

Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	5
Resource Inequities	6
Comprehensive Needs Assessment Components	8
California School Dashboard (Dashboard) Indicators.....	8
Other Needs.....	10
School and Student Performance Data	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results	17
Student Population.....	21
Overall Performance	23
Academic Performance.....	25
Academic Engagement	33
Conditions & Climate.....	36
Goals, Strategies, & Proposed Expenditures.....	38
Goal 1.....	38
Goal 2.....	42
Goal 3.....	45
Goal 4.....	47
Goal 5.....	49
Budget Summary	51
Budget Summary	51
Other Federal, State, and Local Funds	51
Budgeted Funds and Expenditures in this Plan.....	52
Funds Budgeted to the School by Funding Source.....	52
Expenditures by Funding Source	52
Expenditures by Budget Reference	52
Expenditures by Budget Reference and Funding Source	52
Expenditures by Goal.....	53
School Site Council Membership	54
Recommendations and Assurances	55
Instructions.....	56
Appendix A: Plan Requirements	63

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements66

Appendix C: Select State and Federal Programs69

Plan Description

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

Washington Elementary School Plan for Student Achievement (SPSA)

Introduction:

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

Needs Assessment:

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

Chronic Absenteeism: Current rate of 18.4%, declining 2.9% since the past year.

Suspension Rates: Current rate of 5.1%, declining 1.9% since last year.

Homeless Student Support: Homeless Youth chronic absentee rates were at 39.5% in 2025, declining 13% from the previous year. Focused interventions to address the unique challenges impacting attendance and behavior.

School Climate: Continued emphasis on creating a safe, inclusive, and engaging environment for all stakeholders.

Academic Achievement: According to 2025 CA Dashboard data, ELA scores increased by 16.4 points and Math scores increased by 3.2 points. Ongoing improvement in ELA and Mathematics proficiency.

LCAP Aligned Goals and Actions:

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

Goal 1: Academic Achievement and College/Career Readiness

LCAP Alignment: Goal 1- All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.

Specific Action: Implement targeted interventions in ELA and Mathematics based on local data analysis, focusing on differentiated instruction and progress monitoring.

Measurement: Track student performance on formative and summative assessments, including standardized tests, MCLASS, IXL, and monitor progress toward grade-level proficiency.

LCAP Alignment: Goal 2: Every student will have access to high-quality instructional materials that are aligned with the adopted curriculum while attending school in safe, clean, and well-maintained facilities.

Specific Action: Ensure all students have access to up-to-date, standards-aligned instructional materials and maintain safe and conducive learning environments.

Measurement: Conduct regular inventory of instructional materials and facilities assessments.

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

Specific Action:

Implement targeted strategies to reduce chronic absenteeism from 19% to 11%, with a focus on homeless students.

Develop and implement a multi-tiered system of support (MTSS) for attendance, including early intervention and family engagement. We will use our community school liaison, social worker, and attendance clerk to engage with families. The school liaison will connect families with the Marshall Family Resource Center, which provides resources and support to families experiencing attendance challenges.

Measurement: Track daily attendance rates, chronic absenteeism rates, and the effectiveness of intervention strategies.

Goal 4: Positive School Climate and Reduction of Suspensions

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

Specific Action:

Reduce suspension rates through the implementation of restorative practices and alternative discipline strategies.

Implement school-wide PBIS strategies to foster a positive and supportive school climate.

Provide professional development for staff on culturally responsive practices and trauma-informed care.

Increase social-emotional learning opportunities for all students using character strong. Increase

Measurement: Track suspension rates, SWIS data, and student/staff surveys on school climate.

Goal 5: Data-Driven Decision-Making and Targeted Interventions

LCAP Alignment: Goal 5: We will improve student outcomes using local data to inform decision-making and drive targeted interventions.

Specific Action:

Utilize local data to identify student needs and inform the development of targeted interventions.

Implement regular data analysis cycles to monitor progress and adjust strategies as needed.

Provide professional development for staff on data analysis and instructional decision-making.

Measurement: Track the use of data to inform instructional decisions and monitor the impact of interventions on student outcomes.

Implementation and Monitoring:

Regular meetings will be held to monitor progress towards goals and adjust strategies as needed.

Data will be collected and analyzed regularly to inform decision-making.

Stakeholder feedback will be gathered through surveys, meetings, and other forms of communication.

Regular reports will be provided to the school board and community.

Conclusion:

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder Engagement and Budget Allocation

Purpose and Commitment

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

Stakeholder Engagement Process

Data-Driven Review and Analysis:

Stakeholders engaged in a thorough evaluation of longitudinal student achievement and school climate data.

Focus areas included identifying achievement gaps and areas requiring targeted improvement, specifically regarding chronic absenteeism, suspension rates, and the specific support systems required for our homeless student population.

Academic goals in English Language Arts (ELA) and Mathematics were refined to ensure they address the root causes of performance trends identified in the data.

Inclusive Input Elicitation:

Open forums and advisory meetings provided a platform for stakeholders to influence academic goals and resource allocation.

Priority was given to understanding the unique challenges faced by English Learners (ELs) and students experiencing housing instability to ensure equitable access to school resources.

Budget Alignment and Approval:

The Principal presented a draft budget expenditure plan designed to fund the strategies identified during stakeholder input sessions.

The SSC meticulously reviewed the proposed expenditures to ensure that Title I and LCFF supplemental funds are prioritized for the most critical student needs.

Final Approval: The SSC voted to approve the draft budget, with a formal commitment to maintaining a fluid and responsive fiscal model. Adjustments will be made following the analysis of incoming 2025-26 end-of-year data.

Key Outcomes

Collaborative Governance: Established an inclusive process where the voices of families, staff, and community members are central to the SPSA development.

Strategic Resource Prioritization: Developed a data-driven budget that directs funding toward interventions for targeted subgroups and school climate initiatives.

Agile Fiscal Management: Created a framework for ongoing data monitoring, allowing the school to reallocate resources mid-year if student needs evolve.

Next Steps

Continuous Monitoring: The school will monitor academic and behavioral data monthly via the Leadership and PBIS teams.

Iterative Budget Review: Formal budget reviews will occur quarterly at SSC meetings to ensure expenditures are resulting in the expected student outcomes.

Ongoing Communication: Washington Elementary will maintain transparency through regular updates on Facebook, the school website, and during monthly parent committee meetings.

