expression. Positive Behavioral Interventions and Supports	All students	13000 Supplemental (EL) Grant 4000-4999: Books And Supplies materials and supplies -radios 10000 Supplemental (EL) Grant 4000-4999: Books And Supplies PBIS Materials and supplies 13195 Concentration Grant 4000-4999: Books And Supplies other supplies 8000 Concentration Grant 4000-4999: Books And Supplies Computer hardware related services

	(PBIS) Tier 1: Counselors will host school-wide assemblies to communicate expectations and promote success. Incentives and challenges will be implemented to reinforce a positive school culture. Explicit teaching of positive behavior expectations will occur through daily community-building activities such as Mindful Monday, Gratitude Tuesday, Wellness Wednesday, Thoughtful Thursday, and Fun Friday. Special activities will be planned for Bullying Prevention Month, Kindness Week, Mental Health Awareness Month, and College and Career Week, in collaboration with teachers. Staff wellness will also be prioritized through initiatives like Wellness Wednesdays, featuring relaxation activities such as yoga and mindfulness exercises. Monthly cultural celebrations will promote diversity and inclusion. A Google Classroom will be available for staff, offering resources on various SEL topics, counseling referral forms, and important information. The PBIS team, consisting of counselors, teachers, and administrators, meets monthly, with subcommittees focusing on Tier 1, Tier 2, and Tier 3 interventions. The PBIS Behavior Flow Chart and T-Chart will be prominently displayed in classrooms. The "Gotcha" will be available every Friday for students to redeem prizes. Counselors will collaborate with playground staff to		
1.2	Use the A2A system to identify students with a high number of absences. Maintain a positive school climate and welcoming environment for students, which will include attendance incentives. Maintain a culturally responsive school environment. Educate parents about the risk factors for youth absenteeism and truancy. Closely monitor attendance and inform parents about the importance of attendance when their children begin to show absenteeism patterns. A tiered response plan will be developed and implemented consistently for all students who are chronically absent. The school counselor and Community Services Worker will conduct family conferences for all chronic absentees. Needed services will be provided to families by the CSW and counselor. Students without improved attendance after a conference will be referred to SARB. Counselor will meet with case carriers for targeted follow up on absences for SWD subgroup.	All students	District Funded 2000-2999: Classified Personnel Salaries Classified Extra Duties District Funded 3000-3999: Employee Benefits Classified Extra Duties
1.3	Provide social skills and self-management skills that may support students in academic areas through SEL lessons by school counselor or restorative practices circles. Referrals to specialized mental health services as needed	All Students	District Funded 1000-1999: Certificated Personnel Salaries School Counselor

	through school counselor, Community Service worker, and CFGC.		40636 Concentration Grant 2000-2999: Classified Personnel Salaries Classified Support Extra Duties 15105 Concentration Grant 2000-2999: Classified Personnel Salaries Classified Support Extra Duties Benefits
1.4	Provide Positive Behavior Interventions and Support through referrals that clearly communicate students behaviors to parents and students. Implementation and training for teachers to use Second Step Program, offer training to teachers in the use of restorative practices in their classrooms. School-wide PBIS implementation to prepare students for success in the classroom: PBIS matrix with common expectations, Disciplinary Flow Chart, P.R.I.D.E cards, Patriot store, Patriot Pride Events, Prevention activities for safety, discipline and drug-free environments. A code of conduct for all students, Maintaining a clean and safe campus. Playground Partners to encourage positive interaction on playground during unstructured times.	All Students	District Funded None Specified Training, teacher meetings, classroom in-service with counselor District Funded 4000-4999: Books And Supplies Wellness Center
1.5	Teachers will have access to support with GATE, MTSS, RTI, UDL and district initiatives through the use PLC release time and TOSA support.	All Students	District Funded None Specified TOSA
1.6	ETMLA A fully trained Music teacher will work with each class in grades 3-4 on a weekly basis to instruct Washington students in a sequential, comprehensive music program based on common core standards and CA VAPA standards. The music program will incorporate other core subjects with music and increase student engagement in order to improve student attendance and achievement in core academic subjects. Teachers will collaborate in order to connect music education to content standards taught in the class. Professional development is also available on an as-needed basis. The goal is to bring this program to students in TK -second grade as the staffing with the program improves.	Students 3rd to 4th grade	25000 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures ETM Los Angeles Music Program
1.7	Professional Learning Communities Teachers will meet regularly in PLCs to review and evaluate assessment results plan effectively using the PLC template and essential standards and focus on instructional practices in order to meet the needs of all students including English Learners by designing appropriate lessons and aligning instruction with content standards. All students will	All Students	10000 Concentration Grant 1000-1999: Certificated Personnel Salaries subs for PLC collaboration time 2860 Concentration Grant

	be served by teachers utilizing School City, Ellevation, TOMS, and NWEA to examine student data and assessment results. Student work samples will be reviewed and analyzed with regard to meeting grade-level standards. Individual and subgroup progress toward proficiency will be determined through the data analysis. Instruction will be aligned to standards. Grade-level pacing calendars and common assessments will be used by all teachers. Differentiated instruction and needed intervention services and programs implemented will be aligned to standards. Differentiated strategies across all subject areas will be implemented using all district initiatives and integrated ELD. Grade-level teams will collaborate on ELA, ELD, and math instructional planning. Teachers will meet as needed to review assessment data and student work samples and plan instruction. Teachers will share best practices as evidenced by assessment results. Teachers will continually review and align instruction with content standards at PLCs by reviewing and evaluating student work samples to ensure students are meeting or making satisfactory progress toward mastery of standards. Student work samples will be reviewed and analyzed in regard to students meeting grade-level standards. Individual and subgroup progress toward proficiency will be determined through the data analysis. Research-based strategies and programs will be studied to determine those that will result in academic improvement for students with achievement gaps. Instruction will be aligned to standards. Grade-level pacing calendars and common assessments will be used by all teachers. Teachers will share best practices as evidenced by assessment results. Staff will continually use and implement the backward planning model to guide instructional practices along with formative and summative assessment data to guide students toward standard mastery. Administrators will meet to conduct observations and provide feedback and data to inform ongoing monitoring of district initiatives and progress toward all students attaining grade-level standards.		3000-3999: Employee Benefits subs for PLC collaboration time
1.8	Washington will maintain the staff workroom and custodial equipment, purchase new equipment, and purchase supplies in order to keep the school in good repair and quickly address site needs. Equipment will be purchased and maintained to improve instruction and increase access to the core curriculum. The campus will be equipped with signage and postings to support SEL. Our district has installed security cameras, which have greatly reduced the off-hours vandalism and graffiti that inundated our campus. Students feel safer arriving at a clean campus without signs of vandalism and gangs. Classrooms and offices will be neat, orderly, and clean, with updated furniture. Staff	All Students	3000 Concentration Grant 2000-2999: Classified Personnel Salaries health assistant extra duty 1276 Concentration Grant 3000-3999: Employee Benefits Health assistant extra duties 12635 SISS 4000-4999: Books And Supplies

	members will be available for students to access for different needs, health assistants, office staff, supervision, referrals for other services.		custodial supplies 2103 SISS 4000-4999: Books And Supplies copier
1.9	The guidance staff will design class presentations to address teacher concerns regarding wholeclass student interactions and behaviors. Social-emotional learning lessons focus on classroom survival skills, friendship-making, dealing with feelings, alternatives to aggression, and dealing with stress. The counselor will provide demo lessons in classrooms for social skills and bullying prevention. Some classrooms practice mindfulness to center students throughout the day. Counselor designs lessons and activities with an anti-bully focus. The guidance staff encourages all students to not bully others, not be a bystander, and politely stand up against bullies. Students will be taught to reflect on behaviors and think through PRIDE and restorative solutions to problems that may arise. Additional PBIS reward opportunities will be offered to increase knowledge of and excitement for following school-wide behavioral expectations. As part of the ATSI plan for SWD school counselors will schedule and deliver monthly planned lessons in the two SDC classes on campus. Topics will be determined through collaboration between the classroom teacher and the counseling team to ensure that students' needs are being addressed. All classroom teachers will have the opportunity to sign up for these presentations as well.	All Students with a focus on SWD for ATSI Plan	District Funded 1000-1999: Certificated Personnel Salaries School Counselors
1.10	Expanded Learning Programs, both YMCA before school and Think Together programs to support with Washington Elementary students need to develop a sense of belonging and acquire strategies for self-management, conflict resolution, and improve attendance. Additionally provides support to develop a strong sense of self and positive interactions with peers.	Participants in Think Together and YMCA	District Funded None Specified YMCA before school and Think Together programs
1.11			

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.

