



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

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington	Open	43-69674-6049035	April 23, 2025	June 12, 2025
Elementary School				

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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Plan Description

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

Washington Open's school goals are developed with input from multiple stakeholders, based on data analysis, and aligned with the district's LCAP goals in order to meet the needs of all students in a systematic way. The overall objective of our improvement plan is an enhanced level of student achievement in math, English language arts, English as a second language and our overall school climate. Our School Site Council (SSC) as well as our staff will monitor the effectiveness of our goals and strategies through cycles of continuous improvement - looking at data that shows either success or areas that need to be re-evaluated. One of our strongest strategies is the work of an intervention team that supports the learning of our targeted groups of students and collaborates with classroom teachers to focus on the specific needs of the students. In addition, our SSC surveys our community to learn how best to support positive school climate and plans programs and strategies according to reported needs. During this past school year (2024/2025) our SSC held a Community Forum to hear about how the school can adjust the parent participation program to make it more equitable for families. This year's plan will be to monitor the changes to our parent participation program in order to adjust to the needs of the community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) and the English Learner Advisory Committee (ELAC) are a joint committee. Our SSC is made up equally of both parents and staff members in the community as well as representatives of the ELAC committee. They meet once a month to review the school plan, review data and update goals/budget. At the beginning of each year the principal and teachers review the needs of the students. The principal and instructional coach meet with the Academic Support Team three times a year to discuss grouping of students for intervention (Sept., Dec., and March). School Site Council and English Learner Advisory Committee reviews the budget at the beginning of the year and in December checks in on the school's SPSA Goals. In May we finalize the plan for next year. We have met on multiple occasions: Oct. 8, 2024, Nov. 12, 2024, Dec. 10, 2024, Jan. 14, 2025, Feb. 11, 2025, Mar. 11, 2025, and Apr. 8, 2025. We will continue to meet the second Tuesday of the month to monitor the implementation of our Site Plan throughout the 2025-2026 school year.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our school is not currently in any red or orange performance categories.

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

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

Other Needs

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

Our Hispanic/Latino/a, English language learners, and economically disadvantaged groups are performing lower than other student groups according to our iReady scores. Our Hispanic/Latino/a population had 73% of the population score at or above grade level compared to the general population that had 86% score at or above grade level. Our English language learners had 72% of the population score at or above grade level compared to the general population that scored at 85% at or above grade level. Our economically disadvantaged population had 75% score at or above grade level compared to the general population that scored at 84% at or above grade level.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.64%	0%	%	2	0	
African American	0.32%	0.65%	0.90%	1	2	3
Asian	32.48%	32.36%	32.34%	101	100	108
Filipino	3.22%	2.91%	2.69%	10	9	9
Hispanic/Latino	13.18%	12.94%	12.87%	41	40	43
Pacific Islander	%	0%	%		0	
White	34.73%	35.6%	35.63%	108	110	119
Multiple/No Response	13.83%	14.89%	14.97%	43	46	50
Total Enrollment				311	309	334

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	59	49	66
Grade 1	59	56	55
Grade 2	56	55	54
Grade3	51	53	53
Grade 4	50	50	54
Grade 5	36	46	52
Total Enrollment	311	309	334

Conclusions based on this data:

1. Our enrollment dropped during the years immediately following the pandemic. The last 2 years saw an increase in our student population and we are once again having "waitlists" for enrollment into our school.
2. Our population is made up mostly of students who are self-identified as Asian and White with the next largest groups being Hispanic/Latino/a and Multiple races (or no response).

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	46	28	24	11.20%	14.8%	7.2%
Fluent English Proficient (FEP)	68	81	86	21.20%	21.9%	25.7%
Reclassified Fluent English Proficient (RFEP)	18	31	39	15.8%	5.8%	11.7%

Conclusions based on this data:

1. Our EL population is small comparatively speaking to other schools in the district.
2. Our EL students tend to be reclassified early on in the primary grades.