Resource Inequities

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

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

Eureka City Schools Mission: Every Learner, Every Day: Engaged, Empowered, and Future-Ready

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

SPSA Targeted Action Plan: Chronic Absenteeism (ATSI)

Goal Statement

By June 2027, the chronic absenteeism rate for the Two or More Races student group will decrease by at least 10%, moving this subgroup from the Red/Orange performance level to Yellow or Green, thereby meeting the criteria to exit ATSI status.

I. Data Analysis & Identified Need

Current Status: While Washington School successfully exited ATSI for suspension rates through Restorative Practices, the 2025 Dashboard reveals that the Two or More Races group has a chronic absenteeism rate of 21.6 ATSI.

Root Cause Analysis: Empathy interviews suggest that this subgroup faces unique barriers, including a lack of culturally responsive engagement and a lower sense of school belonging than the "All Students" average.

II. Planned Strategies & Actions

1. Tiered Attendance Intervention (MTSS-A)

Personalized Outreach: The attendance clerk will conduct "Early Warning" phone calls to families of the Two or More Races subgroup as soon as they reach 5% absenteeism.

Success Mentors: Pair every student in the targeted ATSI group who is "at-risk" with a specific staff mentor. Mentors will conduct weekly "Check-In/Check-Out" sessions focused specifically on attendance goals and removing barriers to getting to school.

Attendance Contracts: Develop non-punitive, competency-based attendance contracts that reward incremental improvement.

2. Culturally Responsive Engagement (Competency-Based Focus)

Student Choice & Agency: Implement Choice Boards and project-based learning within the NGSS/ELA thematic units. Students in the targeted subgroup will be given leadership roles in selecting project topics to increase personal "buy-in" and motivation to attend.

Inclusionary Curriculum: Audit classroom libraries to ensure they contain diverse literature that reflects the identities of students of Two or More Races, fostering a stronger sense of "Self" within the school environment.

3. Family & Community Partnership

Empathy Interviews: Conduct targeted home visits or "Coffee with the Principal" sessions for families in the ATSI subgroup to identify hidden barriers (e.g., transportation, sibling care, or health issues).

Positive Postcards: Implement a "3-to-1" ratio of positive-to-corrective communication. For every truancy letter sent, three pieces of positive feedback (postcards, stickers, or texts) will be sent for improved or consistent attendance.

4. Professional Development & Monitoring

Implicit Bias Training: Provide staff training to identify and mitigate implicit bias that may affect how families from multi-racial backgrounds interact with the school system.

Bi-Weekly Data Cycles: The Leadership Team will review attendance data for the Two or More Races subgroup every 10 days to adjust interventions in real time.

Leveraging a Community School Liaison

1. The "Warm Demand" Outreach Model

Rather than sending formal truancy letters as a first point of contact, the Liaison implements a "Relationship-First" protocol.

Language & Cultural Access: The Liaison ensures that all communication—written and verbal—is culturally responsive and accessible, removing the "institutional" feel that can often alienate multi-racial families or those with previous negative school experiences.

2. Root Cause Advocacy through Home Visits

The Liaison serves as a field researcher to identify why students aren't making it to campus.

Barrier Identification: Through home visits, the Liaison identifies "hidden" barriers such as unreliable transportation, chronic health issues without medical support, or housing instability.

Resource Navigation: The Liaison connects families with local community partners (Marshall Family Resource Center) to address logistical problems that contribute to chronic absenteeism.

3. Building a "Sense of Belonging" for Multi-Racial Families

Students of Two or More Races often report a lower sense of belonging if they don't see their unique identities reflected in the school culture.

Focus Groups: The Liaison facilitates small "listening circles" with families from the targeted subgroup to ask: "What would make your child excited to come to school every morning?"

Parent Identity Events: The Liaison organizes community events that celebrate multi-cultural identities, ensuring these families feel seen as a core part of the Otter community, not just a data point on a dashboard.

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.

School Overview

Location: Eureka, CA (Eureka City Schools).

Grades Served: K-5.

Enrollment: 426 students.

Student Population Demographics:

Socioeconomically Disadvantaged: 62.2%

English Learners (EL): 12%

Foster Youth: 2.3%

Staffing: 86.4% of teachers hold a "Clear" assignment status.

Academic Performance (State Indicators)

English Language Arts (ELA): * Status: Yellow (Medium).

Achievement: 34.6 points below standard.

Growth: Significant improvement, increasing by 16.4 points from the previous year.

Mathematics: * Status: Yellow (Medium).

Achievement: 39.4 points below standard.

Growth: Modest improvement, increasing by 3.2 points.

English Learner Progress:

Status: Blue (Highest Performance Level).

Achievement: 60% of English Learners are making progress toward language proficiency.

Growth: Exceptional increase of 21.4% compared to previous data.

School Climate & Accountability

Chronic Absenteeism: Yellow (Medium). Note: This is a high-priority area as the school has entered ATSI for the "Two or More Races" subgroup.

Suspension Rate: Yellow (Medium). The school has successfully exited ATSI for this indicator.

Informational Performance Metrics

Science: Yellow (Medium).

ELA Growth Quality: Rated as Average.

Mathematics Growth Quality: Rated as Accelerated, indicating that while students are still below standard, they are catching up at a faster-than-average pace.

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.

This report summarizes the 2025 California School Dashboard Student Group Report for Washington Elementary. It highlights areas of excellence, significant equity gaps, and specific student groups currently in "Red" or "Orange" status that require targeted SPSA intervention.

Performance Overview by Indicator

English Learner Progress:

Blue (Highest): All Students (English Learners) are performing at the highest level, showing significant linguistic growth.

Chronic Absenteeism (High Priority):

Red (Lowest): Two or More Races (This group has triggered ATSI status).

Orange (Low): Homeless students, Hispanic or Latino students, and Students with Disabilities.

Yellow (Medium): All Students, English Learners, Socioeconomically Disadvantaged, and White students.

Green (High): Asian students.

Suspension Rate (Successes & Needs):

Red (Lowest): Students with Disabilities.

Orange (Low): English Learners, Homeless students, and Asian students.

Yellow (Medium): All Students, Socioeconomically Disadvantaged, Hispanic or Latino, White, and Two or More Races. (Note: The school has successfully moved the "All Students" group to Yellow, exiting ATSI for this category).

English Language Arts (ELA):

Yellow (Medium): All Students, Socioeconomically Disadvantaged, Hispanic or Latino, and White students.

Orange (Low): Students with Disabilities.

Mathematics:

Green (High): White students.

Yellow (Medium): All Students.

Orange (Low): Socioeconomically Disadvantaged and Hispanic or Latino students.

Red (Lowest): Students with Disabilities.

