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	39685856042097	May 13, 2024	June 18, 2024

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

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

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

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

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

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

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Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:
Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities
To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.
Strategies to Address Goal #1 for ESSA Compliance:
Regularly review and align curriculum with state standards.
Provide targeted professional development opportunities for teachers to enhance their instructional practices..
Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency
Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.
Strategies to Address Goal #2 for ESSA Compliance:
Implement data-driven instructional practices to monitor student progress in ELA and Math.
Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.
Goal #3: Safe and Connected School Environment
We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.
Strategies to Address Goal #3 for ESSA Compliance:
Conduct regular climate surveys to gather feedback from students, families, and staff.
Analyze attendance and behavioral data to identify trends and implement interventions as needed.
Offer family engagement activities and resources to foster stronger connections between school and home.
By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

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

The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

Parents/guardians
School Site council - Community Members, Parents, Teachers, Staff - Oct. 23, 2023, Nov. 27, 2023, Jan. 16, 2024, Feb. 12, 2024
School faculty and staff Nov. 15, 2023
Community members
Advisory committees (e.g., English Learner Advisory committee, student advisory groups,)- Nov. 30,. 2023
Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:
Communication channels (e.g., newsletters, emails, school website, social media)
Meeting schedules and agendas
Opportunities for feedback and input
Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups include:
Faculty and staff meetings- Nov. 15, 2023
Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA. Oct. 23, 2023, Nov. 27, 2023, Jan. 16, 2024, Feb. 12, 2024

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.
Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes: April 23, 2024, May 13, 2024

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.

Based upon the California School Dashboard, Washington Elementary has been identified for Additional Targeted Support and Improve ATSI. The following subgroups, Students with Disabilities and Asian Students entered ATSI due to meeting the criteria based on Chronic Absenteeism as reported on the CA dashboard 2023 Release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of the students, staff, and the school community. The school needs will be addressed through a focus on our Attendance. Washington Elementary will be centered on 3 core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade level standards in a safe , engaging, and nurturing community.

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.

Based on the needs assessment, we have identified the following areas in subgroups but not the ALL Student category. The overall ALL Students are Yellow in ELA, Math, English Language Arts, EL Learner Progress, and Green in Suspension Rate. The subgroups that are red are English Learners and Students with disabilities that need significant improvement based on a review of the California School Dashboard and local data.

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.

Referring to the Dashboard we have identified (a) Chronic Absenteeism and English Language Arts as an area of focus with 2 subgroups English Learners and Students with Disabilities were red on the dashboard in this area. English Learners were Red in English Language Arts and Students with Disabilities were Red in English Language Arts and Chronic Absenteeism. Our Asian subgroup performed Red on the Dashboard in Chronic Absenteeism.

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.

> **English Language Arts**
> Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Washington School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:
> K-2 DIBELS Assessment
> 2nd-6th Grade Reading Inventory (RI)
> 3rd-6th Grade ELA iReady Universal Screener
> 3rd-6th Grade CAASPP English Language Arts
> This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

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.

> Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. The ELA indicators not met for the 2023-2024 school year are our Students with Disabilities and English Learners. addition, we have identified notable performance gaps among English Learners and All students on the CA Dashboard.
>
> To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.
>
> This goal is based on disaggregated data from the following sources:
> The 2022-2023 3rd - 6th CAASPP ELA Assessment
> The 2023 California Dashboard: ELA
> The 2023-2024 2nd-6th iReady MOY ELA Assessment
> The 2023-2024 K-2 MOY DIBELS Assessment
> The 2023-2024 2-6 MOY Reading Inventory (RI) Assessment

