



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	Open	43-69674-6049035	April 21, 2026	June 11, 2026

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

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

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

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

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

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

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	16
Overall Performance	18
Academic Performance	20
Academic Engagement	27
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	35
Goal 3.....	39
Goal 4.....	42
Budget Summary	48
Budget Summary	48
Other Federal, State, and Local Funds	48
Budgeted Funds and Expenditures in this Plan	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source	49
Expenditures by Budget Reference	49
Expenditures by Budget Reference and Funding Source	49
Expenditures by Goal.....	49
School Site Council Membership	50
Recommendations and Assurances	51

Plan Description

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

Washington Open's school goals are developed with input from multiple stakeholders, based on data analysis, and aligned with the district's LCAP goals in order to meet the needs of all students in a systematic way. The overall objective of our improvement plan is an enhanced level of student achievement in math, English language arts, English as a second language and our overall school climate. Our School Site Council (SSC) as well as our staff will monitor the effectiveness of our goals and strategies through cycles of continuous improvement - looking at data that shows either success or areas that need to be re-evaluated. One of our strongest strategies is the work of an intervention team that supports the learning of our targeted groups of students and collaborates with classroom teachers to focus on the specific needs of the students. In addition, our SSC surveys our community to learn how best to support positive school climate and plans programs and strategies according to reported needs. Our SSC uses survey information to continue to improve student, staff and family experiences on our campus in particular our volunteer program and to meet the needs of our community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council (SSC) is made up equally of both parents and staff members in the community as well as representatives of the ELAC committee. They meet once a month to review the school plan, review data and update goals/budget. At the beginning of each year the principal and teachers review the needs of the students. The principal and instructional coach meet with the Academic Support Team three times a year to discuss grouping of students for intervention (Sept., Dec., and March). School Site Council reviews the budget at the beginning of the year and in December checks in on the school's SPSA Goals. In May we finalize the plan for next year. We meet on multiple occasions: Oct. 14, 2025, Nov. 18, 2025, Dec. 9, 2025, Jan. 13, 2026, Feb. 10, 2026, Mar. 24, 2026, and Apr. 21, 2026 and May 12, 2026. We will continue to meet the second Tuesday of the month to monitor the implementation of our Site Plan throughout the 2026-2027 school year. Dashboard data is reviewed annually with staff at a staff meeting and with SSC at an SSC meeting. Our parent group (Washington Open Parent Faculty Group) also meets once a month.

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.

Washington Open is not in ATSI or CSI at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

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

According to the California School Dashboard our school is in the orange indicator for chronic absenteeism. The student groups with this level indicator are special education and white. This is due to a number of students who have needed to be out for medical and mental health issues. We plan to examine data at the individual student level in order to determine where we may be most effective in reducing 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.

Our Hispanic/Latine and English language learners groups are performing lower than other student groups according to our iReady scores in math. According to our mid year iReady assessment, our Hispanic/Latine population had 42% of the population score at or above grade level compared to the general population that had 74% score at or above grade level. Our English language learners had 43% of the population score at or above grade level compared to the general population that scored at 71% at or above grade level. In reading, according to iReady for our third through fifth grades, 50% of our English language learners population met or exceeded standards versus the 78% of the general population meeting or exceeding standards. This shows that we need to focus efforts on closing the gap between our Hispanic/Latine and English language learners and the general population in math and the gap in reading between our English language learners and the general population.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.90%	1.14%	2.30%	3	4	8
Asian	32.34%	30.68%	29.31%	108	108	102
Filipino	2.69%	3.13%	3.16%	9	11	11
Hispanic/Latino	12.87%	13.64%	14.37%	43	48	50
Pacific Islander	%	%	0.29%			1
White	35.63%	36.08%	33.62%	119	127	117
Multiple/No Response	14.97%	14.20%	14.94%	50	50	52
Total Enrollment				334	352	348

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten	66	66	61
Grade 1	55	66	66
Grade 2	54	54	63
Grade 3	53	58	50
Grade 4	54	54	57
Grade 5	52	54	51
Total Enrollment	334	352	348

Conclusions based on this data:

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

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	24	32	32	9.1%	7.2%	9.2%
Fluent English Proficient (FEP)	86	101	87	26.2%	25.7%	25.0%
Reclassified Fluent English Proficient (RFEP)	39	44		10.0%	11.70%	

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	52	53	57	52	52	57	52	52	57	100.0	98.1	100
Grade 4	49	52	53	49	52	52	49	52	52	100.0	100	98.1
Grade 5	45	52	54	45	52	54	45	52	54	100.0	100	100
All Grades	146	157	164	146	156	163	146	156	163	100.0	99.4	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2458.	2480.	2465.	32.69	53.85	35.09	30.77	23.08	31.58	28.85	13.46	22.81	7.69	9.62	10.53
Grade 4	2561.	2528.	2565.	55.10	55.77	71.15	36.73	21.15	19.23	6.12	11.54	3.85	2.04	11.54	5.77
Grade 5	2565.	2577.	2569.	46.67	44.23	44.44	35.56	38.46	33.33	6.67	17.31	14.81	11.11	0.00	7.41
All Grades	N/A	N/A	N/A	44.52	51.28	49.69	34.25	27.56	28.22	14.38	14.10	14.11	6.85	7.05	7.98

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	30.77	42.31	29.82	61.54	46.15	59.65	7.69	11.54	10.53
Grade 4	42.86	40.38	51.92	57.14	53.85	42.31	0.00	5.77	5.77
Grade 5	37.78	40.38	29.63	53.33	59.62	61.11	8.89	0.00	9.26
All Grades	36.99	41.03	36.81	57.53	53.21	54.60	5.48	5.77	8.59

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	15.38	28.85	26.32	65.38	59.62	49.12	19.23	11.54	24.56
Grade 4	38.78	30.77	44.23	61.22	63.46	50.00	0.00	5.77	5.77
Grade 5	46.67	48.08	42.59	46.67	50.00	51.85	6.67	1.92	5.56
All Grades	32.88	35.90	37.42	58.22	57.69	50.31	8.90	6.41	12.27