Critical Equity Gaps & Target Subgroups

Based on the dashboard colors, the following subgroups are currently underserved and must be prioritized in the SPSA:

Students with Disabilities: This group is in Red for both Mathematics and Suspension Rates, and Orange for ELA and Chronic Absenteeism.

Two or More Races: This group is in Red for Chronic Absenteeism, despite performing in the Yellow range for suspensions.

Homeless Students: This group remains in Orange for both Chronic Absenteeism and Suspension Rates, indicating a need for stable resource support (Liaison services).

Hispanic or Latino Students: While "Yellow" in ELA, they are "Orange" in both Mathematics and Chronic Absenteeism.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	2.77%	1.88%	2.82%	13	8	12
African American	1.92%	1.88%	1.17%	9	8	5
Asian	7.68%	8.45%	6.81%	36	36	29
Filipino	0.43%	0.23%	0.23%	2	1	1
Hispanic/Latino	24.73%	24.41%	26.29%	116	104	112
Pacific Islander	0.85%	0.94%	0.47%	4	4	2
White	50.11%	51.88%	50.47%	235	221	215
Multiple/No Response	11.51%	10.33%	11.74%	54	44	50
Total Enrollment				469	426	426

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		21	46
Kindergarten	48	47	43
Grade 1	71	53	53
Grade 2	80	69	51
Grade3	78	81	69
Grade 4	79	79	78
Grade 5	89	76	86
Total Enrollment	469	426	426

Conclusions based on this data:

1. School total numbers have decreased due to having student go to school of resident

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	56	51	45	13.0%	11.9%	10.6%
Fluent English Proficient (FEP)	11	9	14	2.2%	2.3%	3.3%
Reclassified Fluent English Proficient (RFEP)	1	0		0.2%	0.2%	

Conclusions based on this data:

1. The school is committed to accelerating academic outcomes for English Learners (EL) by providing targeted linguistic support and integrated ELD instruction across all content areas. Our strategic focus centers on moving students toward Fluent English Proficient (FEP) status through rigorous monitoring of English Language Proficiency Assessments for California (ELPAC) data and classroom performance. A critical metric of our SPSA success is the rate at which students become Reclassified Fluent English Proficient (RFEP). Once reclassified, the school continues to track these students to ensure they maintain high levels of academic achievement and bridge any remaining achievement gaps, ensuring that language proficiency translates into long-term college and career readiness.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	77	75	80	74	74	78	74	74	78	96.1	98.7	97.5
Grade 4	87	73	80	87	73	78	87	73	78	100.0	100	97.5
Grade 5	79	80	72	78	79	71	78	78	71	98.7	98.8	98.6
All Grades	243	228	232	239	226	227	239	225	227	98.4	99.1	97.8

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2376.	2382.	2399.	12.16	13.51	11.54	17.57	21.62	29.49	27.03	20.27	23.08	43.24	44.59	35.90
Grade 4	2430.	2398.	2428.	12.64	10.96	15.38	20.69	16.44	16.67	29.89	13.70	24.36	36.78	58.90	43.59
Grade 5	2474.	2468.	2478.	10.26	17.95	19.72	29.49	15.38	19.72	23.08	20.51	23.94	37.18	46.15	36.62
All Grades	N/A	N/A	N/A	11.72	14.22	15.42	22.59	17.78	22.03	26.78	18.22	23.79	38.91	49.78	38.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.11	21.62	12.82	56.76	45.95	62.82	35.14	32.43	24.36
Grade 4	10.34	6.85	14.10	71.26	60.27	53.85	18.39	32.88	32.05
Grade 5	10.26	14.10	12.68	74.36	58.97	59.15	15.38	26.92	28.17
All Grades	9.62	14.22	13.22	67.78	55.11	58.59	22.59	30.67	28.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.41	4.05	2.56	59.46	47.30	62.82	35.14	48.65	34.62
Grade 4	4.60	1.37	3.85	58.62	46.58	56.41	36.78	52.05	39.74
Grade 5	6.41	6.41	15.49	55.13	48.72	57.75	38.46	44.87	26.76
All Grades	5.44	4.00	7.05	57.74	47.56	59.03	36.82	48.44	33.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.16	10.81	5.13	68.92	72.97	76.92	18.92	16.22	17.95
Grade 4	8.05	2.74	7.69	72.41	72.60	65.38	19.54	24.66	26.92
Grade 5	15.38	11.54	5.63	65.38	71.79	76.06	19.23	16.67	18.31
All Grades	11.72	8.44	6.17	69.04	72.44	72.69	19.25	19.11	21.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.41	6.76	8.97	63.51	68.92	73.08	31.08	24.32	17.95
Grade 4	12.64	13.70	11.54	65.52	54.79	64.10	21.84	31.51	24.36
Grade 5	11.54	17.95	12.68	74.36	65.38	69.01	14.10	16.67	18.31
All Grades	10.04	12.89	11.01	67.78	63.11	68.72	22.18	24.00	20.26

Conclusions based on this data:

1. To address ongoing reading intervention needs, Washington Elementary will implement targeted WIN (What I Need) groups across all grade levels. Reading intervention teachers will collaborate with classroom teachers to create flexible, skill-based groups, ensuring students receive instruction tailored to their specific needs. Students in the lowest performing groups will receive intensive support utilizing MCLASS ten-day lesson plans, UFLI (University of Florida Literacy Institute) resources, and targeted decodable texts
2. Continued support is needed in this area and reading intervention is a continuous need. these teachers will work with all grade levels to create WIN groups(What I need). The students will move to reading groups to work on skills needed. In the lowest groups the teachers will work on MCLASS ten day lesson plans, UFLI, and decodables.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	77	75	80	73	74	79	73	74	78	94.8	98.7	98.8
Grade 4	87	73	80	87	73	78	87	72	78	100.0	100	97.5
Grade 5	79	79	72	78	78	71	78	78	71	98.7	98.7	98.6
All Grades	243	227	232	238	225	228	238	224	227	97.9	99.1	98.3

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2402.	2405.	2409.	10.96	8.11	14.10	34.25	32.43	24.36	20.55	22.97	25.64	34.25	36.49	35.90
Grade 4	2448.	2430.	2444.	9.20	5.56	12.82	28.74	23.61	19.23	35.63	30.56	30.77	26.44	40.28	37.18
Grade 5	2471.	2483.	2479.	16.67	14.10	18.31	11.54	16.67	16.90	24.36	26.92	22.54	47.44	42.31	42.25
Grade 11															
All Grades	N/A	N/A	N/A	12.18	9.38	14.98	24.79	24.11	20.26	27.31	26.79	26.43	35.71	39.73	38.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.55	17.57	19.23	46.58	48.65	50.00	32.88	33.78	30.77
Grade 4	11.49	13.89	11.54	54.02	40.28	46.15	34.48	45.83	42.31
Grade 5	17.95	16.67	22.54	46.15	39.74	36.62	35.90	43.59	40.85
Grade 11									
All Grades	16.39	16.07	17.62	49.16	42.86	44.49	34.45	41.07	37.89