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
K-2 DIBELS Assessment	During the 2023-2024 school year, 50% of Kindergarten-3rd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. Grade K- 60% Grade 1- 45% Grade 2- 41%	During the 2024-2025 school year, 55% of Kindergarten-3rd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. Grade K- 65% Grade 1-45% Grade 2- 46%
2023 California Dashboard: ELA	The All student group as demonstrated on the 2023 CA Dashboard report scored 50.7 points below standard. The performance color for the ALL student group is Yellow.	The All Students group as demonstrated on the CA Dashboard report will increase by 45.7 towards standard. The performance color for the ALL student group will move from yellow to green.
2023-2024 3rd -6th iReady MOY ELA Assessment	During the 2023-2024 school year, 28% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 3-40% Grade 4-19% Grade 5-22% Grade 6-31%	During the 2024-2025 school year, 33% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 3-45% Grade 4-19% Grade 5-27% Grade 6-36%
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 26.9% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Grade 3- 25% Grade 4- 27% Grade 5- 36% Grade 6- 37%	During the 2023-2024 school year, 31% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Overall 31% Grade 3- 25% Grade 4- 27% Grade 5- 41% Grade 6- 42%

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	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.	All Students	0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA 41,390 Title I 1900 Other Cert Salaries .5 Site Funded Tosa 21165 Title I 3000 Benefits

	Modeling Lessons and Small Group Instruction: * Available to model or co-teach SIPPS or Amplify lessons. * Support teachers in delivering effective lessons. * Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: * Work with site administrators to give input on professional development based on needs. * Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. * Maintain consistent communication and interaction with administrators. Assessment Support: * Assist in DIBELS and SIPPS testing as needed. * Progress monitor own intervention students every 3 to 6 weeks. * Provide assistance to teachers with testing timelines.			.5 site funded benefits
1.2	MTSS Data Conferences and Analysis Provide release time for teachers to: * Analyze universal screeners and state/local data to identify trends and areas for improvement. * Collaborate, plan, and respond with best practices. * Foster collaboration among teachers to develop targeted intervention strategies. * Tailor instructional practices based on data insights to address diverse student needs. * Include specialists such as speech therapists, resource specialists, intervention teachers, counselor- tiered approach while considering the whole child. * Use Data Collection Sheets to track individual student progress. * Evaluate intervention effectiveness and instructional strategies for continuous improvement.	All Students		20,000 Title I 1150 Teacher Sub Subs for MTSS Data Conferences 0 Title I 3000 Benefits Sub Benefits 10,000 Title I 1120 Teacher Temp Teacher time cards 2,498 Title I 3000 Benefits time card benefits 1,000 Title I 5715 Print Shop print materials for students
1.3	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction. Teachers will utilize notebooks, pencils, organization bins, markers, white boards, paper, and other supplies needed for kinder through 6th grade Avid Strategies.	All Students		9,929 Title I 4300 Materials List AVID Supplies: 500 Title I 4475 Technology ($500-$9,999) ESGI Kinder

1.4	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District ELA Initiative Professional Developments Include: * Core SIPPS coaching * District provided ELA Coaches Site ELA Based Initiative Professional Developments Include: * PLC - Power Standards in ELA - Common Formative Assessments	All Students	0 Title I 5800 Prof and Operating/Consultants See PD 5.1 for Funding Allocation

Annual Review

SPSA Year Reviewed: 2023-24

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-3 DIBELS	During the 23-24 school year 46% of kindergarten through 3rd grade will perform at or above grade level on the Middle of Year Dibbles assessment.	In the 2023-2024 school year Washington Elementary is on target to meeting this goal. BOY data compared to MOY data. Kinder increased from 23% to 60%. 2nd increased from 35% to 40% , 3rd grade increased from 44% to 52%. increased from proficient. The average proficient students is 50.6%.
2nd-6th- Reading Inventory	During the 2023-2024 school year, 39% of 2nd-6th grade students will score proficient on the Middle of the Year Reading Inventory.	During the 2023-2024 school year, 41% of 2nd-6th grade students scored proficient on the Middle of the Year Reading Inventory.
ELA 3rd-6th ELA iReady	During the 2023-2024 school year, 36% of 3rd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	In the 2023-2024 school year Washington Elementary is on target to meeting this goal. BOY data to compared to MOY data. 3rd Grade 10% to 40%, At/Above. Fourth Grade 10% to 40%, Fifth Grade - 13% to 21%, Sixth - 23% - 29%,The average is 52.5%
ELA 3rd-6th Grade CAASPP English Language Arts	During the 2023 school year, 32% of 3rd-6th grade students will have met or exceeded standards on CAASPP/SBAC Assessments in ELA.	In the 2024 school year Washington Elementary will be closeto maintaining at 28% Met standard in ELA as projected by Iready Math Diagnostic.