The resources allocated in SPSA goal 1 provides our site with needed personnel to strengthen our culture, student character, and attendance. Our Positive Behavior Intervention Programs our counselors, community social workers,

behavior aide, and school psychologist help support our school programs through parent and staff workshops and school-wide activities. To support and strengthen all 3 Tiers of PBIS, our counselors, community social worker, district's behavior intervention specialist, and district's program administrator provided professional development in the areas of social-emotional, de-escalating behaviors, understanding student behaviors, and supporting a student behavior plan with intervention strategies and data collection. We have also reviewed our school behavior matrix, referral process, and parent communication and have worked on ensuring our PBIS Tier 1, Tier 2 and Tier 3 interventions are strengthened and followed by all staff members. In addition, we have added monthly school-wide reward systems to acknowledge behavior, academic improvement and attendance. We have an active PBIS and Social Emotional Learning (SEL) committee that meets monthly with 2 counselors, 1 Community Social Worker, behavior aide and administrator and teachers to review students' basic needs that impact student learning. Our Behavior Aide also provides proactive and structured support to students who have increased behavior, or behavior needs identified by Teachers through SST process, IEP or 504.

To address our attendance we are working on consistently providing parent workshops and professional development for teachers and staff. In Tier 1, our school wide system is to monitor attendance and set goals. We share these goals with the community through newsletters, and parent meetings throughout the school year. This year we created Attendance banners that recognized classrooms and celebrated individual students. For students and families who need more intensive case management we have held meetings to provide school support such as parent education on attendance, referrals to outside agencies for basic needs or counseling, and setting goals with families to help improve student attendance. We also created a QR code that is shared with all parents in our newsletter to ensure that they have many available ways of submitting verification for absences.

We have also had the opportunity to bring new enrichment programs such as EnrichLA that will begin next school year, a garden ranger program and Meet the Masters, an elementary art curriculum which has been a great success at our school with all grade levels having access to the program. We also brought in Education Through Music Los Angeles and we hope to bring it to TK-2 grade next year. Grades TK - 6 grade students took field trips to extend the learning in the classroom, some locations our students were able to attend included Long Beach Aquarium, California Science Center, Rileys Farm.

We also reviewed our understanding of the PLC process through Marzano's Professional Learning Community model and InnovateEd. Each grade level has had the opportunity to provide input on strengthening teams and there is cohesiveness in monitoring student progress through multiple measures and instruction is adjusted to support student and site's needs. Through this process, we were able to create site focus academic needs and identify how to close the achievement gaps with a focus to strengthen the academic achievement of English learners, Black or African Americans, and Students with Disabilities. Finally we also had the opportunity to do a book study for our teachers with Culturally Responsive Teaching and the Brain by Hammond, teachers who participated have shared the benefits received in having the opportunity to discuss with peers.

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

The California Healthy Kids Survey results for Washington Elementary show promising growth in several important areas related to student well-being and school climate. There was an increase in the percentage of students who reported feeling safe at school, with 71% indicating a strong sense of safety on campus. Additionally, 67% of students expressed a strong sense of connectedness to school, reflecting improved relationships and a positive school environment. There was also a noticeable increase in students who reported having caring relationships with adults at school, with 72% acknowledging that a teacher or adult at school really cares about them, listens to them, and encourages them to do their best. Academic motivation remained high, with 78% of students reporting that they try hard in school and want to succeed. These results demonstrate that efforts to strengthen school culture, foster supportive adult-student relationships, and promote a safe and inclusive learning environment are having a positive impact on students.

In terms of student behavior, we successfully met our goals of reducing incidents involving students breaking classroom and playground rules, causing property damage, and throwing objects. These improvements highlight the effectiveness of our behavior support systems and proactive interventions. However, we observed that the number of referrals related to disrespect has remained consistent, indicating an area where we can continue to focus our efforts.

Attendance data shows promising progress, with a decrease in the number of students classified as severely chronically absent. Still, we recognize the need to strengthen our strategies aimed at reducing the overall number of students who

are chronically absent. By continuing to focus on building relationships, promoting positive behavior, and engaging families in attendance awareness, we aim to support all students in maintaining regular school attendance and a strong connection to the school community.

Another anticipated change is the potential expansion of EnrichLA; however, I have been unable to connect with the program director to return to Washington and complete the garden project that was previously started.

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.

Upon reviewing our discipline data, we identified a need to improve the consistency in how behavior referrals are completed and submitted. To address this, our PBIS team will lead a professional development session focused on reinforcing the importance of submitting fully completed referrals. This training will help staff better understand how accurate and consistent documentation supports equitable behavior interventions for our diverse student population. Additionally, we plan to incorporate and share data related to positive reinforcement, both at the school-wide level and within individual classrooms. While these are not formal changes to our SPSA goals, they are important enhancements to strengthen data collection and support the fidelity of our existing goals.

We also made two key adjustments to our school plan. The first was expanding tutoring services with a focus on math intervention and foundational reading skills through the Fast ForWord program. Our site has selected Math Tier 2 intervention as a priority area based on analysis of NWEA MAP Growth assessment data, highlighting a need to close skill gaps and accelerate growth. In support of STEAM education and maintaining a safe, drug- and tobacco-free campus, we have also introduced Stemnetics as an enhancement to our Innovation Lab. This addition will support hands-on, inquiry-based learning and provide students with engaging opportunities in science, technology, engineering, arts, and math.

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.

ELA and Mathematics

Washington Elementary ELA Goal: Provide all students with quality Tier I ELA instruction that integrates foundational skills, vocabulary development, reading comprehension, literary analysis, and writing skills. Strategically integrate Tier II instruction for struggling learners to accelerate learning based on data analysis that targets specific literacy needs. Through targeted assistance and academic supports, we will close the achievement gap in ELA for students in the following subgroups: English learners, students with disabilities, socio-economically disadvantaged, and African Americans.

Washington Elementary Math Goal: Provide all students with quality Tier I Math instruction that integrates math fluency, perseverance in problem solving, explaining mathematical reasoning, and multiple methods with solving problems. Strategically integrate Tier II instruction for struggling learners to accelerate learning based on data analysis that targets specific mathematical skills.

Washington Elementary ELD Goal: Provide all English learners with quality integrated and designated ELD instruction daily that increases reading, writing, and listening skills. Students will speak in complete sentences and use structured language scaffolds as needed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

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.

Close the achievement gaps between all students, including low performing subgroups to equip students for success in all academic areas.

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
NWEA Math MAP Growth Grade 1	Percentile Achievement: 45th	Percentile Achievement: 50th
NWEA Math MAP Growth Grade 2	Percentile Achievement: 32th	Percentile Achievement: 40th
NWEA Math MAP Growth Grade 3	Percentile Achievement: 29nd	Percentile Achievement: 34th
NWEA Math MAP Growth Grade 4	Percentile Achievement: 19th	Percentile Achievement: 20th
NWEA Math MAP Growth Grade 5	Percentile Achievement: 29th	Percentile Achievement: 35th
NWEA Math MAP Growth Grade 6	Percentile Achievement: 29th	Percentile Achievement: 35th

NWEA Foundational Skills Grade 1	Percent of Students meeting expectations in Phonological Awareness 63% and Phonics 49%	Percent of Students meeting expectations in Phonological Awareness 65% and Phonics 80%
NWEA Fluency Grade 2	Percent of Students having Oral Reading Scores 49%	Percent of Students having Oral Reading Scores 55%
NWEA Reading MAP Growth Grade 3	Percentile Achievement: 32nd	Percentile Achievement: 36th
NWEA Reading MAP Growth Grade 4	Percentile Achievement: 19th	Percentile Achievement: 29th
NWEA Reading MAP Growth Grade 5	Percentile Achievement: 36th	Percentile Achievement: 40th
NWEA Reading MAP Growth Grade 6	Percentile Achievement: 44th	Percentile Achievement: 49th
ELPAC	Reading Level Well Developed: 6.57%	Reading Level Well Developed: 12%
CAASPP ELA	Percent of Students Scoring Exceeded/Met Standard: 21.52%	Percent of Students Scoring Exceeded/Met Standard: 26%
CAASPP Math	Percent of Students Scoring Exceeded/Met Standard: 17.35%	Percent of Students Scoring Exceeded/Met Standard: 22%
NWEA Foundational Skills Kindergarten	Percent of Students meeting expectations in Phonological Awareness 66% and Phonics 75%	Percent of Students meeting expectations in Phonological Awareness 70% and Phonics 80%
NWEA Math MAP Growth Kindergarten	Percent of students who are meeting expectations: 62nd	Percent of students who are meeting expectations: 55th
CAASPP ELA English Learners	Percent of Students Scoring Exceeded/Met Standard: 12.39%	Percent of students meeting or exceeding: 20%
CAASPP ELA Students With Disabilities	Percent of students meeting or exceeding: 5.08%	Percent of students meeting or exceeding: 22%
CAASPP ELA African American	Percent of students meeting or exceeding: 20.68%	Percent of students meeting or exceeding: 28%