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	23.08	25.00	14.04	67.31	69.23	78.95	9.62	5.77	7.02
Grade 4	26.53	21.15	34.62	71.43	76.92	61.54	2.04	1.92	3.85
Grade 5	22.22	17.31	31.48	68.89	80.77	61.11	8.89	1.92	7.41
All Grades	23.97	21.15	26.38	69.18	75.64	67.48	6.85	3.21	6.13

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	28.85	36.54	28.07	63.46	59.62	64.91	7.69	3.85	7.02
Grade 4	32.65	26.92	42.31	67.35	67.31	48.08	0.00	5.77	9.62
Grade 5	37.78	28.85	24.07	55.56	69.23	66.67	6.67	1.92	9.26
All Grades	32.88	30.77	31.29	62.33	65.38	60.12	4.79	3.85	8.59

Conclusions based on this data:

1. We need to focus efforts on students who are below standard. Our current 4th grade students showed that 10.53% were below standard on overall achievement.
2. Writing showed the largest areas of need for our current 4th grade as shown by 24.56% of the 3rd grade population being below standard for writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	52	53	57	52	52	57	52	52	57	100.0	98.1	100
Grade 4	49	52	53	49	52	52	49	52	52	100.0	100	98.1
Grade 5	45	52	54	45	52	54	45	52	54	100.0	100	100
All Grades	146	157	164	146	156	163	146	156	163	100.0	99.4	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2478.	2501.	2481.	36.54	48.08	43.86	36.54	32.69	26.32	15.38	13.46	24.56	11.54	5.77	5.26
Grade 4	2564.	2563.	2560.	61.22	55.77	55.77	20.41	30.77	25.00	16.33	11.54	15.38	2.04	1.92	3.85
Grade 5	2549.	2574.	2569.	37.78	44.23	46.30	22.22	28.85	27.78	33.33	23.08	12.96	6.67	3.85	12.96
All Grades	N/A	N/A	N/A	45.21	49.36	48.47	26.71	30.77	26.38	21.23	16.03	17.79	6.85	3.85	7.36

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	44.23	57.69	49.12	40.38	32.69	42.11	15.38	9.62	8.77
Grade 4	63.27	65.38	53.85	34.69	32.69	38.46	2.04	1.92	7.69
Grade 5	24.44	42.31	42.59	60.00	53.85	44.44	15.56	3.85	12.96
All Grades	44.52	55.13	48.47	44.52	39.74	41.72	10.96	5.13	9.82

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	46.15	48.08	38.60	38.46	50.00	54.39	15.38	1.92	7.02
Grade 4	48.98	53.85	48.08	48.98	42.31	48.08	2.04	3.85	3.85
Grade 5	44.44	32.69	29.63	46.67	61.54	61.11	8.89	5.77	9.26
All Grades	46.58	44.87	38.65	44.52	51.28	54.60	8.90	3.85	6.75

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	32.69	46.15	38.60	57.69	51.92	49.12	9.62	1.92	12.28
Grade 4	53.06	67.31	57.69	42.86	30.77	38.46	4.08	1.92	3.85
Grade 5	26.67	30.77	35.19	66.67	67.31	55.56	6.67	1.92	9.26
All Grades	37.67	48.08	43.56	55.48	50.00	47.85	6.85	1.92	8.59

Conclusions based on this data:

1. We need to focus on students who are below the standard. Our current 4th grade students showed that 5.26% were below standard and our current 5th graders showed that 3.85% were below standard.
2. Concepts and procedures as well as communicating reasoning showed the larger areas of need with 9.82% and 8.59% respectively of the general population below standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1502.6	*	1466.8	1492.7	*	1472.2	1525.8	*	1454.4	12	10	17
1	*	*	*	*	*	*	*	*	*	7	7	*
2		*	*		*	*		*	*		*	5
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades										25	23	29

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	58.33	*	29.41	25.00	*	47.06	16.67	*	17.65	0.00	*	5.88	12	*	17
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
All Grades	56.00	65.22	34.48	32.00	30.43	48.28	12.00	4.35	13.79	0.00	0.00	3.45	25	23	29

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	58.33	*	35.29	25.00	*	47.06	16.67	*	11.76	0.00	*	5.88	12	*	17
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*	*		*
All Grades	60.00	73.91	44.83	28.00	21.74	41.38	12.00	4.35	10.34	0.00	0.00	3.45	25	23	29

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		*	29.41		*	35.29		*	29.41		*	5.88		*	17
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
All Grades	28.00	47.83	27.59	48.00	52.17	41.38	24.00	0.00	27.59	0.00	0.00	3.45	25	23	29

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	66.67	*	52.94	25.00	*	47.06	8.33	*	0.00	12	*	17
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades	68.00	73.91	51.72	28.00	26.09	48.28	4.00	0.00	0.00	25	23	29

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	33.33	*	35.29	66.67	*	52.94	0.00	*	11.76	12	*	17
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades	52.00	69.57	51.72	44.00	26.09	41.38	4.00	4.35	6.90	25	23	29

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	41.67	*	23.53	58.33	*	76.47	0.00	*	0.00	12	*	17
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades	44.00	56.52	31.03	56.00	43.48	65.52	0.00	0.00	3.45	25	23	29

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	50.00	*	76.47	50.00	*	17.65	0.00	*	5.88	12	*	17
1	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*
3	*		*	*		*	*		*	*		*
4	*	*		*	*		*	*		*	*	
5	*		*	*		*	*		*	*		*
All Grades	32.00	39.13	48.28	68.00	60.87	48.28	0.00	0.00	3.45	25	23	29

Conclusions based on this data:

1. Our English language learners continue to make progress, by decreasing the percentage of students at the lower levels (level 1 & 2) and increasing the percentage of students at the higher levels (level 3 & 4) on the overall scoring.
2. There was an increase in the percentage of students whose writing was "well developed".