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.07	13.51	14.10	47.95	48.65	48.72	36.99	37.84	37.18
Grade 4	13.79	11.11	10.26	50.57	50.00	55.13	35.63	38.89	34.62
Grade 5	15.38	14.10	7.04	50.00	55.13	60.56	34.62	30.77	32.39
All Grades	14.71	12.95	10.57	49.58	51.34	54.63	35.71	35.71	34.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.96	16.22	14.10	67.12	55.41	62.82	21.92	28.38	23.08
Grade 4	11.49	6.94	12.82	59.77	62.50	55.13	28.74	30.56	32.05
Grade 5	7.69	8.97	12.68	56.41	60.26	56.34	35.90	30.77	30.99
All Grades	10.08	10.71	13.22	60.92	59.38	58.15	28.99	29.91	28.63

Conclusions based on this data:

1. Work on vertical alignment to:
 1. Identifying and analyzing key math standards for each grade level.
 2. Mapping the progression of these standards across grades.
 3. Developing strategies for differentiated instruction and scaffolding to support all learners.
 4. Creating common formative assessments to track student progress.
 5. Continue to use Kim Sutton's ten block fact fluency
2. Create and implement Project-Based Learning Integration:
 1. During the workshops, teachers will collaborate to develop and implement math-focused PBL units.
 2. These units will be designed to address the key standards and provide students with opportunities to apply their mathematical knowledge in authentic contexts.
 3. We will allocate time during the workshops to develop rubrics and project guidelines.
3. To address this disparity, our SPSA initiatives will pivot toward integrated mathematical discourse and the use of open-ended, real-world tasks. We will prioritize professional development centered on "Mathematical Thinking" teachers can help students articulate their logic and support conclusions with evidence. By strengthening these specialized domains, we anticipate a secondary benefit: an increase in overall "Above Standard" marks in the Concepts & Procedures category, as students will possess a more conceptual, rather than purely procedural, understanding of the curriculum.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1408.3	*	*	1429.4	*	*	1358.5	*	*	12	9	4
1	1471.2	*	*	1484.5	*	*	1457.1	*	*	11	6	9
2	*	1480.9	*	*	1460.8	*	*	1500.5	*	8	12	6
3	*	*	1477.3	*	*	1492.5	*	*	1461.5	9	8	11
4	1522.5	*	*	1539.8	*	*	1504.7	*	*	11	8	9
5	1532.2	1523.5	*	1553.9	1545.4	*	1509.8	1501.2	*	12	11	10
All Grades										63	54	49

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	*	*	33.33	*	*	50.00	*	*	16.67	*	*	12	*	*
1	18.18	*	*	45.45	*	*	36.36	*	*	0.00	*	*	11	*	*
2	*	16.67	*	*	41.67	*	*	33.33	*	*	8.33	*	*	12	*
3	*	*	27.27	*	*	45.45	*	*	0.00	*	*	27.27	*	*	11
4	18.18	*	*	63.64	*	*	18.18	*	*	0.00	*	*	11	*	*
5	16.67	9.09	*	58.33	45.45	*	25.00	36.36	*	0.00	9.09	*	12	11	*
All Grades	11.11	14.81	22.45	47.62	40.74	51.02	33.33	33.33	12.24	7.94	11.11	14.29	63	54	49

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.33	*	*	41.67	*	*	41.67	*	*	8.33	*	*	12	*	*
1	36.36	*	*	27.27	*	*	27.27	*	*	9.09	*	*	11	*	*
2	*	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	12	*
3	*	*	63.64	*	*	9.09	*	*	9.09	*	*	18.18	*	*	11
4	54.55	*	*	45.45	*	*	0.00	*	*	0.00	*	*	11	*	*
5	41.67	45.45	*	58.33	45.45	*	0.00	9.09	*	0.00	0.00	*	12	11	*
All Grades	30.16	29.63	59.18	41.27	46.30	22.45	20.63	18.52	10.20	7.94	5.56	8.16	63	54	49

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		16.67	*		41.67	*		33.33	*		8.33	*		12	*
3		*	0.00		*	27.27		*	45.45		*	27.27		*	11
4		*	*		*	*		*	*		*	*		*	*
5		0.00	*		18.18	*		45.45	*		36.36	*		11	*
All Grades	1.59	9.26	6.12	20.63	27.78	36.73	49.21	40.74	36.73	28.57	22.22	20.41	63	54	49

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.67	*	*	75.00	*	*	8.33	*	*	12	*	*
1	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
2	*	50.00	*	*	41.67	*	*	8.33	*	*	12	*
3	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11
4	36.36	*	*	63.64	*	*	0.00	*	*	11	*	*
5	33.33	9.09	*	66.67	81.82	*	0.00	9.09	*	12	11	*
All Grades	28.57	29.63	32.65	63.49	59.26	59.18	7.94	11.11	8.16	63	54	49

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	*	*	91.67	*	*	8.33	*	*	12	*	*
1	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
2	*	8.33	*	*	75.00	*	*	16.67	*	*	12	*
3	*	*	72.73	*	*	18.18	*	*	9.09	*	*	11
4	72.73	*	*	27.27	*	*	0.00	*	*	11	*	*
5	100.00	81.82	*	0.00	18.18	*	0.00	0.00	*	12	11	*
All Grades	44.44	44.44	66.67	47.62	44.44	29.17	7.94	11.11	4.17	63	54	48

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	*	*	75.00	*	*	25.00	*	*	12	*	*
1	27.27	*	*	63.64	*	*	9.09	*	*	11	*	*
2	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
3	*	*	9.09	*	*	45.45	*	*	45.45	*	*	11
4	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
5	8.33	0.00	*	66.67	45.45	*	25.00	54.55	*	12	11	*
All Grades	9.52	11.11	10.20	63.49	53.70	59.18	26.98	35.19	30.61	63	54	49