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	Quality tier 1 and tier 2 instruction and the necessary materials and supplies to ensure that all students have an equal opportunity to acquire the necessary skills to be successful in ELA, Math, and English Language Development. Parents, staff, students and community members will participate in developing, implementing and evaluating core and categorical programs. Student achievement data will drive instruction, be used to develop SPSA goals and objectives, and to monitor and refine the effectiveness of the plan. The Leadership team and teaching staff will review student academic achievement results to monitor and evaluate the implementation plan. ELAC and SCC will review data on the effectiveness of school programs, to monitor and evaluate SPSA plan implementation, determine needs for modification, and to revise plan as needed. ELA instruction will be focused on the following research-based strategies: 1) Teacher clarity: using measurable content and language objectives, 2)	All Students	24313 Title I 4000-4999: Books And Supplies Classroom Materials and Supplies for Instruction including agendas 52136 Title I 2000-2999: Classified Personnel Salaries Instructional Aides - contracted hours 22098 Title I 3000-3999: Employee Benefits Instructional Aides - contracted hours 7742 Supplemental (EL) Grant

Comprehension strategies to support central idea, key details, text structure, 3) Incorporate best explicit vocabulary instruction practices, and 4) Use Thinking Maps for comprehension and collaborative conversations and writing. Supplemental ELA materials to support implementation of these strategies. Instructional Assistants to support in the primary classroom to provide Language Development 1. Professional Learning Communities (PLC) Data Analysis: Grade-level teams will meet weekly to analyze assessment data and student performance metrics, focusing on ELA and Math proficiency, attendance, and behavioral trends. Reflection and Adjustment: Teachers will reflect on their practices, share successful strategies, and make instructional adjustments based on student needs, especially for underserved populations. Collaboration with Specialists: PLCs will include collaboration with the PE Teacher Specialist and other support staff to enhance instructional strategies and student engagement. 2. Focus on ATSI Students with Disabilities Targeted Support: Ensure that interventions and strategies specifically address the unique challenges faced by ATSI students with disabilities, providing additional resources and support as needed. Culturally Responsive Teaching: Incorporate culturally relevant materials and perspectives in instruction to engage all students, fostering an inclusive classroom environment. Group Interventions 1. WIN Time (What I Need) Structured Interventions: Implement the program, providing focused instruction on foundational skills in literacy and mathematics. TOSA Support: Utilize the intervention TOSA to guide Tier 2 instruction, helping to design and implement effective strategies for students requiring additional support. 2. Collaborative Planning Curriculum Development: Teachers, along with the TOSA, will collaboratively design assessments and interventions that align with student needs, ensuring that each student receives personalized support to progress in their skills. Ongoing Monitoring: Continuous assessment and feedback loops will be established to monitor student progress and adjust interventions as necessary. Whole Classroom Support Best Practices: Share insights and strategies for enhancing instructional delivery, including feedback on lesson implementation and student engagement techniques. Collaborative Instructional Strategies		4000-4999: Books And Supplies supplemental materials and supplies 24856 Supplemental (EL) Grant 4000-4999: Books And Supplies Supplemental Materials and supplies collaboration too 52000 Prop 28 1000-1999: Certificated Personnel Salaries Art teacher salaries and Benefits 42000 Prop 28 2000-2999: Classified Personnel Salaries Art and Digital Media IA salaries and Benefits
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	Intervention Programs: Collaborate with staff to develop and implement targeted intervention programs, ensuring that struggling students receive the necessary support. Data-Driven Decisions: Regularly analyze data to inform instructional adjustments and support mastery of standards. Educational Technology Integration 1. Role of the Instructional Leader Technology Integration: The Educational Technology Specialist will lead efforts to integrate technology effectively into the curriculum, ensuring that all students, including those with disabilities, can benefit from innovative educational tools. Training and Resources: Provide ongoing training for teachers on using educational technology platforms (e.g., Google Classroom, Pear Deck) to enhance instruction and student engagement. 2. Support for Digital Citizenship responsible Use: Teach students about digital citizenship, internet safety, and the responsible use of technology to support their learning and development. Art Teacher has been hired for all grade levels. An example of the work in upper grade is as follows: Integrating art with English Language Arts (ELA) and Social Studies can significantly enhance student engagement and understanding. By collaborating across these disciplines, teachers can create rich, interdisciplinary experiences that not only foster creativity but also deepen students' comprehension of historical and literary concepts. By implementing these strategies within a structured framework, Washington aims to provide high-quality Tier 1 instruction that supports all students, particularly ATSI students with disabilities, ensuring equitable access to educational opportunities and fostering their academic success.		
2.2	Classroom and school libraries will be kept current to introduce literature and provide supplementary literary opportunities to students.	All students	1800 Supplemental (EL) Grant 4000-4999: Books And Supplies supplemental Materials and Supplies (books)
2.3	English learners will receive a program of instruction in ELD with daily lessons to assist them in developing proficiency in English as rapidly as possible. Designated ELD lessons will be based on ELD standards to build speaking, listening, reading, and writing skills. Teachers will utilize the district-adopted texts and supplementary materials including computer programs. These opportunities will be integrated into their weekly routine as supplementary programs. English Learners will be given the opportunity to check out a Chromebook to take home for extended learning. Integrated ELD will be used throughout the day in core content	EL Students	11008 Supplemental (EL) Grant 4000-4999: Books And Supplies supplemental Materials and Supplies 35000 Title I 2000-2999: Classified Personnel Salaries Instructional Aides -extra duty 14833 Title I

	areas to make certain English learners can access the core curriculum. Strategies will include partner sharing, using academic vocabulary, sentence frames, conversation starters, and TPR. Additional learning opportunities will be made available to English Learners to support mastery of standards and progress toward English Language proficiency. Teachers will conduct data chats with English Learners and involve ELs in goal setting. The EL program will provide thirty minutes of small group instruction, in addition to their integrated ELD. Student's progress will be monitored and students will be moved into higher levels of instruction based on achievement. EL students in Grades 4-6 who are at risk of becoming LTELs or are LTELs will receive Tier 3 ELA intervention through FastForWord. Instructional assistant support in intervention classrooms.		3000-3999: Employee Benefits Instructional Aides -extra duty
2.4	Students will receive systematic Tier 2 ELA interventions for 30 minutes at least four days a week. Targeted students will receive research-based ELA intervention during the school day based on an RtI model. Additional Tier 3 ELA intervention for targeted students during the school day through FastForWord. Intervention will also be held before and afterschool. Focus on ATSI Students with Disabilities Targeted Support: Ensure that interventions and strategies specifically address the unique challenges faced by ATSI students with disabilities, providing additional resources and support as needed. Culturally Responsive Teaching: Incorporate culturally relevant materials and perspectives in instruction to engage all students, fostering an inclusive classroom environment.	ATSI (English Learners and African American sub groups) and Intervention students	District Funded 1000-1999: Certificated Personnel Salaries Intervention Teacher
2.5	Provide extended learning opportunities -after school opportunities for GATE students -STEAM Week for students in grades 4-6 -After school tutoring for students identified in need of Tier 2 supports in ELA, Math, ELD, or SLA -establish an Innovation Lab for STEAM exploration for all students -Enrich Los Angeles -the team designs and builds a school gardens, obtains the necessary permits, maintains them and teaches students weekly through stem based Garden Ranger Program ETMLA -Fees for field trip opportunities that support supplemental instructional opportunities for students	All students	30679 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Supplemental STEAM contracts 25000 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Enrich LA 5000 Concentration Grant 1000-1999: Certificated Personnel Salaries before and after school intervention 1431 Concentration Grant