3. The percentage of students in the "well developed" category for reading decreased over the past 3 years.

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
352	8.5%	9.1%	0.0%
Total Number of Students enrolled in Washington Open Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	9.1%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	30	8.5%
Students with Disabilities	45	12.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.1%
American Indian	0	0.0%
Asian	108	30.7%
Filipino	11	3.1%
Hispanic	48	13.6%
Two or More Races	50	14.2%
Pacific Islander	0	0.0%
White	127	36.1%

Conclusions based on this data:

1. Washington Open's population is predominantly white and Asian making up 66.8% of the population. The remaining percent of the population is made up of students who are two or more races, Hispanic, Filipino and African American.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Our data continues to show strength in English Language Arts being in the blue category.
- Our math went down from blue category to green category. We need to continue to focus our efforts on math.
- Our chronic absenteeism moved into the orange category. We have several students who have had medical and mental health issues which has kept them from attending school regularly. We need to continue to monitor this.

School and Student Performance Data

Academic Performance English Language Arts

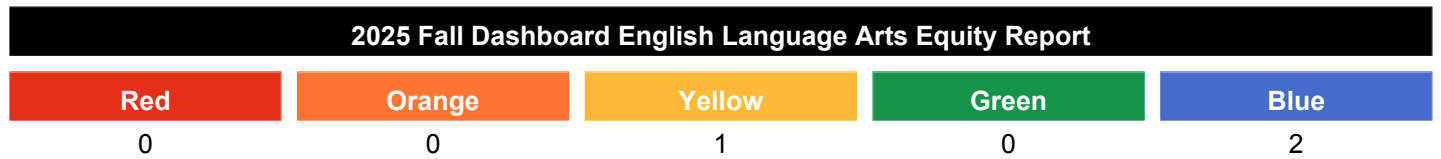
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 63.4 points above standard Increased 3.9 points 163 Students	English Learners  No Performance Color 64.4 points above standard Increased 32.9 points 32 Students	Long-Term English Learners  No Performance Color
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 53.7 points above standard Increased 15.3 points 17 Students

Students with Disabilities  Yellow 4.3 points below standard Declined 6.2 points 32 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  Blue 87.4 points above standard Increased 4 points 52 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  No Performance Color 35.5 points above standard Increased 6.4 points 22 Students
Two or More Races  No Performance Color 51.4 points above standard Increased 17.3 points 24 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 61.8 points above standard Maintained 1.5 points 58 Students

Conclusions based on this data:

1. We saw an increase in scores in our socio-economically disadvantaged group of students, our English language learners, and our Hispanic/Latine population.
2. Our students with disabilities had some decline in test scores. We have 32 students who took the assessment. We are trying to understand the decline in scores and have been working on skills with students to help them deal with higher anxiety during test taking. We need to continue to monitor this.

School and Student Performance Data

Academic Performance Mathematics

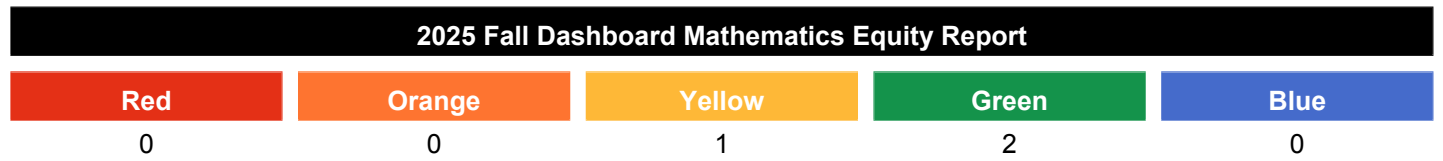
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 53.5 points above standard Declined 9.7 points 163 Students	English Learners  No Performance Color 61.3 points above standard Declined 18.3 points 32 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 55.5 points above standard Increased 8.6 points 17 Students

Students with Disabilities  Yellow 21.8 points below standard Declined 41.1 points 32 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  Green 86 points above standard Declined 6.2 points 52 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  No Performance Color 10.6 points above standard Declined 15 points 22 Students
Two or More Races  No Performance Color 30.7 points above standard Declined 11.8 points 24 Students	Pacific Islander  No Performance Color 0 Students	White  Green 53.3 points above standard Declined 6.3 points 58 Students

Conclusions based on this data:

1. We saw a decrease in math scores this past year by 9.7 points. In our Students with Disabilities group we saw a decrease of 41.1 points. This is an area of concern for us and we plan to focus on this group in our updated SPSA plan.
2. Our Hispanic/Latine population and our English learners population both declined in scores.
3. We saw an increase in scores for our socio-economically disadvantaged group of students.

School and Student Performance Data

Academic Performance Science

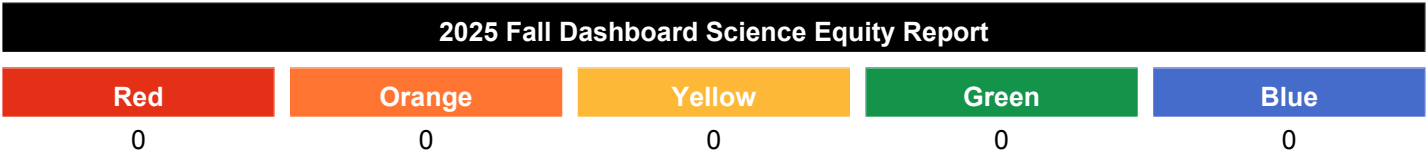
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Blue 69.6 science points Maintained -1.4 points 54 Students	English Learners  No Performance Color 63 science points 12 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Students with Disabilities  No Performance Color 61.4 science points 13 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 75.9 science points Maintained -1.5 points 18 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 72.7 science points Increased 4.5 points 18 Students

Conclusions based on this data:

1. We nearly maintained our science scores this year.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 50 making progress. Number Students: 12 Students	 No Performance Color making progress. Number Students: 0 Students

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

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
16.7%	33.3%	0%	50%

Conclusions based on this data:

1. Washington Open's Multilingual Learners make continuous growth and we will continue with Academic support for writing and vocabulary.
2. 50% of our English learners progressed at least one ELPI level.