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.33	*	*	50.00	*	*	41.67	*	*	12	*	*
1	0.00	*	*	100.00	*	*	0.00	*	*	11	*	*
2	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
3	*	*	9.09	*	*	81.82	*	*	9.09	*	*	11
4	18.18	*	*	72.73	*	*	9.09	*	*	11	*	*
5	8.33	18.18	*	75.00	72.73	*	16.67	9.09	*	12	11	*
All Grades	7.94	20.37	14.29	73.02	68.52	71.43	19.05	11.11	14.29	63	54	49

Conclusions based on this data:

1. To address the academic writing gap for English Learners, the school will implement Step Up to Writing (SUTW) as a primary framework for multi-sensory literacy instruction. This strategy will integrate language acquisition goals with structured writing protocols, explicitly teaching students how to transition from oral language production to complex written composition through the use of color-coded organization and executive function tools.
2. Implement the University of Florida Literacy Institute (UFLI) Foundations program to provide systematic, explicit phonics instruction for all K-2 students or teachers will utilize a 10-day lesson planning cycle to allow for deep

mastery of foundational skills, incorporating daily cumulative review, guided practice, and progress monitoring to accelerate early literacy development along with ELD instruction.

3. A full-time English Learner (EL) Specialist will provide intensive, small-group language development instruction focusing on the four domains: reading, writing, listening, and speaking. To further differentiate instruction and reduce student-to-teacher ratios, an instructional aide will provide supplemental push-in support during grade-level integrated ELD sessions.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
426	62.2%	12%	2.3%
Total Number of Students enrolled in Washington Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	51	12%
Foster Youth	10	2.3%
Homeless	27	6.3%
Socioeconomically Disadvantaged	265	62.2%
Students with Disabilities	89	20.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.9%
American Indian	8	1.9%
Asian	36	8.5%
Filipino	1	0.2%
Hispanic	104	24.4%
Two or More Races	44	10.3%
Pacific Islander	4	0.9%
White	221	51.9%

Conclusions based on this data:

- To increase ELA proficiency for all student groups, Washington Elementary staff will engage in systematic California Dashboard data analysis to identify and mitigate performance gaps. This process will drive the

implementation of a Multi-Tiered System of Supports (MTSS), delivering targeted small-group instruction and scaffolded language development to ensure equitable access to grade-level standards.

2. Recognizing the diverse student population at Washington Elementary, we are committed to the ongoing implementation and refinement of Culturally Responsive Teaching practices. This will involve continued professional development for all staff to ensure equitable and inclusive learning environments for all students. We will continue to build resources through community schools.
3. Washington Elementary will utilize enrollment data by race/ethnicity to conduct a disproportionality analysis of academic and behavioral outcomes. We will implement a Multi-Tiered System of Supports (MTSS) that specifically addresses the unique cultural and linguistic assets of our Hispanic, African American, and Asian student groups. Our objective is to close the proficiency gap in ELA by 5% for the lowest-performing ethnic subgroup as identified on the California Dashboard.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Yellow</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> Blue</div>		

Conclusions based on this data:

1.
- To accelerate mathematics proficiency, Washington Elementary will supplement its Common Core-aligned curriculum with a multi-tiered system of support. This includes the use of a universal screener to identify gaps in foundational skills, followed by the implementation of Kim Sutton’s number fluency strategies to build student number sense. To provide extended learning time, the school will launch an After-School Math Club for targeted Tier 2 intervention. Additionally, students will utilize the IXL digital platform for personalized, adaptive practice to ensure mastery of grade-level standards and provide teachers with real-time diagnostic data.

2. Washington Elementary will implement a multi-tiered system of behavioral support centered on proactive, culturally responsive classroom management. Staff will engage in ongoing professional development in de-escalation and trauma-informed techniques. Central to this strategy is the role of Restorative Practice Support Personnel, who will lead the school's shift toward alternative means to suspension. These specialists will provide students with structured opportunities to repair harm and build interpersonal skills, ensuring that instructional time is maximized and punitive measures are used only as a last resort.
3. To strengthen foundational literacy across TK-5, Washington Elementary will implement the Science of Reading-aligned CKLA (Core Knowledge Language Arts) curriculum. Teachers will utilize a structured 10-day lesson planning cycle to ensure deep mastery of both knowledge-based and foundational strands. This core instruction will be supplemented by UFLI (University of Florida Literacy Institute) strategies and Half-Pint Readers for targeted phonics practice. To ensure equitable outcomes, reading intervention and support staff will collaborate directly with grade-level teams to facilitate Targeted WIN (What I Need) Instruction. This model allows for data-driven, differentiated small-group instruction tailored to specific student deficits identified through universal screening.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 34.6 points below standard Increased 16.4 points 225 Students	 No Performance Color 75 points below standard Increased 12.4 points 33 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 83.2 points below standard Increased 15.1 points 19 Students	 Yellow 48.9 points below standard Increased 14.5 points 172 Students

Students with Disabilities  Orange 102.9 points below standard Increased 5 points 52 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color 66 points below standard Increased 11.6 points 24 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 48.1 points below standard Increased 5.5 points 51 Students
Two or More Races  No Performance Color 23.1 points below standard Increased 38.7 points 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 24.3 points below standard Increased 13.8 points 109 Students

Conclusions based on this data:

1. By June 2027, the Students with Disabilities (SWD) subgroup at Washington Elementary will improve their performance level on the California School Dashboard for ELA by moving at least one performance level from yellow to orange. This will be achieved through Targeted Specialized Academic Instruction (SAI), where the specialist provides intensive, evidence-based interventions aligned with IEP goals and core standards. The SAI teacher will collaborate with general education teams to ensure that all SWD students receive scaffolded access to Tier 1 instruction and focused Tier 3 support.
2. By June 2027, the Socioeconomically Disadvantaged (SED) student group will transition from the Yellow to the Green performance level on the California School Dashboard for English Language Arts. To achieve this, Washington Elementary will reduce the subgroup's average Distance From Standard (DFS) by at least 15 points. Success will be driven by providing equitable access to Tier 2 interventions, including the After-School IXL language arts and Targeted WIN literacy blocks, ensuring that financial or situational barriers do not limit student participation in high-dosage tutoring.
3. By June 2027, Washington Elementary will transition the All Students group from Yellow to Green on the California School Dashboard for English Language Arts. The school aims to increase its average Distance From Standard (DFS) by 10 points. This will be achieved through the school-wide implementation of the Science of Reading-aligned CKLA curriculum using a 10-day lesson planning cycle, ensuring that 100% of students receive high-quality, systematic foundational skills and literacy instruction.