			3000-3999: Employee Benefits before and after school intervention 41000 Concentration Grant 5000-5999: Services And Other Operating Expenditures contracted services and transportation 42294 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures Contracted services 22279 Prop 28 4000-4999: Books And Supplies Art and Digital Media Materials and supplies
2.6	Professional development and support for continued implementation of supplemental instructional initiatives. Students will use Accountable Talk, Thinking Maps, speaking in coherent complete sentences when asking or answering questions, and RACE to demonstrate their knowledge. Teachers will use Multimedia Technology, pictures, and scaffolds as deemed necessary for student understanding. Workroom supplies will be kept in working order to create materials for use in the classroom and on campus to support site goals and district initiatives. 1. Word Study -ensure training of all K-3 and SpEd teachers to support in building foundational skills in reading 2. Thinking Maps-expand the use of thinking maps across subject areas 3. UDL - provide training and support for teachers to implement UDL principles of engagement, representation, and action and expression in their instruction; 4. RACER -implement school wide to support students in the ability to respond to questions with text evidence and explaining their thinking 5. Use of tier 2 intervention programs: Rewards, Smarty Ants, Reflex/Frax, Fast Forward, and Reading Assistant Plus	All students	10000 Supplemental (EL) Grant 4000-4999: Books And Supplies Thinking Maps PD Material 49693 Concentration Grant 4000-4999: Books And Supplies materials and supplies avid and steam 7500 Concentration Grant 1000-1999: Certificated Personnel Salaries teacher substitute for professional development 2146 Concentration Grant 3000-3999: Employee Benefits teacher substitute for professional development
2.7	The school will commit to continuing to update technology as needed and provide devices for use at school and at home for instruction and for the practice of skills. Technology devices will be kept up to date and in working order in order to provide 2:1 available technology for students so that they have access in the classroom and at home to curriculum and supplemental programs to close the achievement gap for struggling learners. Classrooms on campus used for before or after school intervention will be equipped with updated	All Students	6000 Title I 4000-4999: Books And Supplies Headsets and mice to support with assessment and intervention programs 15887 Concentration Grant 4000-4999: Books And Supplies

	technology to provide additional learning opportunities and support for struggling learners in order to close the achievement gap. In order to supplement Tier 1 instruction in the classroom for underperforming students technology will be kept current in classrooms. Technology equipment and supplies supplement instruction and provide additional support for students to perform with like peers by increasing student engagement. Technology implementation improves instructional pacing and in turn improves academic achievement. This technology will reduce learning gaps for struggling learners by increasing students' time on task in the classroom.		Supplemental Technology 4121 Supplemental (EL) Grant Computer and other related services 10000 Concentration Grant 5000-5999: Services And Other Operating Expenditures Contracted services
2.8	Professional Development is offered for teachers and other staff members to improve tier 1 instruction and meet the needs of diverse learners on campus. Teachers will participate in ongoing PD opportunities to improve learning opportunities for students. Teachers will improve the quality of Tier 1 instruction through professional development and effective planning. Teachers will implement effective strategies (as evidenced by research) learned at professional development opportunities as appropriate to their instructional program. All instructional strategies and materials used to close the achievement gap will be standards-based, research-based, and aligned with the school goals and district initiatives. Staff development opportunities in the subject areas taught including integrating the use of technology through the implementation of computer-based and standards-based programs will be offered. Teachers will participate in ongoing PD opportunities in order to better serve their students. TOSAs will provide support for students including English learners by providing intervention for designated and integrated ELD.	All Students	5000 Supplemental (EL) Grant 4000-4999: Books And Supplies book club-PD
2.9	SWD and African American students are identified groups for Washington Elementary and are included in our ATSI plan. Staff at Washington will provide additional targeted support for SWD by signing up all students in our SDC classes for the ST Math and Fast Forward (reading) programs. The classroom teacher and TOSA team will monitor skills and progress to ensure that students are making progress and attaining the needed skills to continue growing toward grade-level standards. Additional opportunities will be offered for these students to interact with the programs and ensure that they are able to have dedicated time for learning within the programs.	African American and Students with Disabilities	District Funded 1000-1999: Certificated Personnel Salaries TOSA
2.10	AVID -This will be start -up costs for AVID and provides scaffolded support that educators and students need to encourage college and career readiness and success. With AVID, school leaders have the flexibility to start small and can deepen AVID's impact on their campus over time. We will be starting with grades 5 and 6 and then working	Students in grade 5 and 6	19939 Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Contract

	our way to Kindergarten to AVID offers a variety of classroom activities, lesson plans, professional learning videos, and timely articles that are relevant to students. These tools help educators implement and refine instructional practices. They also help educators provide the key academic and social supports students need to thrive. This will support students in closing the achievement gap at Washington Elementary.		20385 Title I 1000-1999: Certificated Personnel Salaries Extra duty AVID 5832 Title I 3000-3999: Employee Benefits Extra Duty AVID 5000 Supplemental (EL) Grant 4000-4999: Books And Supplies Supplemental AVID Resources 19950 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures AVID /College Field Trips 12000 Concentration Grant 5000-5999: Services And Other Operating Expenditures Field trips
2.11	Expanded Learning Programs, both YMCA before school and Think Together programs to support with Washington Elementary students need to close the achievement gaps between all students, including low performing subgroups to equip students for success in all academic areas. Support comes through ST math tutoring, High Impact Tutoring, STEM Coding, Arts and Enrichment, and staff interactions.	Participants in YMCA before school and Think Together programs	District Funded None Specified YMCA before school and Think Together programs
2.18			
2.19			

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.

Goal 2 of our SPSA focuses on providing high-quality instruction and expanded learning opportunities in English Language Arts (ELA) and Math. Students received targeted interventions through small group instruction during class time and Response to Intervention (RTI) blocks within the school day. Washington Elementary also offered before- and after-school tutoring across grade levels based on student needs. This included math open-door morning sessions, after-school writing tutoring, reading support, and opportunities for students to meet with teachers before school or after school to review assignments or clarify concepts. Teachers also supported students through the Think Together program, offering homework help and academic reinforcement. Data analysis and program evaluation were conducted regularly through Professional Learning Communities (PLCs), staff meetings, School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings. In alignment with our equity goals, we also provided tutoring for first, fourth and fifth grade students and strategically implemented Tier 2 interventions to support English Learners and students receiving Special Education services.

The support of our Teachers on Special Assignment (TOSAs) has been essential to achieving school-wide goals. Their work spans student support services, professional development, and community outreach. A key focus has been accelerating student learning in reading and writing. Our Intervention teachers collaborated with teachers in grades TK–3 to enhance Tier 2 ELA supports, targeting areas such as phonemic awareness, phonics, fluency, and comprehension. Newcomer students received support aimed at academic integration, connection-building, and developing a sense of belonging. PLC teams, alongside school leadership, worked to strengthen first instruction and small group instruction in general education classrooms. Instructional aides have also worked closely with the Intervention TOSA to provide additional academic support to students.

In support of English Learners, teachers reviewed reclassification criteria and held data chats with students and families to build awareness of academic supports and progress. To date, 15 students have been successfully reclassified this school year. Teachers received training on reclassification processes and instructional strategies to improve writing—an area that often delays reclassification. As we approach ELPAC testing, we are optimistic that additional students will qualify for reclassification based on updated scores.

Currently, two TOSAs support classroom learning through small-group instruction and individualized support in both reading and math. Identified students receive a “double dose” of academic instruction and targeted math and reading support based on test scores, classroom performance, and teacher recommendations.

In accordance with the Every Student Succeeds Act (ESSA), Washington Elementary was identified as needing Additional Targeted Support and Improvement (ATSI) for our African American student subgroup. To address this, TOSAs have partnered with general education and SDC teachers to monitor and support academic growth using evidence-based programs, including intervention, Fast ForWord, and ST Math. Fast ForWord supports reading development, while ST Math provides supplemental math instruction for all students. Additionally, all students have access to Paper, an online tutoring platform, to receive academic help outside of school hours. Washington has now exited ATSI for the subgroups previously identified.

Technology integration and STEAM instruction have also expanded significantly. With staff input, our tech and STEM teams—alongside Stemnetics—developed a three-year plan to: (1) promote problem-solving and innovation through STEAM activities, (2) increase access to STEAM supplies and technology, (3) offer professional development and planning time for teachers to create integrated STEAM lessons, and (4) host community-inclusive STEAM events. These initiatives help ensure that instruction remains engaging, future-focused, and inclusive of diverse learners.

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

One area we have yet to accomplish is providing professional development in Writing strategies but this is scheduled to take place before the school year ends. In the meantime, our school counselor and TOSA have been resourceful in exposing students to various college and career opportunities. A college and career week was scheduled to expose our students to the opportunities that are available to them. Community members were invited community members to share their career experiences across different sectors. Regarding the alignment of Tier 2 ELA support, the school will not be purchasing additional reading curricula. Instead, professional development provided by the district is focusing on refreshing teachers' understanding of the adopted curriculum and reinforcing the principles of the Science of Reading.