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.

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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



Orange

5.7% Chronically Absent

Increased 1.2

352 Students

English Learners



No Performance Color

2.9% Chronically Absent

Increased 2.9

34 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



Green

5.6% Chronically Absent

Declined 0.9

36 Students

Students with Disabilities  Orange 13.5% Chronically Absent Increased 3.7 52 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 4.6% Chronically Absent Increased 4.6 108 Students	Filipino  No Performance Color 0% Chronically Absent 0 11 Students	Hispanic  Green 6.3% Chronically Absent Declined 7.7 48 Students
Two or More Races  Yellow 3.7% Chronically Absent Increased 1.8 54 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 7.1% Chronically Absent Increased 2.1 127 Students

Conclusions based on this data:

1. 5.7% of our population is chronically absent. We have seen an increase in absences in our students with disabilities category of students, our Asian population, White population, Two or more races category as well as our English language learners.
2. We see a number of students who are absent in order to travel to other countries for family events. There are also a number of students absent due to major medical or mental health needs.
3. Our socio-economically disadvantaged population's absenteeism has declined.

School and Student Performance Data

Conditions & Climate Suspension Rate

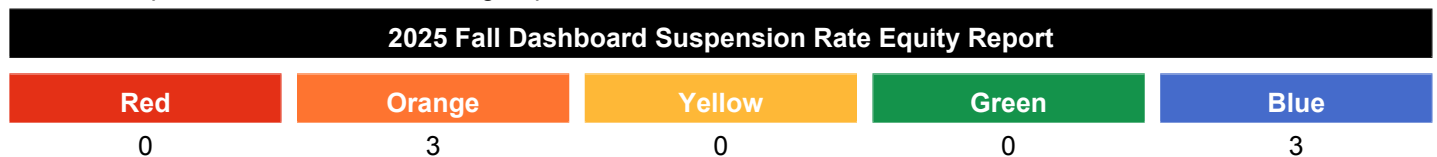
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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 Green 0.3% suspended at least one day Increased 0.3% 352 Students	English Learners No Performance Color 2.9% suspended at least one day Increased 2.9% 34 Students	Long-Term English Learners
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 2.8% suspended at least one day Increased 2.8% 36 Students

Students with Disabilities  Orange 1.9% suspended at least one day Increased 1.9% 52 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 108 Students	Filipino  No Performance Color 0% suspended at least one day 11 Students	Hispanic  Orange 2.1% suspended at least one day Increased 2.1% 48 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 54 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 127 Students

Conclusions based on this data:

1. Very few suspensions happen at Washington Open, though this past year there was a slight increase.
2. Data shows our counseling and check ins are working.
3. Three groups saw an increase: Socio-economically Disadvantaged, Hispanic, and Students with Disabilities. The increase in all categories was due a student being suspended that belongs to all three groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Reading/Language Arts

Students will demonstrate either grade-level performance or one year's growth toward grade-level achievement as measured by mClass DIBELS (K-2), iReady Diagnostic scores (3-5), and CAASPP ELA assessments (3-5). The school aims to accelerate achievement for underserved student groups to narrow opportunity gaps.

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

English Language Learners (ELL)
Students with Disabilities (SWD)

Our ELL population and SWD population will demonstrate significant academic progress by either achieving grade-level proficiency or making more than one year's growth on mClass DIBELS assessments for kindergarten, first and second grades or iReady assessments for third, fourth and fifth grades, thereby reducing the educational disparity gap and ensuring equitable academic outcomes. We aim to increase the percentage of these students who make more than one year's growth and/or meet grade level proficiency as compared with last year's results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

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

California Dashboard Data: While the "All Students" group is in the Blue (highest) category, performing 63.4 points above standard, Students with Disabilities are in the Yellow category, performing 4.3 points below standard after a decline of 6.2 points.

iReady (3-5): Diagnostic data shows a significant gap where 0% of English Learners achieved "Mid or Above Grade Level," and 50% are "One Grade Level Below".

DIBELS (K-2): MOY data shows that while 53% of students are "Above Benchmark," 12% remain "Well Below Benchmark". This data shows a need to focus our efforts on our Students with Disabilities as well as our English language learners.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady assessment - Typical Growth measures as well as overall performance on assessment (grades 3-5)	Our third, fourth and fifth grade students show growth at 77% (January, 2026 - after 2nd diagnostic -50% of school year complete) 77% of students have made at least one year's growth and/or have scores on or above grade level 23% of students have not made more than one year's growth - scores are one or more grade levels below standard ELL population showed 105% growth. SWD population showed 119% growth Any percentage above 50% is more than one year's growth due to the time of year the diagnostic was administered.	iReady Typical Growth (3-5): 82% of students will show at least one year's growth. The following student groups (3-5) will show an increase in iReady growth measures from last year's measures (5% growth) as follows: ELL population will show 110% growth. SWD population will show 124% growth This will be measured in Spring, 2027 at about 65% completion of the school year. Any percentage above 65% will approximately be more than one year's growth.
mClass Dibels (grades K-2)	81% of (K-2) students currently are at or above grade level ELL data is unavailable. SWD population showed 43% at or above grade level	mClass DIBELS (K-2): 86% of students will be at or above grade level.
CAASPP data (grades 3-5)	77.9% met or exceeded standards on CAASPP, Spring 2025 ELL population 50.0% met or exceeded SWD population 50.0% met or exceeded	CAASPP ELA (3-5): Increase percentage of students scoring "Standard Met" or "Exceeded" by 5% in all categories of students.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Academic support provided by an intervention teacher for students who need support in reading, writing and vocabulary.	Students who are English Learners, Socioeconomically Disadvantaged, Students in Special Education, all students who are identified as needing intervention by classroom teachers and by scores on assessments.	11,065.00 Targeted Allocation 1000-1999: Certificated Personnel Salaries salary for intervention teacher
1.2	Subs for grade level collaborations, SST's, School-wide collaboration, teacher training	All students will be served.	
1.3	K-2 support for language development: vocal music	Students in grades kinder through second grades.	
1.4	Purchase books for library	For all Students Groups	

1.5	Small group, targeted instruction will continue to be implemented in classrooms based on needs of learners.	For all Students Groups with a focus on our historically underserved student populations (ELL, SED, SWD).	
1.6	Implementation of UFLI phonics program for K-2 instruction and 3-5 intervention.	For all student groups.	
1.7	Family Academy focused on literacy instruction.	For all student groups.	
1.8	Morphology program will be implemented for grades 3-5.	For all student groups.	
1.11			

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.