School and Student Performance Data

Academic Performance Mathematics

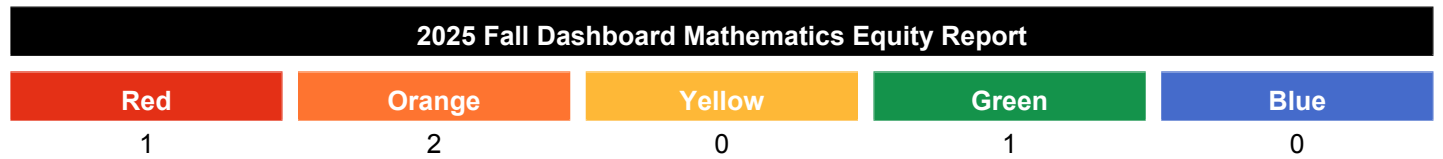
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>39.4 points below standard</div> <div>Increased 3.2 points</div> <div>225 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>91.5 points below standard</div> <div>Declined 4.1 points</div> <div>33 Students</div>	<div>Long-Term English Learners</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>77.8 points below standard</div> <div>Increased 19 points</div> <div>19 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>51.9 points below standard</div> <div>Maintained 1.5 points</div> <div>172 Students</div>

Students with Disabilities  Red 97.3 points below standard Maintained 2.4 points 52 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  No Performance Color 66.3 points below standard Declined 3.2 points 24 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 71.1 points below standard Declined 10.3 points 51 Students
Two or More Races  No Performance Color 39.3 points below standard Maintained -1.7 points 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 16.9 points below standard Increased 10 points 109 Students

Conclusions based on this data:

1. By June 2027, Washington Elementary will move the Socioeconomically Disadvantaged (SED) subgroup from the Orange to the Yellow performance level on the California School Dashboard for Mathematics. The school will aim to decrease the subgroup's average Distance From Standard (DFS) by 10 points. This will be achieved by implementing a daily Targeted Small Group Instruction model, utilizing Kim Sutton's Number Fluency Games to solidify foundational number sense and the IXL Adaptive Platform to provide personalized, standards-aligned practice.
2. By June 2027, the Students with Disabilities (SWD) subgroup at Washington Elementary will improve their performance level on the California School Dashboard for Mathematics by moving from Red to Yellow. The school will target a minimum increase of 20 points in the subgroup's average Distance From Standard (DFS). This will be achieved through the delivery of Specially Designed Instruction (SDI) by the Specialized Academic Instructor, focusing on foundational numeracy through Kim Sutton Fluency Games and providing adaptive, goal-aligned practice via the IXL platform
3. By June 2027, the Hispanic student group will move from the Orange to the Yellow performance level on the California School Dashboard for Mathematics. Washington Elementary will achieve this by reducing the subgroup's average Distance From Standard (DFS) by at least 10 points. This growth will be supported by culturally responsive Targeted Small Group Instruction, daily use of Kim Sutton Fluency Games, and adaptive practice through IXL to ensure mastery of foundational numeracy and grade-level standards.

School and Student Performance Data

Academic Performance Science

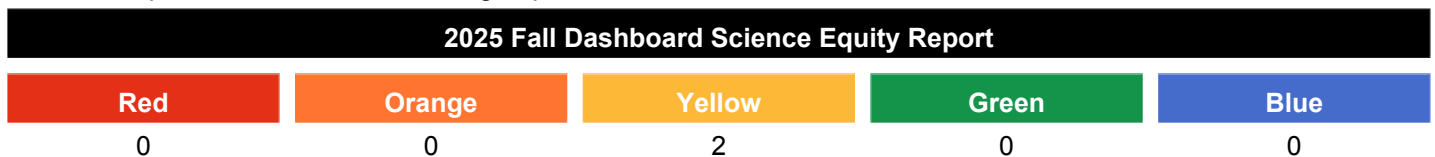
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Yellow 47.7 science points Maintained -1.9 points 70 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged Yellow 45.3 science points Declined 2.5 points 54 Students

Students with Disabilities  No Performance Color 31.8 science points Declined 6.3 points 14 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 43.6 science points Declined 4.2 points 14 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 49.7 science points Declined 4.2 points 33 Students

Conclusions based on this data:

- By June 2027, the "All Students" group will transition from the Yellow performance level to the Green performance level in Science as measured by the California School Dashboard. To achieve this, the percentage of students meeting or exceeding standards on the California Science Test (CAST) will increase by 10%, and the average distance from standard (DFS) will improve to align with the "High" status category.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
60 making progress.	making progress.
Number Students: 45 Students	Number Students: 0 Students

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

2025 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
16.3%	23.3%	4.7%	55.8%

Conclusions based on this data:

1. The data reveals a significant cohort of students in the "Maintained ELPI Level 1, 2, or 3" category, suggesting that while students are acquiring basic communication skills, they are hitting a "plateau" in academic language acquisition. To transition these students to the "Progressed" category, instructional focus must shift toward complex linguistic structures and academic vocabulary in the core content areas. High rates of students maintaining lower levels indicate a need for more rigorous, evidence-based Designated ELD that is explicitly tied to the ELD Standards. We will work to create a plan to look at general education curriculum and the ELD curriculum and how to improve academic language.

School and Student Performance Data

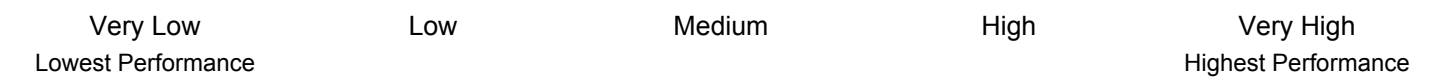
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

18.4% Chronically Absent

Declined 2.9

441 Students

English Learners



Yellow

14.5% Chronically Absent

Declined 10.9

55 Students

Long-Term English Learners

Foster Youth



No Performance Color

9.1% Chronically Absent

0

11 Students

Homeless



Orange

39.5% Chronically Absent

Declined 13

38 Students

Socioeconomically Disadvantaged



Yellow

21.7% Chronically Absent

Declined 3.4

336 Students

Students with Disabilities  Orange 23.3% Chronically Absent Declined 5.1 103 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Asian  Green 5.6% Chronically Absent Declined 5.3 36 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 22.9% Chronically Absent Declined 7.1 105 Students
Two or More Races  Red 21.6% Chronically Absent Maintained 0.1 51 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 15.9% Chronically Absent Declined 1.4 226 Students

Conclusions based on this data:

- By June 2027, the school will reduce the "Two or more races" chronic absenteeism rate by 5%, moving the overall performance level from red to orange on the California School Dashboard.