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	50	52	53	50	52	52	50	52	52	100.0	100.0	98.1
Grade 4	50	49	52	50	49	52	50	49	52	100.0	100.0	100
Grade 5	36	45	52	34	45	52	34	45	52	94.4	100.0	100
All Grades	136	146	157	134	146	156	134	146	156	98.5	100.0	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2479.	2458.	2480.	44.00	32.69	53.85	26.00	30.77	23.08	22.00	28.85	13.46	8.00	7.69	9.62
Grade 4	2515.	2561.	2528.	48.00	55.10	55.77	22.00	36.73	21.15	16.00	6.12	11.54	14.00	2.04	11.54
Grade 5	2571.	2565.	2577.	50.00	46.67	44.23	29.41	35.56	38.46	11.76	6.67	17.31	8.82	11.11	0.00
All Grades	N/A	N/A	N/A	47.01	44.52	51.28	25.37	34.25	27.56	17.16	14.38	14.10	10.45	6.85	7.05

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	38.00	30.77	42.31	58.00	61.54	46.15	4.00	7.69	11.54
Grade 4	34.00	42.86	40.38	60.00	57.14	53.85	6.00	0.00	5.77
Grade 5	38.24	37.78	40.38	52.94	53.33	59.62	8.82	8.89	0.00
All Grades	36.57	36.99	41.03	57.46	57.53	53.21	5.97	5.48	5.77

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	32.00	15.38	28.85	58.00	65.38	59.62	10.00	19.23	11.54
Grade 4	28.00	38.78	30.77	60.00	61.22	63.46	12.00	0.00	5.77
Grade 5	52.94	46.67	48.08	38.24	46.67	50.00	8.82	6.67	1.92
All Grades	35.82	32.88	35.90	53.73	58.22	57.69	10.45	8.90	6.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.00	23.08	25.00	82.00	67.31	69.23	4.00	9.62	5.77
Grade 4	18.00	26.53	21.15	78.00	71.43	76.92	4.00	2.04	1.92
Grade 5	8.82	22.22	17.31	85.29	68.89	80.77	5.88	8.89	1.92
All Grades	14.18	23.97	21.15	81.34	69.18	75.64	4.48	6.85	3.21

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	36.00	28.85	36.54	48.00	63.46	59.62	16.00	7.69	3.85
Grade 4	26.00	32.65	26.92	72.00	67.35	67.31	2.00	0.00	5.77
Grade 5	26.47	37.78	28.85	67.65	55.56	69.23	5.88	6.67	1.92
All Grades	29.85	32.88	30.77	61.94	62.33	65.38	8.21	4.79	3.85

Conclusions based on this data:

1. We need to focus efforts on students who are below standard. Our current 4th grade students showed that 9.62% were below standard as well as our current 5th grade students who were 11.54% below standard on overall achievement.
2. Reading and writing categories showed the largest areas of need as shown by 5.77% of the population being below standard for reading and 6.41% of the population being below standard for writing.

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	50	52	53	50	52	52	50	52	52	100.0	100.0	98.1
Grade 4	50	49	52	50	49	52	50	49	52	100.0	100.0	100
Grade 5	36	45	52	33	45	52	33	45	52	91.7	100.0	100
All Grades	136	146	157	133	146	156	133	146	156	97.8	100.0	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2478.	2478.	2501.	32.00	36.54	48.08	38.00	36.54	32.69	24.00	15.38	13.46	6.00	11.54	5.77
Grade 4	2524.	2564.	2563.	34.00	61.22	55.77	38.00	20.41	30.77	16.00	16.33	11.54	12.00	2.04	1.92
Grade 5	2553.	2549.	2574.	45.45	37.78	44.23	21.21	22.22	28.85	18.18	33.33	23.08	15.15	6.67	3.85
All Grades	N/A	N/A	N/A	36.09	45.21	49.36	33.83	26.71	30.77	19.55	21.23	16.03	10.53	6.85	3.85