Implementation of Strategies

Intervention and Academic Support: The school deployed an academic support team of intervention teachers to provide targeted support in reading, writing, and vocabulary. Historically underserved students were prioritized for these services.

Foundational Literacy Programs: The UFLI phonics program was implemented for K-2 instruction and 3-5 intervention. A morphology program was also introduced for grades 3-5 to build advanced literacy skills.

Small-Group Instruction: Teachers consistently utilized small-group, targeted instruction within the classroom to address specific student needs. Training in small group instruction was provided throughout the school year.

Family Engagement: "Family Academy" events were held to focus specifically on literacy instruction (this past year's was focused on executive function skills to aid in literacy as well as other subject areas) and educate parents on how to support academics at home.

Effectiveness of Strategies

Overall Achievement: The strategies were effective in maintaining a high overall performance level. On the 2025 CAASPP, 77.9% of students met or exceeded standards. This represents a high-performing "Blue" status on the California School Dashboard.

Growth Metrics: According to the mid-year 2025-26 i-Ready diagnostic, 77% of students in grades 3-5 have already made at least one year's growth or are scoring on or above grade level. In K-2, 81% of students are currently at or above grade level according to DIBELS assessments.

Socio-economically Disadvantaged (SED) Success: Strategies were highly effective for the SED population, who saw a 14.7% increase in CAASPP proficiency, reaching an 86.7% met/exceeded rate in 2025.

Areas for Improvement:

* Students with Disabilities: While this group saw an 8.1% improvement to reach 50% proficiency on the CAASPP, they remain in the "Yellow" category and perform 4.3 points below standard.

Grade-Level Gaps: Mid-year i-Ready data shows that while 0% of English Learners in grades 3-5 achieved "Mid or Above" grade level, 50% remain "One Grade Level Below," indicating a need for more intensive intervention for this group.

In conclusion, while core instruction and foundational programs like UFLI have maintained high overall proficiency, the effectiveness of literacy strategies varies significantly across subgroups, necessitating the continued focus on the Students with Disabilities and ELL groups added to the 2026-27 goals.

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

Implementation Adherence: All strategies and activities were implemented as intended in the plan. This includes the targeted work of the academic intervention team, the use of foundational literacy programs such as UFLI, and the integration of small-group instruction in classrooms.

Expenditure Accuracy: The school utilized all budget expenditures as originally planned. There were no major material differences reported between the projected and actual spending for the strategies aimed at improving student achievement in literacy.

Targeted Adjustments: While implementation was consistent with the plan, the analysis of results prompted a shift for the upcoming year to include the Students with Disabilities as a specific focus for targeted intervention. This change was made to address identified achievement gaps in local iReady data where this group scored 42% lower in proficiency compared to the general population.

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

The major change in our goal is the inclusion of an additional student group: Students with Disabilities. Our data shows that this additional group could benefit from more targeted intervention through teacher's use of small groups to focus instruction on the needs of these students. We also removed the Students who are Socio-economically Disadvantaged as they outperformed our general population on the most recent CAASPP and iReady measures.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics

Students will demonstrate either grade-level performance or one year's growth toward grade-level achievement in Math as measured by the iReady Diagnostic scores (K-5), and CAASPP ELA assessments (3-5). The school aims to accelerate achievement for underserved student groups to narrow opportunity gaps.

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

English Language Learners (ELL)
Students who are Economically Disadvantaged (SED)
Students with Disabilities (SWD)

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

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

Areas of Low Performance and Performance Gaps:

Overall Performance Decline: According to the 2025 Dashboard, overall math performance for all students is in the Green category. However, scores declined by 9.7 points from the previous year.

CAASPP Proficiency Drop: Multi-year CAASPP results show the percentage of students meeting or exceeding standards fell from 80.1% in 2023-24 to 74.8% in 2024-25, a significant one-year decline of 5.3%.

Significant Gaps for Students with Disabilities: This group is in the Yellow performance category on the Dashboard and experienced a sharp decline of 41.1 points. Only 34.4% of these students met or exceeded standards on the 2025 CAASPP, a 23.7% drop from the prior year.

Gaps for English Language Learners (ELL): 2025 CAASPP data shows a 50% proficiency drop for ELL students, with only 50% currently meeting or exceeding standards. Local i-Ready data shows an 18% proficiency gap between ELL students and the general population.

Socioeconomically Disadvantaged Students: While this group saw a 4% increase in CAASPP proficiency to reach 80% , local i-Ready data reveals a 24% proficiency gap compared to the general student population. Approximately 45% of these students are currently performing one or more grade levels below standard.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady assessment (3rd diagnostic) - Typical Growth measures as well as overall performance on assessment	Our K-5 grade students show growth at 69% (January, 2026 - after 2nd diagnostic -50% of school year complete) 69% of students have made at least one year's growth and/or have scores on or above grade level 31% of students have not made more than one year's growth - scores are one or more grade levels below standard ELL population showed 43% growth. SWD population showed 24% growth SED population showed 45% growth Any percentage above 50% is more than one year's growth due to the time of year the diagnostic was administered.	iReady Typical Growth (K-5): 74% of students will show at least one year's growth. The following student groups (K-5) will show an increase in iReady growth measures from last year's measures as follows in order to make more than one year's growth: ELL population will show 67% growth. SWD population will show 67% growth SED population will show 67% This will be measured in Spring, 2027 at about 65% completion of the school year. Any percentage above 65% will approximately be more than one year's growth.
CAASPP data (3-5 grades)	74.8% met or exceeded standards on CAASPP, Spring 2025 ELL population 34.4% met or exceeded SWD population 50.0% met or exceeded SED population 80% met or exceeded	CAASPP ELA (3-5): Increase percentage of students scoring "Standard Met" or "Exceeded" by 5% in all categories of students.