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.

As a result of our data analysis, we will provide teachers with increased professional development in NWEA to gain understanding in the rigor of the assessment throughout the school year. In reviewing the data, target goals change for Fall, Winter, and Spring NWEA assessments and understanding students growth at an expected pace. Our school site also reviewed the data outcomes of NWEA and Ellevation to find our areas of growth in ELA, SLA, ELD and mathematics. TOSAs continue to work with teachers to set up assessment cycles that are tied to SMART goals. Student progress is monitored through multiple universal measures including NWEA and we are planning on including SchoolCity. These measures will be used to determine program effectiveness. Professional development is used to build teacher capacity.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Language Development

Increase parent involvement through advisory committees by building parental capacity for policy and program decision making, in addition to increasing parent engagement through goal-directed relationships between staff and families that are mutual, culturally responsive, and support student learning.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide ongoing communication and opportunities for stakeholders to advocate for the success of 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.

Parent outreach activities will take place throughout the year to truly engage parents in the academic lives of their children.

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
BUSD Parent Tracker	33.89% for the 2021-2022 school year, and for the 2022-2023 school year to date, the average parent participation was 56.47% with 3710 parent attendance at school events.	Increase parent participation in events to 64%
WA Title I Needs Assessment	On the 2023 Title I Parent Needs Assessment Survey, Q8. I am aware of various parent involvement and engagement opportunities at both the school and district levels, which include: Back to School/Open House 100%, Parent Conferences/IEPs 100%, Family Nights/PTA Events 96.6%, Advisory Committees 96.6%, PTA/ 93.1%, Parent Education 79.3%, Volunteer 69%	On the 2024 Title I Parent Needs Assessment Survey, Q8. I am aware of various parent involvement and engagement opportunities at both the school and district levels, which include: Parent Education will increase to 83%
Parent Workshop Sign In Sheets/Agendas	6 Parent Workshops	7 Parent Workshops
Coffee with the Principal	Had 4 Coffee with the Principal and 3 Coffee with Counselor meetings	will have a minimum of 8 meetings followed by parent workshops

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The school will increase parent communication in order to increase parent knowledge of school events, academic workshops and academic resources through flyers, marquee messages, website, and social media postings. -Maintain Washington Elementary website with up-to-date and relevant information for parents. Include teacher sites and educational resources links to assist students at home. Use Class Dojo, Parent Square and Instagram to communicate school information with parents.	All students	District Funded None Specified Website, Blackboard, and Smore Newsletters
3.2	The school will increase parent participation with academic initiatives by providing morning and evening topic-specific forums. The Latino Family Literacy workshops will support EL families. A FastForWord parent workshop will be held to support families of students with disabilities. Instructional Specialist and Intervention Teacher will support families with ST Math, Word Study and PAPER tutoring workshops.	Targeted Students, Students with Disabilities, EL students, African American	District Funded None Specified Intervention TOSA and CSW Provided Workshop District Funded None Specified Latino Literacy project
3.3	Education opportunities for parents: -Back to School Night -Parent workshops to support fluency, reading comprehension, language development, writing, SEL, Parent Workshops TOSA, teachers and CSW will provide a series of parent education workshops to teach parents of at-risk students how to support academic success through literacy strategies. Parent involvement and school culture- PRIDE (counselor) - presentation explaining what each component looks like. Behavior workshop- how to encourage positive behavior at home and communication between students and parents.	All students	10558 Title I 4000-4999: Books And Supplies Materials and supplies for parent classes 2000 Concentration Grant 5000-5999: Services And Other Operating Expenditures STEAM parent night 2500 Title I 1000-1999: Certificated Personnel Salaries Extra duties for Parent Workshops 717 Title I 3000-3999: Employee Benefits Extra duties for Parent Workshops benefits
3.4	Provide translation services for phone calls to and parent meetings with Spanish-speaking parents. The guidance team and school staff members in concert with district partnerships will support this population by providing community resources, such as health insurance, vision services, counseling services, tutoring, clothes, shoes, and food. Translators are available for all Spanish-speaking,	EL Students and Hispanic Students	District Funded 2000-2999: Classified Personnel Salaries Employee salaries and benefits District Funded

	arabic and Thai parents during parent conferences, SSTs, 504s, and IEPs and parent workshops. Instructional Assistants will support parents with communication and other needs. Materials and supplies will be purchased to support the translation of different languages between families and school personnel at the school site. Materials will be sent out for printing to be distributed to parents to facilitate communication between the school and the home.		2000-2999: Classified Personnel Salaries Benefits 4000 Title I 5000-5999: Services And Other Operating Expenditures Translation Services 4000 Supplemental (EL) Grant 5000-5999: Services And Other Operating Expenditures translation services
3.5	The school will continue to recruit, train and empower parents for School Site Council, Safety/PBIS Committee and English Learner Advisory Committees in order to develop a school plan that increases student achievement. The SSC annually reviews and approves the School Safety Plan and submits it to the District Office for review and approval in consultation with a representative from the Los Angeles County Sheriff's Department. The plan is submitted for review and approval by the Board of Education. Parents will participate on advisory committees, including SSC to provide input on the safety plan as part of the SWP.	All Students	District Funded 1000-1999: Certificated Personnel Salaries TOSA led workshops and Assistant Principal
3.6	Expanded Learning Programs, both YMCA before school and Think Together programs support with Washington Elementary students provides families with a safe space for their children while they work.	Participants in YMCA before school and Think Together programs	District Funded None Specified YMCA before school and Think Together
3.8			
3.9			
3.11			
3.12			

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.

Goal three focuses on enhancing parent involvement in the school community. This year, parents have actively participated in various committees, such as the School Site Council, Citizen's Task Force, English Learner Advisory Committee, Parent Advisory Committee, District English Learner Advisory Committee, and the Parent Teacher Association. The school has worked to maintain open communication with families through multiple channels, including live and virtual meetings, the school marquee, flyers, the school website, weekly newsletters, social media accounts, and messaging systems. These efforts aim to support student learning and foster strong relationships between the school, students, families, and the community. Washington has focused on increasing parent engagement opportunities, building trust, and sharing responsibilities to boost parent involvement in school events. Parent advisory groups have offered valuable opportunities for parents to provide feedback on programs and student achievement. Additionally, parents have participated in assemblies and family events, with high attendance rates. In the 2023-2024 school year, the average parent participation rate was 56.47%, with 3,710 parents attending school events. This year, the participation rate is XXX%, with XXX parents attending events. However, this figure does not include the interactions with our new messaging system Parent Square, which receives a high amount of interactions daily. The school continues to offer workshops, virtual and live family events, and PTA-sponsored activities to encourage parent participation and foster learning.

This year, our parents have expressed appreciation for the strong level of communication and the variety of events we offered. We worked hard to build strong school-to-home connections, consistently using tools such as Class DOJO, Blackboard, our school website, and even launching our school Instagram to communicate with parents. Additionally, we incorporated daily Parent Square interactions and hosted "Coffee with the Principal" and "Coffee with the Counselor" events to further engage families. Our PTA played an active role in educational activities throughout the year, and we creatively adapted events such as the Flag ceremony, Student of the Month, and academic achievement celebrations. Parents had access to both in-person and virtual educational opportunities, with sessions recorded and posted on our school website for those unable to attend live meetings.

Our Student Study Team continued to meet with parents, either in person or via Google Meets, to support students' academic and social needs. We also provided additional support through our case manager, who helped families, especially those facing challenges attending school. Our Community Social Worker organized parent workshops on topics like attendance, PaperTutoring, and Latino Family Literacy Nights, and made referrals for services such as transportation, housing, mental health, tutoring, and special programs. Parents also had the chance to participate in special programs like book fairs, the Giving Tree, and the Latino Family Project.

Thanks to our partnership with Caring Connections, students received counseling services on campus. In total, we made 185 counseling referrals and conducted 40 conflict mediations. We also provided support to small groups focused on newcomers, classroom survival, self-control, growth mindset, and self-esteem. Additionally, 129 Social Emotional Learning (SEL) classroom presentations were held on topics such as kindness, sportsmanship, rules and expectations, conflict resolution, friendship, and distinguishing between bullying and conflict. Other services included group or one-on-one counseling, conflict mediations, check-ins/outs, PBIS, lunch bunches, Second Step lessons, and classroom SEL instruction.