Strategy: Implement a Tier 1 school-wide attendance incentive program and a "Welcome Back" protocol for students returning after an absence to foster positive reinforcement rather than punitive measures. The Washington attendance clerk will make positive phone calls the first two weeks of school for students in this subgroup who have improved attendance.
- By June 2027, the school will specifically target student groups currently in the Orange categories: Students with Disabilities, Homeless, and Hispanic students, to reduce their chronic absenteeism rates by 8%, effectively narrowing the gap between these groups and the "All Students" average.

Strategy: Establish a Multi-Tiered System of Support (MTSS) Attendance Team to conduct home visits, provide "Success Mentors" for at-risk students, and coordinate with community schools and transportation.

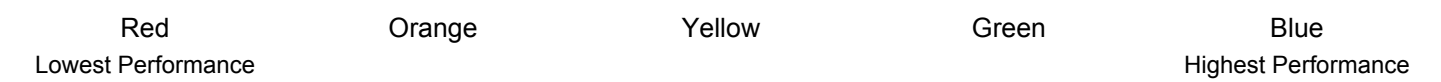
School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

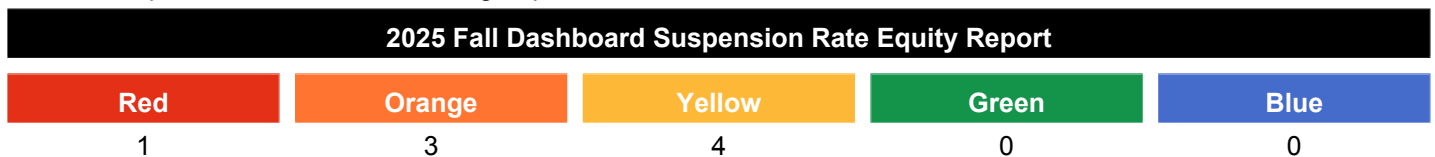
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 5.1% suspended at least one day Declined 1.9% 447 Students	English Learners  Orange 3.6% suspended at least one day Increased 3.6% 55 Students	Long-Term English Learners
Foster Youth  No Performance Color 9.1% suspended at least one day 11 Students	Homeless  Orange 17.9% suspended at least one day Declined 10% 39 Students	Socioeconomically Disadvantaged  Yellow 6.2% suspended at least one day Declined 2.4% 340 Students

Students with Disabilities  Red 14.4% suspended at least one day Increased 0.8% 104 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Asian  Orange 2.8% suspended at least one day Increased 2.8% 36 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 4.7% suspended at least one day Declined 0.3% 107 Students
Two or More Races  Yellow 5.7% suspended at least one day Declined 5.1% 53 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 5.3% suspended at least one day Declined 2.4% 228 Students

Conclusions based on this data:

- By June 2027, Washington will reduce the "All Students" suspension rate by 1.5%, moving the school from its current Dashboard color yellow to Green.
Strategy: Continue to train and implement our school-wide restorative practices in which teachers are trained in "Community Circles" and "Restorative Conversations" to resolve conflicts before suspension occurs.
- By June 2027, the suspension rate for student groups currently in the Red or Orange categories (specifically Students with Disabilities) will decrease by 5%).
Strategy: Continue to build school behavior huddles, and weekly MTSS meetings to review referral data monthly by subgroup and provide "Check-In/Check-Out" (CICO) mentorship for students identified as being at-risk for repeated behavioral incidents.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Goal 1: - All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.

Goal 4: We will improve student outcomes using local data to inform decision-making

Goal 5: We will improve student outcomes using local data to inform decision-making and drive targeted interventions.

5.1 mCLASS Universal Screener

5.2 IXL for ELA and math

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Goal 1: All students will demonstrate high academic achievement and college and career readiness while being taught and supported by qualified staff.

Goal 5: We will improve student outcomes using local data to inform decision-making and drive targeted interventions.

5.1 mCLASS Universal Screener

5.2 IXL for ELA and math

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>To effectively incorporate Competency-Based Learning (CBL), Rubrics, and Student Choice, the SPSA must describe a shift from teacher-led instruction to student-owned mastery. In this model, rubrics serve as the "map" for proficiency, and choice provides the "path" for students to demonstrate what they know.</p> <p>Option 1: Formal SPSA Strategy Statement Strategy/Activity: Competency-Based Instruction through Choice and Clear Proficiency Standards</p> <p>Goal Alignment: ELA/Math Achievement, Science (NGSS), and Student Engagement</p> <p>"To transition toward a Competency-Based Learning environment, the school will implement CCSS-aligned supplemental materials that support student choice in how they demonstrate mastery of core standards. We will develop and utilize analytical rubrics to provide students with clear proficiency targets, moving away from traditional grading toward a 'mastery-based' progression. Supplemental math and ELA resources, including diverse classroom libraries and number sense kits, will be used to provide tiered intervention. Furthermore, the school will integrate NGSS-related thematic units in which students can choose from various project-based outcomes to demonstrate competency, ensuring that English Learners and at-risk subgroups have multiple equitable pathways to success. This work will be supported by necessary instructional infrastructure and copier maintenance to provide students with printed rubrics and self-tracking tools."</p>	All Students	<p>5000 Title I 4000-4999: Books And Supplies Materials and supplies 27,529 Title I 4000-4999: Books And Supplies Unallocated funds - May redistribute as needed</p> <p>Title I 5000-5999: Services And Other Operating Expenditures copier maintenance - Not budgeted to Title I</p>
1.3	<p>August 2025- June 2026: Provide Literacy Technicians and classroom aides to support the Reading Intervention Teacher in delivering Reading, Writing, and Interventions. Principal, Leadership Team. Employ Literacy Technicians to support Intervention teachers and classroom teachers in providing intervention services.</p>	All students	<p>41,167 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Pos 698 = 0.6875 FE and Pos 731 = 0.1341 FTE 39,200 Title I 2000-2999: Classified Personnel Salaries Aides (Pos 1081 = 0.375 FTE and pos 1179 = 0.50 FTE) 30,072 Title I 2000-2999: Classified Personnel Salaries Lit Tech (pos 449 = 0.50 FTE) 14,366</p>