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	Academic support provided by an intervention teacher for students who need support in math.	Students who are English Learners, Socioeconomically Disadvantaged, Students in Special Education, all students who are identified as needing intervention by classroom teachers and by scores on assessments.	11,066.00 Targeted Allocation 1000-1999: Certificated Personnel Salaries salary for intervention teacher
2.2	Subs for grade level collaborations, SST's, School-wide collaboration, teacher training.	All students will be served.	
2.3	Grade level collaboration: grade levels will meet regularly to discuss, plan for and implement instructional strategies	All students will be served.	
2.4	Small group, targeted instruction will continue to be implemented in classrooms based on specific needs of students.	All students will be served with a specific focus on Students with Disabilities, ELL population and SED population.	
2.5	Family Academy night dedicated to helping families gain skills in helping their children with math learning.	All students will be served.	
2.6	Implement Math Festival night for families to play with math concepts together as well as a Math Festival day activity for all students.	All students will be served.	
2.7			
2.8			

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.

Implementation Analysis

Intervention and Support: The school successfully deployed an intervention teacher to provide academic support specifically for students identified as needing assistance through assessment scores. Historically underserved populations were given first priority for these services.

Collaboration: Teachers utilized Professional Learning Community (PLC) time to collaborate regularly around math instruction and instructional strategies.

Targeted Instruction: Small-group, targeted instruction was consistently implemented within classrooms to address individual student needs.

Community Engagement: The school expanded its outreach by adding a Math Festival for students during the day and a night event for families to build enthusiasm for math learning. Additionally, Family Academy workshops were held to help parents gain skills to support their children at home.

Effectiveness Analysis

Overall Achievement Trends: The effectiveness has shown variability over recent cycles. While 2023-24 CAASPP scores saw an increase from 71.9% to 80.1% proficiency, the most recent 2025 CAASPP data showed a 5.3% decline school-wide, dropping to 74.8%.

Student Group Progress:

* Socioeconomically Disadvantaged: Strategies were effective for this group, showing a 4.0% increase in CAASPP proficiency to reach 80%.

Students with Disabilities: Interventions were less effective for this population this year, as they experienced a significant 23.7% decline in CAASPP proficiency, falling to 34.4%.

English Language Learners: This group saw a 50% proficiency drop on the 2025 CAASPP, with only 50% meeting or exceeding standards.

Growth Metrics: Despite the recent CAASPP decline, typical growth measures from iReady showed that 79% of students made at least one year's growth during the previous evaluation period.

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

For the Mathematics goal, the major differences between the intended implementation and the budgeted expenditures are as follows:

Implementation Adherence: Strategies and activities were largely implemented as intended. This includes providing academic support through intervention teachers, facilitating grade-level collaborations, and maintaining small-group targeted instruction in classrooms.

Programmatic Additions: The school successfully expanded its community engagement by adding a Math Festival for students during the school day and a separate evening event for families. These were added to foster enthusiasm for mathematics learning.

Budgetary Alignment: The school utilized budgeted expenditures as intended to meet the articulated goal. There were no significant material differences reported between the planned and actual spending for these math strategies.

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.

Due to a significant 23.7% proficiency drop in CAASPP scores for Students with Disabilities, the school is prioritizing this group for more intensive academic support from classroom teachers through small group instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Language Development

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals: (Proposed)

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

Identified Need

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

The 2025 Dashboard indicates that 50% of current EL students are making progress toward English language proficiency. However, multi-year summative ELPAC results show that 16.7% of students decreased at least one ELPI level in 2025, an increase from the 7.7% who declined the previous year.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC and Ellevation program growth metric	16.7% ELs decreased at least one ELPI level 33.3% ELs maintained their level 50% ELs progressed at least one ELPI level	Percentage of students who gain a level on the ELPAC will increase.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Academic support provided by an intervention teacher for English Language Learners who need support in reading, writing and vocabulary.	Students who are English Learners, Socioeconomically Disadvantaged, Students in Special Education, all students who are identified as needing intervention by	11,066.00 Targeted Allocation 1000-1999: Certificated Personnel Salaries salary for intervention teacher

		classroom teachers and by scores on assessments.	
3.2	Small group, targeted instruction will be implemented in classrooms with English Language Learners.	All ML students will be served.	
3.3	Designated ELD (English Language Development) time in classrooms to provide targeted instruction in English language.	All designated English Language Learners who have scored on levels 1-4 on ELPAC assessment.	
3.4	Staff will provide opportunities for families to share and celebrate their home language within the school/classroom.	All student groups.	
3.5	Implementation of UFLI phonics curriculum grades K-2.	All student groups.	
3.6	Implementation of Morphology curriculum in grades 3-5.	All student groups.	
3.7	Implementation of UFLI phonics curriculum in small groups or individually for grades 3-5 for students below grade level.	All student groups.	
3.8	Use of proven instructional strategies: partner talk, positive self talk, and sentence frames.	All student groups	
3.9			

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.

Implementation focused on a multi-tiered system of support for Multilingual Learners (MLs):

Targeted Academic Support: An intervention teacher provided focused support in reading, writing, and vocabulary for students identified via assessment data.

Small-Group and Classroom Instruction: Teachers implemented small-group, targeted instruction within the general classroom setting.

Designated ELD: Classrooms utilized a dedicated time for Designated English Language Development (ELD) for all ELL students scoring at levels 1–4 on the ELPAC.

Linguistic and Cultural Strategies: Staff provided specific opportunities for families to share and celebrate their home languages within the school community to foster an inclusive environment.