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	42.00	46.15	48.08	48.00	38.46	50.00	10.00	15.38	1.92
Grade 4	36.00	48.98	53.85	56.00	48.98	42.31	8.00	2.04	3.85
Grade 5	36.36	44.44	32.69	45.45	46.67	61.54	18.18	8.89	5.77
All Grades	38.35	46.58	44.87	50.38	44.52	51.28	11.28	8.90	3.85

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	42.00	32.69	46.15	44.00	57.69	51.92	14.00	9.62	1.92
Grade 4	34.00	53.06	67.31	58.00	42.86	30.77	8.00	4.08	1.92
Grade 5	39.39	26.67	30.77	42.42	66.67	67.31	18.18	6.67	1.92
All Grades	38.35	37.67	48.08	48.87	55.48	50.00	12.78	6.85	1.92

Conclusions based on this data:

1. We need to focus on students who are below the standard. Our current 4th grade students showed that 5.77% were below standard and our current 5th graders showed that 1.92% were below standard.
2. Problem solving and modeling/data analysis showed the larger area of need with 3.95% of the general population below standard.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](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	1504.9	1502.6	*	1501.9	1492.7	*	1511.6	1525.8	*	17	12	10
1	*	*	*	*	*	*	*	*	*	5	7	7
2	*		*	*		*	*		*	5		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades										30	25	23

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	64.71	58.33	*	35.29	25.00	*	0.00	16.67	*	0.00	0.00	*	17	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	56.67	56.00	65.22	36.67	32.00	30.43	6.67	12.00	4.35	0.00	0.00	0.00	30	25	23

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	64.71	58.33	*	35.29	25.00	*	0.00	16.67	*	0.00	0.00	*	17	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	63.33	60.00	73.91	36.67	28.00	21.74	0.00	12.00	4.35	0.00	0.00	0.00	30	25	23

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	35.29	41.67	*	35.29	16.67	*	29.41	41.67	*	0.00	0.00	*	17	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	26.67	28.00	47.83	40.00	48.00	52.17	30.00	24.00	0.00	3.33	0.00	0.00	30	25	23

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	88.24	66.67	*	11.76	25.00	*	0.00	8.33	*	17	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	73.33	68.00	73.91	26.67	28.00	26.09	0.00	4.00	0.00	30	25	23

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	41.18	33.33	*	58.82	66.67	*	0.00	0.00	*	17	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	56.67	52.00	69.57	43.33	44.00	26.09	0.00	4.00	4.35	30	25	23

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	35.29	41.67	*	64.71	58.33	*	0.00	0.00	*	17	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	36.67	44.00	56.52	56.67	56.00	43.48	6.67	0.00	0.00	30	25	23

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	58.82	50.00	*	35.29	50.00	*	5.88	0.00	*	17	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	40.00	32.00	39.13	56.67	68.00	60.87	3.33	0.00	0.00	30	25	23

Conclusions based on this data:

1. Our English language learners continue to make progress, by decreasing the percentage of students at the lower levels (level 2) and increasing the percentage of students at the higher levels (level 4) on the overall scoring.

School and Student Performance Data

Student Population

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

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

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
334	7.8%	7.2%	0.0%
Total Number of Students enrolled in Washington Open Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	7.2%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	26	7.8%
Students with Disabilities	40	12%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.9%
American Indian	0	0.0%
Asian	108	32.3%
Filipino	9	2.7%
Hispanic	43	12.9%
Two or More Races	50	15%
Pacific Islander	0	0.0%
White	119	35.6%

Conclusions based on this data:

1. Washington Open's population is predominantly white and Asian making up 67.9% of the population. The remaining percent of the population is made up of students who are two or more races, Hispanic, Filipino and African American.

School and Student Performance Data

Overall Performance

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

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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Our data continues to show growth. Our math performance data moved into the blue category: highest performance.