Throughout the year, we hosted a variety of events to engage the school community, including Great Kindness Week, College and Career Week, National School Counseling Week, Gotcha Cart and Gotcha Rewards events, attendance incentives, and Mental Health Awareness Month. Communication was further strengthened through PBIS staff meetings, bulletin boards, weekly newsletters, DOJO messages, Blackboard, and parent workshops.

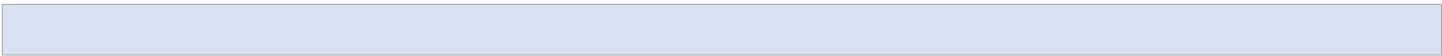
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are on track to meet our goals in this area, having parents attend our monthly student of the month assemblies have been well received by parents.

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.

As we move towards next year we will continue to increase opportunities for parent participation in person during student recognitions, school meetings and workshops. No other changes to the goal will be made at this time.

There are no proposed changes to the SPSA in this goal. Washington will work to refine and continue the work we have done to offer opportunities for parents to take part in their students education. We will continue to reach out to parents to see how we can best meet their needs and support them on their students learning journey.



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	\$829,507.00
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	\$218,311.00

Subtotal of additional federal funds included for this school: \$218,311.00

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 (\$)
Concentration Grant	\$240,729.00
Prop 28	\$116,279.00
SISS	\$14,738.00
Supplemental (EL) Grant	\$239,450.00

Subtotal of state or local funds included for this school: \$611,196.00

Total of federal, state, and/or local funds for this school: \$829,507.00

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
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Expenditures by Funding Source

Funding Source	Amount
Concentration Grant	240,729.00
Prop 28	116,279.00
SISS	14,738.00
Supplemental (EL) Grant	239,450.00
Title I	218,311.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	97,385.00
2000-2999: Classified Personnel Salaries	187,877.00
3000-3999: Employee Benefits	51,193.00
4000-4999: Books And Supplies	253,069.00
5000-5999: Services And Other Operating Expenditures	215,923.00
5800: Professional/Consulting Services And Operating Expenditures	19,939.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Concentration Grant	22,500.00
2000-2999: Classified Personnel Salaries	Concentration Grant	58,741.00
3000-3999: Employee Benefits	Concentration Grant	7,713.00

4000-4999: Books And Supplies	Concentration Grant	86,775.00
5000-5999: Services And Other Operating Expenditures	Concentration Grant	65,000.00
1000-1999: Certificated Personnel Salaries	Prop 28	52,000.00
2000-2999: Classified Personnel Salaries	Prop 28	42,000.00
4000-4999: Books And Supplies	Prop 28	22,279.00
4000-4999: Books And Supplies	SISS	14,738.00
	Supplemental (EL) Grant	4,121.00
4000-4999: Books And Supplies	Supplemental (EL) Grant	88,406.00
5000-5999: Services And Other Operating Expenditures	Supplemental (EL) Grant	146,923.00
1000-1999: Certificated Personnel Salaries	Title I	22,885.00
2000-2999: Classified Personnel Salaries	Title I	87,136.00
3000-3999: Employee Benefits	Title I	43,480.00
4000-4999: Books And Supplies	Title I	40,871.00
5000-5999: Services And Other Operating Expenditures	Title I	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	19,939.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	156,810.00
Goal 2	648,922.00
Goal 3	23,775.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Patricia Diaz-Arroyo	Principal
Alma Salazar	Other School Staff
Robert Kamstra	Classroom Teacher
Holly Fowler	Classroom Teacher
Casara Young	Classroom Teacher
Aaron Sykes	Parent or Community Member
Elizabeth Rios	Parent or Community Member
Isabel Tulia Gonzalez	Parent or Community Member
Jodi Errett	Parent or Community Member
Hilda Ibarra	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: PTA

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

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

This SPSA was adopted by the SSC at a public meeting on 10/24/24.

Attested:



Principal, Patricia Diaz-Arroyo on 10/24/24



SSC Chairperson, Robert Kamstra on 10/24/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

First name	Last name	Email	Duration	Time joined	Time exited
Patricia	Diaz Arroyo	patriciadiazarroyo@busd.k12.ca.us	37 min	7:46 AM	8:22 AM
Jodi	Errett	mira*****@***.com	31 min	7:50 AM	8:21 AM
Isabel	Gonzalez	tuli*****@***.com	24 min	7:57 AM	8:21 AM
Sarah	LeFevre	sara*****@***.com	43 sec	7:59 AM	8:00 AM
Alma	Salazar	asalazar@busd.k12.ca.us	39 min	7:54 AM	8:33 AM
Ilda	Vasquez	hild*****@***.com	33 min	7:49 AM	8:23 AM

ELAC Meeting Notes/Notas de la Reunion de ELAC

Date/Fecha: 11/8/2024

Start Time/Hora de Inicio: 8:47 a.m.

Approval of Agenda/Aprobación de la Agenda

Motion / Moción Jodie Errett (with amended agenda, items moved to next ELAC meeting)

Approval of Minutes / Aprobación de Actas:

9/13/24 minutes to be shared at 12/13/24 meeting.

Instructional Programs ELD – Mrs. Acevedo

Mrs. Acevedo, description each program and which students receive services, specific to all GE students verse programs for spED students.

- Wonders Companion for English Learners (K-5)
- StudySync Companion (grade 6)
- Intervention for Emerging English Learners
- Intervention for Long Term English Learners
- Bilingual Academic Aides to assist teachers in the classroom during small group instruction.
- Fast -Forward (TK-6)

-spED and new arrival (no English) students or for students not reaching the grade level standard

- Smarty Ants (TK-2)
- ST MATH (Tk-6)
- Learning Ally (TK-6)
- Thinking Maps (TK-6)

- Think Maps is a program which is provide district wide.

Parent questions/comments:

Tulia Gonzalez - Fast Forward, last year student were able to attend classes before or after school for this program. Parent shared how is was beneficial to her child and asked if this will be available to students this school year.

Dania Sanchez – Her neighbors are Newcomers, no English spoken, how do parents know what their child(ren) are reviewing, receiving as intervention.

Mrs. Talvy tagged Mrs. Guerrero as WAE Bilingual support services teacher. Students may have a bilingual aide step into classroom for student support or students are pulled out of classroom for small group intervention/support.

Edilia Ramirez – ST Math when her son has trouble figuring out the math problem, a parent guide to assist with homework? Mrs. Acevedo share with parents that student work on ST Math in class, that

student should be able to complete review (home) work on their own. If a student is persistently unable to complete work parent should share this information with student's teacher.

Tulia Gonzalez - My students also struggle with ST Math and there are no instructions for parent to assist their student(s). Would there be a way to receive instructions.

Also, a parent Paper Tutorial, within the ELAC meeting, to help their students navigate through the online services.

Mrs. Arroyo - Shared that WAE Teacher will be receiving cross training on the updated changes to PAPER. Once this is complete, Mrs. Arroyo will ask Teacher to share with parent new strategies on how to navigate through Paper. Mrs. Acevedo shared that ELAC would look into having PAPER provide a parent tutorial as well as ST Math tutorial provided by Mrs. Talvy.

Overview of ELD – Mrs. Acevedo

The California Department of Education (CDE) and the State Board of Education recognize that both Designated and Integrated English language development (ELD) are integral parts of a comprehensive program for every English learner to meet the linguistic and academic goals at their grade level.

ELD instruction is delivered as Designated ELD instruction (using ELD State Standards) and Integrated ELD instruction (using state-adopted ELD standards, which are used in tandem with the state-adopted academic content standards).

Designated ELD Instruction – Mrs. Acevedo

Is instruction provided during the regular school day for focused instruction on the English learners to develop critical English language skills necessary for academic content learning in English?

It is 30 minutes a day for all English language learners, of all levels.

Instruction is based on state-adopted ELD standards to assist English language learners.

SPSA – School Updates – Mrs. Arroyo

Playground

There are four playgrounds on WAE campus, 1 of 4 is being worked on at this time.

Playworks (Goals)

- Program has been active on WAE campus for 2 months
- Help students become organized
- Reduce playground frictions
- Administrative staff will review how program works overall for the remainder of the year.

ETM - LA music program

- (Last year 3rd – 4th grade) TK through 4th grade – Schedule a December Concert
- 5th – 6th grade – receive music through District Teacher instructions

Enrich LA – Garden

- The garden will be ready before the end of November
- Outdoor classroom
- Native Plants
- Classroom to assist with gardening, planting vegetables and harvesting
- Selected classes to receive State Ranger sessions
- Teachers will be able to take their classes to garden

Art

“Mr. Y” – Mr. Richard Yarnall, Art teacher shared 50% with another elementary school, through Proposition 28, Art instruction is being funded. List of requested Art supplies to be re-posted on Class DOJO.