Foundational Curriculum: The school utilized the UFLI phonics program to support foundational literacy skills for all student groups, including MLs.

The effectiveness of these strategies is reflected in mixed progress results across different assessment tools:

ELPAC Progress: In the most recent evaluation, 50% of current English Learners progressed at least one ELPI level. However, the percentage of students who decreased one level rose to 16.7%, up from 7.7% the prior year.

CAASPP Performance: In the 2024-2025 assessment cycle, 50.0% of English Learners met or exceeded standards in both ELA and Mathematics. While this represents significant work, it continues to trail the schoolwide averages of 77.9% in ELA and 74.8% in Math.

iReady Placement: Local diagnostic data from April 2026 shows a persistent gap; in Reading for grades 3–5, 0% of English Learners reached "Mid or Above Grade Level," with 50% placing "One Grade Level Below". In Mathematics, 43% of English Learners scored at or above grade level, compared to 71% of the general population.

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

Implementation Fidelity: The strategies and activities designed to support English language learners were implemented as intended. This included providing academic support through intervention teachers, utilizing small-group instruction, maintaining dedicated Designated ELD time, and implementing the UFLI phonics curriculum.

Budgetary Alignment: There were no major differences between the intended and actual expenditures. The school utilized the budgeted funds for certificated personnel salaries and targeted allocations precisely as planned to provide intervention and instructional support.

Goal and Metric Refinement: While implementation and spending remained consistent with the plan, the school changed the goal and growth metrics after analysis. This was done to better measure student growth on the ELPAC assessment and to increase the number of students showing significant progress, specifically responding to data showing that 7.7% of students had declined a level previously.

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.

Changes to Goals and Annual Outcomes

Goal Refinement: The goal has been updated to specifically ensure all English language learners in grades 1-5 demonstrate measurable growth on the summative ELPAC assessment.

Growth Targets: The school aims to increase the percentage of students who gain at least one ELPI level while actively decreasing the percentage of students who decline a level. This responds directly to 2025 data showing that 16.7% of EL students decreased at least one level.

Reading and Math Alignment: The expected outcomes now reflect the need to close the 28% gap in reading and 18% gap in math identified between English learners and the general population in mid-year iReady diagnostics.

Changes to Strategies and Activities

Phonics Program: The UFLI phonics curriculum has been formally integrated into the strategies to support foundational literacy for all multilingual learners.

Targeted Support Hierarchy: Implementation now specifies that students in historically underserved populations—including those who are both English learners and socioeconomically disadvantaged—will have first opportunity for intervention with academic support teachers.

Inclusion and Engagement: There is a renewed focus on providing opportunities for families to share and celebrate home languages within the classroom to improve school connectedness and climate.

Staff Training: As indicated in the training requirements, professional learning focus will include instructional strategies such as sentence stems, frames, and increased partner talk to meet EL needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Climate

The staff, students, families and administration will focus on a positive and inclusive school climate at Washington Open Elementary School. This year, we will prioritize strengthening the capacity of adults at the school (staff, family volunteers) to support different kinds of learners with academic and behavioral differentiation in order to create a more inclusive, responsive and positive learning environment for all students.

This will take place through continued professional and parent education on providing and maintaining healthy boundaries for students and adults and will be measured through surveys and sign in sheets at all educational events, and parent, staff and student surveys.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

Identified Need

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

Local qualitative data showed on a recent family survey that there is a need to focus on strengthening the capacity of the adults in our school to support our diverse student population with academic, social-emotional and behavioral needs. Our "meaningful participation" category on the California Healthy Kids Survey was also our lowest score at 54%. The increase in suspensions by 0.3% as well as the increase in chronic absenteeism rate of 5.7% also points to the increased need for adult support on campus.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance sheets from Family Academies	94% of new families attended New Family Academy at the beginning of the year. 89 % of families attended the August Family Academy 81 % of families attended the January Family Academy 8% of families attended math family academy 10% of families attended executive function family academy 15% of families attended social-emotional learning family academy approximately 26% of families attended the Math film - Counted Out!	Increase in participation from new families as well as increase in participation from veteran families. We would like to see the percentage of families who attend each of the parent education opportunities increase.
Health Kids Survey	Data from Fall, 2025: School connectedness: 89% reported positive responses Academic motivation: 83% reported positive responses Caring relationships: 86% reported positive responses High expectations: 90% reported positive responses Meaningful participation: 54% reported positive responses Perceived school safety: 94% reported positive responses Low violence victimization: 66% reported low violence Fairness: 85% reported positive responses Rule clarity: 88% reported positive responses Social emotional learning supports: 76% reported positive responses Anti-bullying climate: 85% reported positive responses Positive behavior: 97% reported positive responses Parent involvement in schooling: 76% reported positive responses	Maintain or increase percentage of positive responses of students, families and staff in all categories.

	Facilities upkeep: 94% reported positive responses We saw an increase in positive responses in 9 of the 14 categories.	
Suspension data - Aeries	0.3% of students were suspended	We want to see a decrease in the percentage of suspensions.
Chronic Absenteeism data - Aeries	5.7% of students chronically absent	We want to see a decrease in the percentage of chronically absenteeism.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Student Leader supervisor: plan/help to implement student leader activities and instruction. This will help students to build a sense of belonging and responsibility to our community.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
4.2	Noon duty supervisors: help to monitor safety and well being of students.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
4.3	Project Cornerstone: program to enhance social-emotional learning.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
4.4	Safety Patrol supervisor: help to organize/maintain safety patrol program, monitor students in safety patrol.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
4.5	Classes will partner with other classes to provide peer/mentor leadership opportunities as well as build social-emotional skills.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
4.6	Work closely with WOPFG to plan and implement community activities.	All students will be served with a focus on our Hispanic, English language learner and economically	