			Title I 2000-2999: Classified Personnel Salaries Subs and Extra hours
1.4	August 2025 June 2026: Provide funding to support the CARE Specialist position. Principal, Leadership Team Ensure the CARE coach is utilizing time to be proactive in coaching teachers and literacy technicians to implement the newly adopted ELA curriculum and implementing best practices in instructional delivery and support teaching staff in analyzing student ELA and Math data to collaborate around the next steps in instruction to achieve increasing student skill achievement.	All students	12,842 Title I 1000-1999: Certificated Personnel Salaries Support (sub and extra hours) for CARE specialist
1.5			
1.6			
1.8	August 2025 - June 2026 Parent Involvement/ Communication Provide printings and flyers to inform our parents of school events ,including Math/Literacy night, School Safety Prep Night, CCSS information, and other means to foster community in our school with parents and community members.	all students	3188 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent involvement materials 1500 Title I 5000-5999: Services And Other Operating Expenditures Printing and mailings
1.9			
1.11			
1.12			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	To cultivate a safe and inclusive learning environment, the school will deepen the implementation of Positive Behavior Interventions and Supports (PBIS) integrated with Restorative Practices. This comprehensive approach includes	All students	2,736 Title I 2000-2999: Classified Personnel Salaries Monitor training

	<p>tiered professional development for all certificated and classified staff to ensure consistent, schoolwide application of prosocial behavioral expectations. By providing enhanced monitoring and coaching during high-traffic 'peak times,' the school will proactively reduce conflict and office discipline referrals. Regular, recursive student training—delivered at key intervals throughout the year—will ensure that behavioral expectations are internalized, supporting the school's goal of reducing exclusionary discipline and increasing student sense of belonging.</p>		
2.2	<p>To improve schoolwide culture and decrease exclusionary discipline, the school will utilize a Student CARE Specialist to lead the implementation of PBIS (Positive Behavioral Interventions and Supports). The specialist will facilitate the Check-In/Check-Out (CICO) program and coordinate the Student Study Team (SST) process to ensure data-driven interventions for at-risk students. By providing targeted coaching to staff on proactive classroom management and prosocial behavior strategies, the specialist will foster an inclusive environment that supports student engagement and reduces behavioral barriers to learning.</p>	All Students	<p>51,730 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries CARE TOSA (pos 769 = 0.50 FTE)</p>
2.3	<p>Behavior Support Assistant-August 2026 - June 2027: The Behavior Support Aide is a vital asset who directly supports students' social-emotional development, implements targeted and universal behavior interventions, collaborates with all stakeholders, and ultimately fosters a safe and positive learning environment conducive to academic achievement for all students.</p>	All Students	<p>63,322 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries BSA (pos 1049 = 0.75 FTE) 659 Supplemental & Concentration 1000-1999: Certificated Personnel Salaries Pos 1049 is over-allocated to Title I. Use S/C to support.</p>
2.4			
2.5	<p>August 2026 - June 2027 Outreach communications to families of English Learners, Foster and Homeless Youth, and socioeconomically disadvantaged students, which highlight opportunities to participate in school events and decision-making forums. Principal, Leadership Team, EL Coordinator, Interpreters. Include providing translation and interpretive services, as well as materials/supplies for meetings. Consultation and professional development from the Marshall Family Resource Center/Homeless and Foster Youth Liaison or other agencies</p>	All Students	<p>1,000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Communications- printing and mailing</p>
2.6			
2.7			
			\$0
2.8			

			\$0
2.9			
2.10			
2.11			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

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

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.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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.

Reduce the percentage of students who are suspended

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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: Reduction of Exclusionary Discipline

Objective: To decrease the overall suspension rate and eliminate the "discipline gap" for targeted subgroups by replacing punitive exclusion with Alternative Means of Suspension (AMS) and restorative accountability.

Strategic Action Plan

Implementation of "Repair over Punishment" (Don't Suspend Me! Framework):

Shift the disciplinary focus from "Which rule was broken?" to "Who was harmed and how do we repair it?"

Utilize Restorative Inquiry questions (e.g., What was your internal state at the time?, What do you need to do to make it right?) during all office referrals.

Replace out-of-school suspensions for non-violent offenses with Restorative Re-entry Circles to ensure students are reintegrated into the community with a plan for success.

We will dedicate the community schools space for Alternative Means of Suspension (AMS) where students remain on campus but are removed from the general population to reflect on their actions.

Require students to complete Behavioral Reflection Packets and academic assignments to prevent "learning loss" during disciplinary periods.

Provide direct social-emotional coaching from the RSP while in the center to identify behavioral triggers.

Competency-Based Social-Emotional Learning (SEL):Character Strong

Assign students specific SEL Skill-Building Modules (e.g., Conflict Resolution, Empathy, Impulse Control) as a mandatory requirement of their restorative contract.

Utilize Rubrics to evaluate a student's readiness to return to the classroom, ensuring they have met the "competency" of understanding the impact of their behavior.

Restorative Justice Practices (RJP) & Staff Coaching:

Provide site-wide professional development on the Don't Suspend Me! text to align certificated and classified staff on "inclusionary" discipline.

Train the School Climate Team and CARE Specialist to facilitate formal restorative conferences involving students, teachers, and families to address deep-seated conflicts.

Implement Empathy Interviews for students with multiple referrals to uncover underlying academic or home-life barriers.

Strategic Supervision & Proactive PBIS:

Utilize check ins for students in the "Orange" and "Red" dashboard categories to provide daily mentorship and prevent behavioral escalation.

Increase monitoring during "peak times" (recess, lunch, transitions) and provide real-time coaching for students struggling with prosocial interactions.

Data-Driven Equity Monitoring:

Conduct monthly reviews of suspension data, disaggregated by subgroup (EL, African American, Students with Disabilities), to identify and address any patterns of implicit bias or disproportionate discipline.

Monitor the AMS-to-Suspension ratio to ensure that alternative methods are being prioritized over traditional home suspensions.

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

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.6			

Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

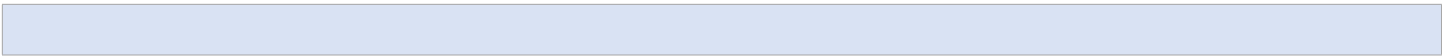
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$294,311.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
Title I	\$134,245.00
Title I Part A: Allocation	\$156,219.00
Title I Part A: Parent Involvement	\$3,188.00

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Supplemental & Concentration	\$659.00

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

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

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

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

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

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

Expenditures by Goal

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

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

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

District/School Liaison Team for schools in Program Improvement

Other: Washington PBIS

Washington Site-Based Leadership

Washington PTSA
Eureka Police Department
Eureka Fire Department

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

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

This SPSA was adopted by the SSC at a public meeting on April 8th, 2026.

Attested:



Principal, Teri Silvers on April 8, 2026

SSC Chairperson, Holly VanHerpe on April 8, 2026

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