After school programs – Listed Classes

Semitic classes this Fall for upper grades – Theme is Flight. Spring classes will be offered to lower grades.

Added support for EL students

Programs to support foundational skills

Administrative staff will be researching literacy programs to bring reading levels up for grades TK through third. It is prevalent that students are reading a grade level by 3rd grade; learning becomes more difficult without foundation skills.

Field Trips

Funds have been reserved for educational field trips for all grades. Team Teachers will be submitting the field trip requests soon. Parents to be notified by your student’s teacher once, grade level field trips are approved and schedule. Refer to teacher once this information is made available.

Reclassification (7 students)

Parent Education – Ms. Rios, Librarian

Latino Family Literacy - Cuentos Familiares/Family Stories

2da Serie - 2nd Series

Martes/Tuesday 8:45 - 10:45 a.m.

Biblioteca Escolar - School Library

10/29/24 - 12/10/24

WAE Budget Update – Mrs. Arroyo

**Please see Mrs. Arroyo for modify budget to share with the school community.*

AVID

One goal to help our fifth and sixth graders become organized with note taking, prepare for higher education.

Administrative goal is to have WAE an AVID school, each grade with have its own organizational skills and instructions (Pending Budget for Teacher Training).

DELAC Representatives Presentation – Hilda Ibarra and Yadira Rayos

Agenda and meeting materials to be emailed to parents present at today's meeting.

BUSD Administrative DELAC Goals

23 -24 Goals

Equity

Achievement

Community

Equity Multiplier

24 – 25 Goals

Culture Connectedness

Expectations of College

Strong Family and Community Partnerships

Personalized Support for Students

LCAP – described and defined

Next, DELAC 12/19/24

Reclassification ELPAC – Mrs. Talvy

- **POST** presentation and website for ELPAC preparation
- Test Taking Strategies
- Four Criteria for Reclassification
- Test schedule February 2025
- Chromebook – Reviewed site for ELPAC pre-testing
- Schedule ELPAC preparation **ELAC meeting Friday, December 13, 2024**

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Washington Elementary School Site Council



AGENDA

March 13, 2025

Welcome and Introductions

- I. Call to Order
 - Approval of Proposed Agenda
 - Approval of Last Meeting Minutes
 - Review of Meeting Calendar
- II. Roll Call
 - Patricia Diaz Arroyo**
 - Sarah LeFevre, Parent**
 - Alma Salazar, Classified**
 - Casara Young, Teacher**
 - Jodi Errett, Parent**
 - Hilda Ibarra DELAC representative**
 - Holly Fowler, Teacher**
 - Rob Kamstra, Teacher**
 - Isabel Gonzalez, Parent**
- III. Principal Report
 - SPSA Review
- IV. Public Comment
- V. Committee Reports
- VI. Legal Requirements
 - [Meeting Calendar](#)
- VII. New/Unfinished Business
 - School Plan Approval
 - 1. Motion to approve
 - 2. Second
 - 3. Approval

VIII. Adjournment

The next meeting will take place on April 24, 2025 @ 7:45 a.m.

Washington Elementary School Site Council



AGENDA

October 24, 2024

Welcome and Introductions

- I. Call to Order
 - Approval of Proposed Agenda
 - Approval of Last Meeting Minutes
 - Review of Meeting Calendar
- II. Roll Call
 - Patricia Diaz Arroyo**
 - Sarah LeFevre, Parent**
 - Alma Salazar, Classified**
 - Casara Young, Teacher**
 - Jodi Errett, Parent**
 - Hilda Ibarra DELAC representative**
 - Holly Fowler, Teacher**
 - Rob Kamstra, Teacher**
 - Isabel Gonzalez, Parent**
- III. Principal Report
 - SPSA: goals, actions, and budget
 - Parent Education Opportunities - Latino Literacy Project
 - Parent Engagement: Coffee with the Principal
- IV. Public Comment
- V. Committee Reports
- VI. Legal Requirements
 - [Uniform Complaint Procedures](#)
 - [Meeting Calendar](#)
- VII. New/Unfinished Business
 - School Plan for Student Achievement Overview

1. Motion to approve
2. Second
3. Approval

VIII. Adjournment

The next meeting will take place on December 12, 2024 @ 7:45 a.m.

Washington Elementary School Site Council



AGENDA

October 24, 2024

10-24-24

7:53

Library and virtual

Welcome and Introductions

I. Call to Order

Approval of Proposed Agenda- Morrales and Errett approved

Approval of Last Meeting Minutes- Errett approved Morrales approved

Review of Meeting Calendar

II. Roll Call

Patricia Diaz Arroyo present

Sarah LeFevre, Parent present

Alma Salazar, Classified present

Casara Young, Teacher present

Jodi Errett, Parent present

Hilda Ibarra DELAC representative present

Holly Fowler, Teacher present

Rob Kamstra, Teacher-out

Isabel Gonzalez, Parent present

III. Principal Report

SPSA: goals, actions, and budget

Goal 1 based on making sure school is safe and collaborative

Daily SEL support

Finishing panorama survey; wanted increase participation & wanted students to have a connection with teacher

Increasing attendance and decreasing chronic absenteeism lowered to 26.2 want to lower to under 20%- sending letters and start meetings, requesting home visits. Plan to continue

Data Confirmation 78% last year about 90%

A2A continue

SEL lessons, group sessions, one on one to continue

CFGC counselor 2x week

PBIS- last year qualified as silver; this year's goal is to move to gold

2 tosas (math and ELA); 2 IAs to support

ETML- TK-4th; all classes

ART- sharing and art teacher with TJ Elementary

Providing after school activities for students

Weekly PLC and providing daily goals to increase achievement

Sarah brought up indep. Study - Arroyo shared Independent study when a student is out for more than 3 days to get credit. Need 2 weeks notice

YMCA, Think Together after school

Goal 2- quality first instruction; getting students to read by 3 grade; program to support literacy in lower grades and one for upper grades (4-6)

Vertical alignment; teachers have opportunities to visit other classrooms.

Goal 3- Increase parent engagement; working closing with PTA; coffee with principal (alternating meetings) coffee with the counselor; parent workshops; TOSAs doing Genius Hour to extend learning- students to share what they've been learning; Brought in AVID

BUDGET: CSW extra hours for parent

College and Career readiness for parents

3 IAs pay 3 out of budget; 1 paid by district

Parent workshops

arabic translations

AVID contract & travel for conference

Materials and Supplies for parent class materials; started with AVID parent night; focus this year is organization

Carry-over of 82,000- using for staffing; librarian for library needs and tech support;

CSW extra hours to support school; ETM-LA, Enrich LA; playworks team up model

(once and week); Thinking maps online; materials and supplies; meeting and

transportation; staffing- Stemnetics contract to finish steam lab and teacher support;

prop 48 funding to staff; PD for literacy programs; Field Trips- college trips;

Errett motions to approve plan; Morrales & hilda approved 2nd

Parent Education Opportunities - Latino Literacy Project
Parent Engagement: Coffee with the Principal

- IV. Public Comment
- V. Committee Reports
- VI. Legal Requirements

[Uniform Complaint Procedures](#)

[Meeting Calendar](#)

- VII. New/Unfinished Business

School Plan for Student Achievement Overview

1. Motion to approve- Errett
2. Second- Morrales
3. Approval-

DLAC rep will present at next meeting

- VIII. Adjournment- 8:29

The next meeting will take place on December 12, 2024 @ 7:45 a.m.