Analysis

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

After careful analysis, we need to continue the strategies that are outlined in the plan. We utilized substitutes and teacher time cards for professional learning community collaboration. Teachers focused on Power standards , common formative assessments, data cycle, discussing instructional strategies. Teachers utilized data folders to help students track their progress towards the common core standards. The use of the ESGI measuring tool for Kindergarten gives additional data for teachers to use. It helps with instructional strategies, groupings ,and overall progress of students making gains towards grade level standards. This measures the kinder ELA standards.

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

We established a material threshold of $10,000. There are minimal material differences between the Proposed Expenditures for Goal 1- English Language Arts. We utilized our additional budget to purchase Intervention Kits, Language Power - ELD curriculum, and Haggerty for several grade levels. This will help give teachers resources to teach Multi Tiered Support Groups, English Language Development, and fill in the gaps for phonics instruction for some Kinder and First grade classes. We met and exceeded our articulated goal of 5% growth of the stated universal measures in English Language Arts by the middle of 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.

We will provide teachers with more professional development in early literacy to help teach ELA common standards such as the Reading Academy. We are introducing Haggerty to our K-3 teachers to help fill gaps with Phonics instruction. Many teachers will be using the Intervention Kits as a resource during MTSS. We will be funding an additional part time Intervention Teacher for ELA to help with our MTSS and intervention in the upper grades.

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
Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Washington Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students.
The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:
K-6th Grade Math iReady Universal Screener
3rd-6th Grade CAASPP Mathematics
This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

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.

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math indicators not met for the 2023-2024 school year are English Learners and Students with Disabilities. In addition, we have identified notable performance gaps among students with Disabilities and English Learners compared to a ALL students on the CA Dashboard.
To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:
The 2022-2023 3rd-6th CAASPP Math Assessment
The 2023 California Dashboard: Mathematics
The 2023-2024 K-6th grade iREady MOY Mathematics Assessment

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
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 26% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Overall 26% proficiency Grade 3- 21% Grade 4- 31% Grade 5- 32% Grade 6- 25%	During the 2023-24 school year, 31% of 3rd-6th grade students will meet or exceeded the standards on CAASPP/SBAC Assessments in Math. Overall 31% Grade 3- 26% Grade 4- 36% Grade 5- 37% Grade 6- 27%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 24% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-46% Grade 1- 24% Grade 2- %15 Grade 3- 10% Grade 4- 21% Grade 5- 19% Grade 6- 34%	During the 2024-25 school year, 29% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-51% Grade 1- 29% Grade 2- 20% Grade 3- 15% Grade 4- 26% Grade 5- 24% Grade 6- 39%
California Dashboard: Math	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 58.6 %points below standard. The performance color for the ALL student group is Yellow .	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 15 points towards standard. The performance color for the ALL student group will move from yellow to Green or Blue.

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	MTSS Data Conferences and Analysis Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress.	All Students	0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2

	Evaluate intervention effectiveness and instructional strategies for continuous improvement.		
1.2	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies All resources must be specific in detail Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	All Students	0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3
1.3	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District Math Initiative Professional Developments Include: * On Site Training with iRready Team * On Site District Coaching Site Math Based Initiative Professional Developments Include: * Teacher Collaboration Time - planning with new math Curriculum *Teacher Collaboration Time - Math Power Standards.	All Students	0 Title I 5800 Prof and Operating/Consultants See PD 5.1 for Funding Allocation