School and Student Performance Data

Academic Performance English Language Arts

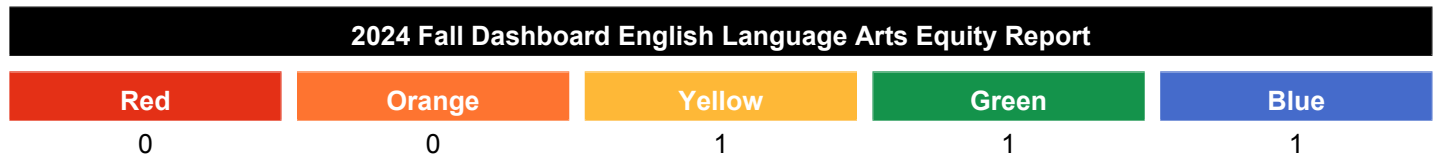
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



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  Blue 59.6 points above standard Maintained 0.9 points 156 Students	English Learners  No Performance Color 31.4 points above standard Declined 12.9 points 21 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 38.4 points above standard Increased 37.7 points 18 Students

Students with Disabilities  Yellow 1.9 points above standard Declined 21.9 points 32 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  Green 83.4 points above standard Declined 11.8 points 58 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  No Performance Color 29.2 points above standard Increased 11.5 points 17 Students
Two or More Races  No Performance Color 34.1 points above standard Declined 24.5 points 24 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 60.3 points above standard Increased 15.4 points 50 Students

Conclusions based on this data:

1. Our reclassified English learners are performing above standard, however we need to continue working on skills to help them make continued growth.
2. Our students with disabilities had some decline in test scores. We need to monitor this.

School and Student Performance Data

Academic Performance Mathematics

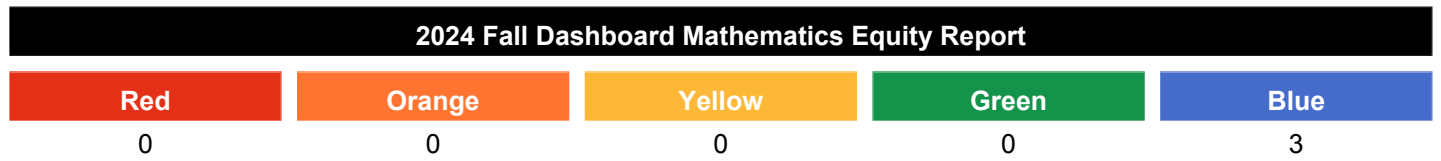
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



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  Blue 63.2 points above standard Increased 15.0 points 156 Students	English Learners  No Performance Color 79.6 points above standard Increased 25.2 points 21 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 46.8 points above standard Increased 34.8 points 18 Students

Students with Disabilities  Blue 19.3 points above standard Increased 24.6 points 32 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  Blue 92.2 points above standard Maintained 0.1 points 58 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  No Performance Color 25.6 points above standard Increased 23.4 points 17 Students
Two or More Races  No Performance Color 42.5 points above standard Declined 4.5 points 24 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 59.6 points above standard Increased 27.4 points 50 Students

Conclusions based on this data:

1. We saw a good increase in math scores with an increase of 15 points.
2. We need to continue to monitor our "Two or More races" category of students as they saw a small decline in test scores.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 69.2% making progress. Number Students: 13 Students	 No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.7%	23.1%	0%	69.2%

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



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  Blue 4.5% Chronically Absent Declined 8.5 335 Students	English Learners  No Performance Color 0% Chronically Absent Declined 8.3 26 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 6.5% Chronically Absent Declined 15.2 31 Students

Students with Disabilities  Green 9.8% Chronically Absent Declined 19 51 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% Chronically Absent Declined 12 108 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Hispanic  Yellow 14% Chronically Absent Declined 13.5 43 Students
Two or More Races  Blue 1.9% Chronically Absent Declined 12.7 52 Students	Pacific Islander  No Performance Color 0 Students	White  Green 5% Chronically Absent Declined 4.1 120 Students

Conclusions based on this data:

1. Attendance has improved and most groups have are in blue or green.
2. We see a number of students who are absent in order to travel to other countries for family events.
3. We have students in one category (Hispanic/Latino/a) that are in the yellow category.