Washington Elementary School Site Council



AGENDA

March 13, 2025

Welcome and Introductions

- I. Call to Order
 - Approval of Proposed Agenda - LaFevre, Fowler
 - Approval of Last Meeting Minutes - Safety Plan (approved) will be shared at April meeting
 - Review of Meeting Calendar - next meeting April 24th, 7:45am
- II. Roll Call
 - Patricia Diaz Arroyo (P)**
 - Sarah LeFevre, Parent (P)**
 - Alma Salazar, Classified (P)**
 - Casara Young, Teacher (P)**
 - Jodi Errett, Parent (P)**
 - Hilda Ibarra DELAC representative (P)**
 - Holly Fowler, Teacher (P)**
 - Rob Kamstra, Teacher (P)**
 - Isabel Gonzalez, Parent (P)**
- III. Principal Report
 - SPSA Review:
 - 1. EnrichLA - Tomas not responding to communication; start up work not complete (need follow-up Invoice from Tomas for next stage); may need to re-allocate funds from this year for next year; on-campus Ranger teaching classes;
 - 2. STEAM/STEMNETICS - in-need of IA for Digital Media to support classes/teachers when teachers use STEM Lab;
 - 3. Playworks - Meeting with Playworks/Mrs. Arroyo to improve program before contract is renewed for 25-26;

4. 2024 Dashboard - Exited support/improvement
 5. Academic Performance - Piloting EL program (School-Wide) and Foundational Skills (Kinder.) - soon to be implemented; comment: departmentalization of ELA and Math - help higher learning to achieve accelerated progress for advanced students (need multiple grades to use with ELA/Math to enhance learning - Vertical Planning);
 6. Art Program - positive teacher input (survey to staff to confirm)
 7. PLC - Push and Pull to support teachers/students
 8. Fieldtrips
 9. STEAM Materials - more instruments for ETMLA; Jazz Band opportunities (after-school program) available in the future
 10. Class-set of Novels - Provide sets for classes
 11. Extra Hours with CSW (Community Service Worker) to increase Library Hours throughout each day
- IV. Public Comment - none received
- V. Committee Reports - none given
- VI. Legal Requirements
- [Meeting Calendar](#)
- VII. New/Unfinished Business (Mrs Acevedo-Torres to submit)
- School Plan Approval
 1. Motion to approve
 2. Second
 3. Approval
- VIII. Adjournment (8:21am)

The next meeting will take place on April 24, 2025 @ 7:45 a.m.

- **Possible brief meeting prior to April 24 to reallocate EnrichLA and Playworks funds**



ELAC MEETING/JUNTA

11/8/2024

Student Name Nombre de Estudiante	Parent Name Nombre de Padre	Signature Firma	Email address dirección de correo electrónico	Phone Number Numero de Telefono
Alan Alcantar	Celia Alcantar		celiaalcantar84@gmail.com	(562) 613 9395
~~Steve M~~	Hilda Ibarra		hilda80.ibarra@gmail.com	(562) 412-2945
Miliani Sanchez	Mirreza Rivas	Gondina Marya		(562) 3053974
Miracle Alvarado	Jodi Enright	Jodi Enright	errettj@hotmail.com	562 685-3847
Cesar Julian	Maria Jimenez		candloriqj68@gmail.com	347 299-08-73
Jordan Juan Gomez	Olivia L. Dolores			562 410 3719
Joseph Hernandez	Yadira Rayos		rayosyadira@gmail.com	714) 225-6422
Mathew Quintero	Edilia Ramirez			562-443-1208
Daniel Samson	Bryan Berins		danicasamson19@yahoo.com	(562) 999-6431
Maximiliano Tapia	Sanna Arellano		paolotapia01.ja@gmail	(562) 661-0926
~~Emilia Pelayo~~				
Marcelo Mireles	Emelda Pelayo		Flaka25852000@gmail.com	(562) 313 4315
Isabella Sofia Rodriguez	Tulia Gonzalez		tuliaisabel.gonzalez@gmail.com	(562) 291-5681
Youssef MATHSY	Lola Rafael			

Washington SCHOOL-SITE COUNCIL

Thursday 13, 2025



CALL TO ORDER



Patricia Diaz Arroyo
Sarah LeFevre, Parent
Alma Salazar, Classified
Casara Young, Teacher
Jodi Errett, Parent
Hilda Ibarra DELAC representative
Holly Fowler, Teacher
Rob Kamstra, Teacher
Isabel Gonzalez, Parent

WELCOME , CALL TO ORDER & ROLL CALL



AGENDA

- ❑ **Welcome and Introductions**
- ❑ **Call to Order**
 - ❑ **Approval of Proposed Agenda**
 - ❑ **Approval of Minutes from previous meeting**
 - ❑ **Review Meeting Calendar**
- ❑ **Public Comment**
- ❑ **Committee Reports**
- ❑ **New Business**
 - ❑ **SPSA Update**
- ❑ **Adjournment**



READING OF MEETING MINUTES



SSC MEETING CALENDAR

- **Friday, April 24, 2025**
 - a. **Washington School Compact and Proposed Budget**
- **Friday, May 22, 2025**



Meetings are in Library and online @ 7:45 am





OPPORTUNITY FOR PUBLIC COMMENT



COMMITTEE REPORTS



UNFINISHED & NEW BUSINESS

❑ SPSA Update



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SPSA- Budget

- **Currently we are working with Enrich LA to complete the the garden, if we are unable to have them complete work this year, We will have to have another meeting to reallocate funds**
- **STEAM Innovation lab should be open Next month and we will be hiring Digital Media IA to support with Prop 28 funding**
- **We are working with Playworks to improve services before committing to another year of service**



- **Dashboard Based on 2024 Dashboard, WA exited ATSI (additional targeted support and improvement)**
 - African Americans
 - Students with Disabilities
- **Academic Performance:**
 - English Language Arts: Red (Lowest Performance)
 - Mathematics: Yellow (Mid-Low Performance)
 - English Learner Progress: Red (Lowest Performance)
 - Insight: English Language Arts and English Learner Progress need significant improvement, while Mathematics shows slightly better performance but still requires attention.



Prop 28



Feedback on Art Classes

Students are excited to go to art classes and are creating wonderful work

Teacher Feedback:

Parent feedback:

Supplemental

- **Budget money spent for Enrich LA, Art Teacher, Playworks and ETM-LA**
- **Scholastics, Materials & Supplies**
- **Calm corner**
- **AVID Materials and training**
- **Piloting programs for reading Incentives and to Support our English Learners**



Concentration

- **PLC Pull-out and Push in programs to support RTI**
- **Field trips- STEAM and AVID college field trips**
- **STEAM Materials**
 - **Budgeted for additional instruments for ETM LA**
 - **Support from Stemnetics to train teachers**
- **Extra hours for CSW for attendance calls and librarian to keep our library open for students and families throughout the day**
- **Class novels**



QUESTIONS?



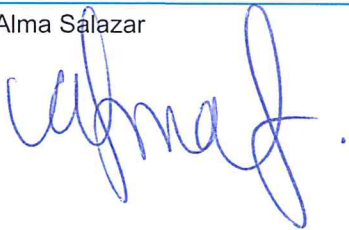
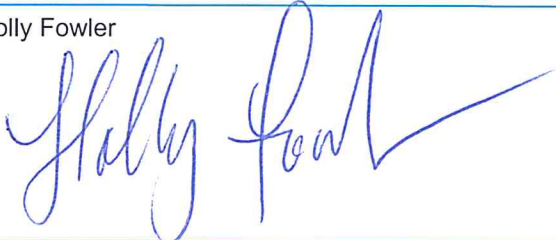


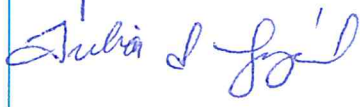
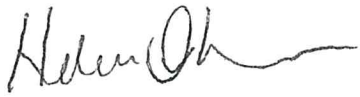
**THANK YOU
FOR JOINING!**

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- Secondary Students

Patricia Diaz-Arroyo 	☒ Principal Classroom Teacher Other School Staff Parent or Community Member Secondary Student
Alma Salazar 	Principal Classroom Teacher ☒ Other School Staff Parent or Community Member Secondary Student
Robert Kamstra 	Principal ☒ Classroom Teacher Other School Staff Parent or Community Member Secondary Student
Holly Fowler 	Principal ☒ Classroom Teacher Other School Staff Parent or Community Member Secondary Student
Casara Young 	Principal ☒ Classroom Teacher Other School Staff ☐ Parent or Community Member Secondary Student

Aaron Sykes Sarah LeFeuvre 	Principal Classroom Teacher Other School Staff ☒ Parent or Community Member Secondary Student
Elizabeth Rios 	Principal Classroom Teacher ☐ Other School Staff ☒ Parent or Community Member Secondary Student
Isabel Tulia Gonzalez 	Principal Classroom Teacher Other School Staff ☒ Parent or Community Member Secondary Student
Jodi Errett 	Principal Classroom Teacher Other School Staff ☒ Parent or Community Member Secondary Student
Hilda Ibarra 	Principal Classroom Teacher Other School Staff ☒ Parent or Community Member Secondary Student
	Principal Classroom Teacher ☐ Other School Staff ☐ Parent or Community Member Secondary Student

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.