Annual Review

SPSA Year Reviewed: 2023-24

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd-6th Grade CAASPP	During the 2022-2023 school year, 21% of 3rd-6th grade students will meet or exceed the standards on CAASPP/SBAC Assessments in Math. 5% increase of 3rd - 6th graders scoring proficient.	During the 2022-2023 school year, 26% of 3rd -6th grade students met or exceeded the standards CAASSP Assessment in Math. Grade 3- 21% Grade 4- 31% Grade 5- 30% Grade 6- 22%

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 30% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. increase by 5%. kinder-43% Grade 1-24% Grade 2- 20% Grade 3-18% Grade 4 -47% Grade 5-47% Grade 6-29%	During the 2023-24 school year, 24% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-46% Grade 1- 24% Grade 2- 15% Grade 3- 10% Grade 4- 21% Grade 5- 19% Grade 6- 34%
K-6th MY Path LUSD	K-6 students will on average completed 40 min per week in 2023-24 school year	k-6 students on average completed 40 min per week MOY.

Analysis

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

At Washington Elementary the overall implementation of strategies were effective. Success was measured in both CAASPP and IREADY assessments. Both metrics demonstrated an increase in student achievement. We met our goal in math. Washington Elementary utilized all strategies included in the plan. Teachers met in grade level groups and received professional development by the IREADY curriculum team. They analyzed data, planned lesson by lesson to decide the power standards focus for teaching. They used the curriculum resources to create small groups, teach prerequisites, to help fill student learning gaps.

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

We established a threshold of $10,000 for material differences. For this math goal there weren't any actions and services that exceeded the material difference threshold.

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.

After careful analysis , we will continue our plan with providing professional development in IREADY Math. We will continue to provide teachers with time to collaborate to plan math instruction. We will do a deeper dive in the curriculum resources. Teachers will use data during collaboration time to review assessments. Teachers will design lesson by lesson to and monitor student progress towards power standards with in the curriculum. Teachers will use the prerequisites to fill in the gaps that students need for each lesson. We will monitor closely the student progress toward the individualized lessons in My Path. Teachers will continue to work with mathematics coaches and iReady consultants to build capacity and confidence. Instructional groupings will be utilized to support Tiered support within the classroom learning space. Washington Elementary will continue to develop and align instructional strategies and teaching practices aligned to the CA standards.

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 Learners
By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Washington Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

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.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified Math, ELA, and Chronic Absenteeism. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English 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
English Learner Progress Indicator reported by the California Dashboard	36.2% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	41% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

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	MTSS Data Conferences and Analysis Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs.	English Learners	0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits

	Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.			Sub Benefits- See ELA Goal 1.2
1.2	Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions. AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.	English Learners		0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3 16,500 Title I 4200 Books Intervention Kits for English Learners
1.3	District ELD Coach Support - Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.	English Learners		0 Title III 1900 Other Cert Salaries District ELD Coach

Annual Review

SPSA Year Reviewed: 2023-24

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner Progress Indicator (ELPI- California Dashboard)	We will increase by 5% of EL student will be make progress towards English Language Proficiency on the 2022-2023 Dashboard.	36% making progress toward English proficiency
English Learner CAASPP Data for ELA	We will decrease the points away from standard by 25 points.	80.4% below standard - maintained 2.5 points

Analysis

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

After careful analysis we had an increase in EL students that were reclassified from 8 to 17 students. We also had an increase for students that took the ELA CAASP in grades 3rd -6th grade. They increased from 4% to 7% proficient students. Washington will continue to utilize the Bilingual Paras to push in and pull out students who score ELPAC level of 1 and 2. Teachers will continue to follow the ELD schedule and teach ELD instruction to all levels of EL students. We held various professional development sessions for teachers that focused on EL strategies and ELPAC test taking strategies. Our EL students are receiving the additional MTSS ELA instruction and Math instruction.

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

We established a threshold of $10,000 for material differences. For this EL goal there weren't any actions and services that exceeded the material difference threshold.

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.

Washington Elementary will continue to focus on our EL learners progress in ELA, ELD, and Math weekly. We will continue to utilize the Bilingual paras to provide additional support. We will provide training for our Bilingual Paras in SIPPS instruction. Teachers will continue to analyze data, discuss instructional strategies during the academic conferences 3 times a year. We will provide training in ELD strategies to our paras and teachers. Teachers will use additional resources such as the Language Power curriculum to teach ELD.