School and Student Performance Data

Conditions & Climate Suspension Rate

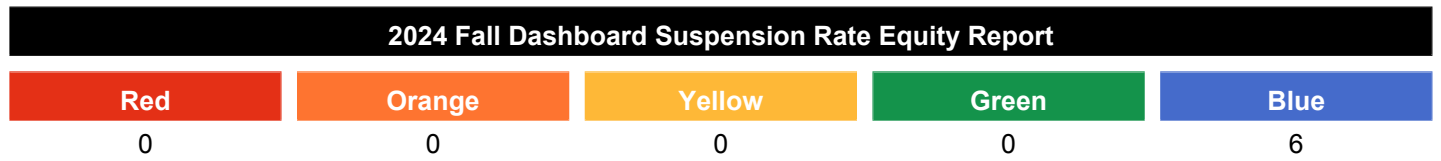
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



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  Blue 0% suspended at least one day Declined 0.3% 336 Students	English Learners  No Performance Color 0% suspended at least one day Maintained 0% 26 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0% 31 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 51 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 108 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 44 Students
Two or More Races  Blue 0% suspended at least one day Declined 2.1% 52 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 120 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Reading/Language Arts

Students will demonstrate either grade level performance in Reading/Language Arts or one year's growth toward grade level achievement K-5 as demonstrated by iReady scores.

By the end of the academic year, our data will show continued growth with the following student groups:

Hispanic/Latino/a
Socioeconomically Disadvantaged
English Language Learners

These student populations will demonstrate significant academic progress by either achieving grade-level proficiency or making more than one year's growth on iReady assessments, thereby reducing the educational disparity gap and ensuring equitable academic outcomes. We aim to increase the percentage of these students who make more than one year's growth and/or meet grade level proficiency as compared with last year's results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: (Proposed)

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

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.

Our student groups are currently performing in the blue and green (high or very high performance) with the exception of our Students with Disabilities who are currently in the yellow (medium performance). This group is in the yellow and showed 1.9 points above standard, however, the overall scores declined since last school year. Our iReady scores show gaps in achievement in three of our student groups: Hispanic/Latino/a, Socioeconomically disadvantaged, English Language learners. Our iReady scores show that there is a 9% gap between students in the economically disadvantaged category and our general population. There is a 11% gap between students who are English language learners and our general population and there is 13% gap between students who are Hispanic and our general population.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady assessment (3rd diagnostic) - Typical Growth measures as well as overall performance on assessment	Overall, school shows growth at 113% (spring, 2024 - after 3rd diagnostic - 70.6% of school year complete) 83% of students have made at least one year's growth and/or have scores on or above grade level 17% of students have not made more than one year's growth - scores and are one or more grade levels below standard Hispanic/Latino/a population showed 127% growth. Multilingual Learner population showed 105% growth. Socioeconomically Disadvantaged population showed 83% growth. Any percentage above 70.6% is more than one year's growth due to the time of year the final diagnostic is administered.	Growth measures will show at least one year's growth for 90% of students and for students below grade level, growth measures will show more than one year's growth. The following student groups will show an increase in growth from last year's measures as follows: Hispanic/Latino/a population will show 135% growth. Multilingual Learner population showed 110% growth. Socioeconomically Disadvantaged population showed 90% growth. This will be measured in Spring, 2026 at about 70% completion of the school year.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Academic support provided by an intervention teacher for students who need support in reading, writing and vocabulary.	Students who are identified as needing intervention by classroom teachers and by scores on assessments. Students in historically underserved student populations will have first opportunity with academic support teachers (academically disadvantaged, Hispanic, and English language learners).	21,977.60 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.2	Subs for grade level collaborations, SST's, School-wide collaboration, teacher training	All students will be served.	
1.3	K-2 support for language development: vocal music	Students in grades kinder through second grades.	
1.4	Purchase books for library	For all Students Groups	

1.5	Small group, targeted instruction will continue to be implemented in classrooms	For all Students Groups	
1.6	Implementation of UFLI phonics program for K-2 instruction and 3-5 intervention.	For all student groups.	
1.7	Family Academy night focused on literacy instruction.	For all student groups.	
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.