		disadvantaged populations.	
4.7	Plan and implement classroom family meetings for all grade levels.	All students will be served.	
4.8	Plan and implement Family Academy workshops to provide discussions, instruction and support for families in ways to help their students both in the classroom and at home. (Could include talks given by alum, time to meet and greet mentor families/buddy families, etc.): talks on autism/ADHD, Universal Design for Learning, executive functioning skills and setting/maintaining healthy boundaries.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
4.9	Religious holidays that are represented by our student population will be taken into consideration when calendarizing school activities.	All student groups.	
4.10	Work closely with WOPFG to set up mentors for new families to the school at all grade levels.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
4.11	Teachers will offer student classroom meetings in order to discuss issues in the classroom and to solve problems.	All student groups.	
4.12	Leadership opportunities will be offered upper grade students such as Safety Patrol, Reader Leaders, Environmental Leaders, Student Leaders and Student Government in order to build skills of students as well as plan events to create a positive culture and climate within the school.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
4.13	Increased hours for our wellness coordinator in order to be able to offer more counseling time for students - both individually and in small groups.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
4.14	Survey families in the community to gauge parent education program changes and their effectiveness.	All students will be served with a focus on our Hispanic, English language learner and economically disadvantaged populations.	
4.15	Provide childcare and snacks at evening family education events to help to increase attendance.	All students will be served.	

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.

Overall Implementation

The school implemented a multi-faceted approach to build adult capacity and student engagement:

Adult Education: Family Academies took place throughout the year with a focus on building child/adult communication, building adult support of academics at home and in the classroom as well as new learning about Executive Functioning.

Student Leadership and Support: The school deployed student leaders and safety patrols to foster a sense of belonging and responsibility. Additionally, hours were increased for the wellness coordinator to provide expanded individual and small-group counseling.

Community Integration: Staff worked closely with the parent group (WOPFG) to implement community activities and establish mentor programs for new families at all grade levels.

Inclusive Practices: Teachers utilized classroom family meetings and student classroom meetings to discuss issues and collaboratively solve problems. Religious holidays represented in the student population were also integrated into school calendar planning.

Effectiveness of Strategies

The effectiveness of these strategies is evidenced by high overall student perception data, though specific areas of participation remain a challenge:

High Perception of Safety and Belonging: Fall 2025 Healthy Kids Survey data shows very strong results in Positive Behavior (97%), Perceived School Safety (94%), and School Connectedness (89%). **Mixed Survey Gains:** The school saw an increase in positive responses in 9 of the 14 measured survey categories.

The Participation Gap: While overall sentiment is positive, the strategies have been less effective in sustaining deep participation:

Meaningful Participation: Only 54% of respondents reported positive responses in this category.

Academy Attendance: Participation in Family Academies showed a steep decline during the year, starting at 94% for families in August but dropping to as low as 8% for specialized topics like the math academy.

Intervention Efficacy: Data suggests that increased counseling and "check-ins" are effectively supporting students, as evidenced by a historically very low suspension rate of 0.3%, despite a slight recent increase.

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

Implementation Adherence: Strategies and activities were implemented as intended in the plan. This included professional and parent education workshops, student leadership opportunities, and increased wellness coordinator hours for student counseling.

Budgetary Consistency: The school used its budgeted expenditures as intended to support the articulated climate and culture goals. No major material differences were reported between the planned and actual spending for these strategies.

Programmatic Refinements: While implementation followed the plan, the school successfully added new strategies based on ongoing needs, such as mentoring for new families and taking religious holidays into account when scheduling school activities.

Attendance Discrepancy: Although implemented as planned, there was a notable difference between intended and actual family engagement levels. Participation in Family Academies began at 94% for families in August but declined significantly to between 8% and 20% for academic and social-emotional sessions later in the year.

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.

Changes to Goals and Annual Outcomes

Targeted Capacity Building: The goal description has been revised to specifically prioritize strengthening the capacity of adults—including both staff and parent volunteers—to support diverse learners through academic and behavioral differentiation.

Measurement Metrics: In addition to the California Healthy Kids Survey (CHKS), the school has added attendance sign-in sheets and family pulse surveys as formal metrics to measure the success of parent education and participation program adaptations.

Meaningful Participation Target: The school aims to increase the "Meaningful Participation" score from its current 54% to a target of 65% in the upcoming CHKS.

Changes to Strategies and Activities

Wellness Services: Strategy 4.13 has been added to increase the hours for the wellness coordinator. This change allows for expanded individual and small-group counseling time to address students' medical and mental health needs, which were identified as contributors to absenteeism.

Equitable Participation: The school added Strategy 4.14 to specifically survey families regarding parent education program changes to ensure the participation structure facilitates equitable access for culturally and linguistically diverse families.

Expanded Parent Education: Family Academy topics have been expanded to include specialized instruction on Autism/ADHD, Universal Design for Learning (UDL), executive functioning, and setting healthy boundaries. Strategy 4.15 was added to increase attendance at family education events.

Mentor Program: Strategy 4.10 now formalizes a partnership with the parent group (WOPFG) to establish mentors for new families across all grade levels to improve initial school connectedness.

Inclusive Scheduling: Strategy 4.9 was introduced to ensure religious holidays represented in the student population are considered when scheduling school activities

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,197.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
Targeted Allocation	\$33,197.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$33,197.00

Total of federal, state, and/or local funds for this school: \$33,197.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	33,197.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	33,197.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	33,197.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	33,197.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,065.00
Goal 2	11,066.00
Goal 3	11,066.00

School Site Council Membership

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

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

Name of Members	Role
Heidi Pilawski	Principal
Kendra Fehrer: Chairperson	Parent or Community Member
Stacie Dyrda	Classroom Teacher
Carrie Scott Overstreet	Other School Staff
Emily Holtzclaw	Classroom Teacher
Davina Racine	Classroom Teacher
Patrick Coughlin	Parent or Community Member
Tracey Au	Parent or Community Member
Han Hsin Chang	Parent or Community Member
Janki Chauhan	Parent or Community Member
Tracy List (alternate)	Parent or Community Member
Joe Chin (alternate)	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
	State Compensatory Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/21/2026.

Attested:

	Principal, Heidi Pilawski on 4/21/2026
	SSC Chairperson, Kendra Fehr on 4/21/2026