Our CAASPP scores remained the same as the previous year at 78.8% of students meeting or exceeding standards.

iReady scores for school shows growth at 113% (spring, 2024 - after 3rd diagnostic - 70.6% of school year complete)

83% of students have made at least one year's growth and/or have scores on or above grade level

17% of students have not made more than one year's growth - scores and are one or more grade levels below standard

Hispanic/Latino/a population showed 127% growth.

Multilingual Learner population showed 105% growth.

Socioeconomically Disadvantaged population showed 83% growth.

Any percentage above 70.6% is more than one year's growth due to the time of year the final diagnostic is administered.

Our intervention program and implemented strategies have shown to help the progress of our selected student groups as they have made significant growth as a group on the iReady measure. The implementation of the UFLI program and our small groups with targeted instruction has also shown to help improve students academic performance as shown by the above growth scores.

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

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

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

The major change in our goal is the inclusion of an additional student group: Socioeconomic Disadvantaged student group. Our data shows that this additional group could benefit from more targeted intervention with our intervention teachers and teacher's use of small groups to focus instruction on the needs of these students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics

Students will demonstrate either grade level performance in Math or one year's growth toward grade level achievement K-5 as demonstrated by iReady scores.

By the end of the academic year, our data will show continued growth with the following student groups:

Hispanic/Latino/a
Socioeconomically Disadvantaged
English Language Learners

These student populations will demonstrate significant academic progress by either achieving grade-level proficiency or making more than one year's growth on iReady assessments, thereby reducing the educational disparity gap and ensuring equitable academic outcomes. We aim to increase the percentage of these students who make more than one year's growth and/or meet grade level proficiency as compared with last year's results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: (Proposed)

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

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.

Our student groups are currently performing in the blue (either meeting or exceeding standards). All groups have shown an increase in achievement with the exception of the group "Two or More Races" which showed a decrease in point, but is still 42.5 points above standard. Our iReady scores show a gap between our general population and three traditionally underserved groups: Hispanic, English learners and economically disadvantaged. Our iReady scores showed a 21% gap between our students who are Hispanic and our general population. The scores showed 18% gap between our English learners and our general population and there was a 14% gap between our students in the economically disadvantaged group and our general population.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady assessment (3rd diagnostic) - Typical Growth measures as well as overall performance on assessment	Overall, school shows growth at 93% (spring, 2024 - after 3rd diagnostic - 70.6% of school year complete) 79% of students have made at least one year's growth and/or have scores on or above grade level 21% of students have not made more than one year's growth - scores and are one or more grade levels below standard Hispanic/Latino/a population showed 86% growth. Multilingual Learner population showed 72% growth. Socioeconomically Disadvantaged population showed 95% growth. Any percentage above 70.6% is more than one year's growth due to the time of year the final diagnostic is administered.	Growth measures will show at least one year's growth for 90% of students and for students below grade level, growth measures will show more than one year's growth. The following student groups will show an increase in growth from last year's measures as follows: Hispanic/Latino/a population will show 100% growth. Multilingual Learner population showed 90% growth. Socioeconomically Disadvantaged population showed 100% growth. This will be measured in Spring, 2026 at about 70% completion of the school year.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Academic support provided by an intervention teacher for students who need support in math.	Students who are identified as needing intervention by classroom teachers and by scores on assessments. Students in historically underserved student populations will have first opportunity with academic support teachers.	21,977.60 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.2	Subs for grade level collaborations, SST's, School-wide collaboration, teacher training.	All students will be served.	
1.3	Grade level collaboration: grade levels will meet regularly to discuss, plan for and implement instructional strategies	All students will be served.	
1.4	Small group, targeted instruction will continue to be implemented in classrooms.	All students will be served.	

1.5	Family Academy night dedicated to helping families gain skills in helping their children with math learning.	All students will be served.	
1.6	Implement Math Festival night for families to play with math concepts together.	All students will be served.	
1.7			
1.8			

Annual Review

SPSA Year Reviewed: 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.

Our CAASPP scores went up this year from 71.9 to 80.1 percent of students scoring at or above standards.

iReady scores for school shows growth at 93% (spring, 2024 - after 3rd diagnostic - 70.6% of school year complete)

79% of students have made at least one year's growth and/or have scores on or above grade level

21% of students have not made more than one year's growth - scores and are one or more grade levels below standard

Hispanic/Latino/a population showed 86% growth.

Multilingual Learner population showed 72% growth.

Socioeconomically Disadvantaged population showed 95% growth.

Any percentage above 70.6% is more than one year's growth due to the time of year the final diagnostic is administered.

Our intervention program and implemented strategies have shown to help the progress of our selected student groups as they have made significant growth as a group on the iReady measure. The use of a PLC (professional learning communities) time for teacher to collaborate around math and our small groups with targeted instruction has also shown to help improve students academic performance as shown by the above growth scores.

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

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

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

There are no changes to our plan. We will continue with the strategies we implemented this past school year as we saw great gains as evidenced on our math scores on the CAASPP.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Language Development

All students who are English language learners in the first through fifth grades will demonstrate growth on their summative ELPAC (English Language Proficiency Assessment for California) assessment given in the spring of 2026.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: (Proposed)

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

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

Consistent measured growth for all English language learners. English language learners below grade level need more than one year's growth in order to begin to close the educational disparity gap. We have 7.7% of students who declined a level on the ELPAC assessment. There was a 13% gap between English language learners and the general population on our iReady scores in English language arts and a 18% gap between our English language learners and the general population in math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC and Ellevation program growth metric	69.2% progressed at least one level on ELPAC assessment. 23.1% maintained a level and 7.7% declined a level.	Percentage of students who gain a level on the ELPAC will increase.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	Academic support provided by an intervention teacher for multilingual learners (ML) who need support in reading, writing and vocabulary.	Students who are identified as needing intervention by classroom teachers and by scores on assessments. Students in historically underserved student populations will have first opportunity with academic support teachers (Hispanic, English language learners and economically disadvantaged).	10988.80 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.2	Small group, targeted instruction will be implemented in classrooms with ML students.	All ML students will be served.	
1.3	Designated ELD (English Language Development) time in classrooms to provide targeted instruction in English language.	All designated ML students who have scored on levels 1-4 on ELPAC assessment.	
1.4	Staff will provide opportunities for families to share and celebrate their home language within the school/classroom.	All student groups.	
1.5	Implementation of UFLI phonics curriculum.	All student groups.	
1.7			
1.9			

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.

Nine students progressed levels on the ELPAC assessment. There were 3 students who maintained their level and 1 student who declined a level. Overall, we improved the performance of our EL students from the previous year.

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

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

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

We changed our goal in order to better measure the growth of students on the ELPAC assessment. We want to increase the amount of students who are showing growth.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Climate

The staff, students, families and administration will focus on a positive and inclusive school climate at Washington Open Elementary School. This will be measured by the CA Healthy Kids Survey.

We want to increase engagement, representation, and partnership with our new & English Language Learner families. We also want to explore adapting our parent participation program structure to facilitate equitable access for all our families (especially economically, culturally, and linguistically diverse families). We will survey families to measure the success of adaptations made to our parent participation program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: (Proposed)

Goal 3: SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

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

We are working on continuing to build our parent participation program. We want families, students and staff to feel a connection to school, the program and to each other. Building community is a goal. We also are focused on creating an equitable parent participation structure that will continue the philosophy of the school as well as ensure access for families who would like to participate in the program. Through our work with families during our Family Academies we saw a decline in attendance from the beginning of the year. We start the year with 100% attendance and drop to 7-20% attendance at academies during the year. The category of "meaningful participation" from our last California Healthy Kids Survey showed only 46% reported positive responses and "parent involvement in schooling" showed only 67% reported positive responses. Our program philosophy is based on parent participation so these percentages should be much higher.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance sheets from Family Academies	100% of new families attended New Family Academy at the beginning of the year. 12% of new families attended math family academy 7% of new families attended literacy family academy 20% of new families attended social-emotional learning family academy	Increase in participation from new families as well as increase in participation from veteran families. We would like to see the percentage of families who attend each of the parent education opportunities increase.
Health Kids Survey	Data from Fall, 2023: School connectedness: 84% reported positive responses Academic motivation: 85% reported positive responses Caring relationships: 80% reported positive responses High expectations: 88% reported positive responses Meaningful participation: 46% reported positive responses Perceived school safety: 89% reported positive responses Low violence victimization: 49% reported low violence Fairness: 84% reported positive responses Rule clarity: 96% reported positive responses Social emotional learning supports: 80% reported positive responses Anti-bullying climate: 73% reported positive responses Positive behavior: 98% reported positive responses Parent involvement in schooling: 67% reported positive responses Facilities upkeep: 85% reported positive responses	Maintain or increase percentage of positive responses of students, families and staff in all categories.

	We saw an increase in positive responses in 11 of the 14 categories.	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Student Leader supervisor: plan/help to implement student leader activities and instruction. This will help students to build a sense of belonging and responsibility to our community.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
1.2	Noon duty supervisors: help to monitor safety and well being of students.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
1.3	Project Cornerstone: program to enhance social-emotional learning.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
1.4	Safety Patrol supervisor: help to organize/maintain safety patrol program, monitor students in safety patrol.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
1.5	Classes will partner with other classes to provide peer/mentor leadership opportunities as well as build social-emotional skills.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
1.6	Work closely with WOPFG to plan and implement community activities.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
1.7	Plan and implement classroom family meetings for all grade levels.	All students will be served.	
1.8	Plan and implement Family Academy workshops to provide discussions, instruction and support for	All students will be served with a focus on	

	families in ways to help their students both in the classroom and at home. (Could include talks given by alum, time to meet and greet mentor families/buddy families, etc.)	our Hispanic, English language learner and economically disadvantaged populations.	
1.9	Religious holidays that are represented by our student population will be taken into consideration when calendarizing school activities.	All student groups.	
1.10	Work closely with WOPFG to set up mentors for new families to the school at all grade levels.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
1.11	Teachers will offer student classroom meetings in order to discuss issues in the classroom and to solve problems.	All student groups.	
1.12	Leadership opportunities will be offered upper grade students such as Safety Patrol, Reader Leaders, Environmental Leaders, Student Leaders and Student Government in order to build skills of students as well as plan events to create a positive culture and climate within the school.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
1.13	Increased hours for our wellness coordinator in order to be able to offer more counseling time for students - both individually and in small groups.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
1.14	Survey families in the community to gauge parent education program changes and their effectiveness.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	

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.

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

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

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

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

We added some additional strategies around building student leadership as well as mentoring new families and being mindful of diverse religious observances when planning school events. We added a strategy to increase the hours of our wellness coordinator in order to provide more time for counseling for students individually and in small groups. We also added a strategy to gain information and ideas around building an equitable parent participation experience for our school.

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$54,944.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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 (\$)
Targeted Allocation	\$54,944.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$54,944.00

Total of federal, state, and/or local funds for this school: \$54,944.00

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
Targeted Allocation	54,944.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	54,944.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	54,944.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	54,944.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,977.60
Goal 2	21,977.60
Goal 3	10,988.80

School Site Council Membership

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

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

Name of Members	Role
Nalyne Hunt	Classroom Teacher
Will Beals	Parent or Community Member
Jennifer Contos	Classroom Teacher
Kendra Fehrer: Chairperson	Parent or Community Member
Heidi Pilawski	Principal
Mabel Iriberri	Other School Staff
Tracey Au	Parent or Community Member
Han Hsin Chang	Parent or Community Member
Mary Erickson	Other School Staff
Claudia Miranda (ELAC representative)	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/23/2025.

Attested:



Principal, Heidi Pilawski on 4/23/2025



SSC Chairperson, Kendra Fehrer on 4/23/2025