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.

Parent Involvement
Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings, resulting in missed opportunities, for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and establishment of a strong school community. Many parents express the desire to be more engaged in their children's education and school community, but face barriers such as conflicting schedules, limited communication channels, and unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates diverse schedules and preferences while clearly defining roles and benefits of active involvement in the educational process. Feedback from parents and teachers indicates that parents are more likely to attend performances, and social events but less likely to attend academic focused opportunities.

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
Back to School Night	IN 2023 24 80% of parents participated in Back To School Night.	In 2024-2025 85% of parents are expected to participate in Back to School Night.
Sign In Sheets for Parent/Teacher Conferences	In 2023-2024 75% parents participated in Parent Teacher Conferences.	In 2024 -2025 80% of parents are expected to participate in Parent Teacher Conferences.
Open House	In 2023 -2024 - 80% of parents participated in Open House.	In 2024-2025 - 85% of parents are expected to participate in Open House.
School Site Council	In 2023-2024 we maintained 5 parents participated on School Site Council.	In 2024-2025 - expected to maintain 5 parents participating on School Site Council.

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	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.		500 Title I: Parent Involvement 4325 Food For Meetings Food for parent meetings
1.2	Communication Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.		2,086 Title I: Parent Involvement 4300 Materials materials for parent meetings and students resources 500 Title I: Parent Involvement 5715 Print Shop Materials for parent communication

Annual Review

SPSA Year Reviewed: 2023-24

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Back to School Night	Parent participation for Back to School Night will increase to 85% in 2023-2024.	Parent participation for back to school Night was approximately 80% in 2023-2024.
Sign In Sheets for Parent/Teacher Conferences	Increase parent participation by 5% in 2022-23, which would be more than 85% of students' parents will attend parent/teacher conferences	Parent participation for our parent / teacher conferences was approximately 75% percent in 2024.
Open House	Parent participation in for Open House will increase to 85% in 2023-2024.	Parent participation for our Open House is expected to be approximately 80% participation.
School Site Council	Parent participation for School Site Council will maintain to 5 parents 2023-2024.	Parent participation for school site council was approximately 85% participation.

Analysis

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

After careful analysis we need to increase overall parent involvement for our parents during parent conferences and coffee hour offerings. Our parent participation was very high during performances, Lunch on the Lawn , Harvest Festival, and various events that are not academic related. Many of our families do not speak English and we need para educators to translate during parent events. We offer many meetings to discuss goals, services, academics, and safety. However our attendance at these meetings are low.

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

We established a threshold of $5,000 for material differences. For this Parent Participation goal there weren't any actions and services that exceeded the material difference threshold.

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.

At Washington in order to increase parent involvement at our school we will increase parent engagement activities, offer more activities after school, and ensure we have adequate translating services for parents. We will offer various activities that include Lunch on the Lawn, Movie Nights, Harvest Festival, Stem Nights, and Parent Coffee Hours. The Parent Coffee Hours will continue to include an academic topic and a safety topic. We will continue to increase parent participation in ELAC, DLAC, and School Site Council.

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.

Professional & Educational Development
To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Washington will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)
LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified English Language Arts and Chronic Absenteeism and notable performance gaps among student groups on Dashboard indicators such as English Learners and Students with Disabilities.
To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups.

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
Professional Development Trainings, Meetings, and PLCs	80% of staff our staff meetings had topics such as PLC PD;s.	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets
ELA	2 of 4 Goal 1: ELA Metrics Met or Exceeded Expected Outcomes	3 of 4 Goal 1: ELA Metrics will Meet or Exceeded Expected Outcomes

Math	2 of 3 Goal 2: Math Metrics Met or Exceeded Expected Outcomes	3 of 3 Goal 2: Math Metrics will Meet or Exceeded Expected Outcomes

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	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. District Based Initiative Professional Developments Include: • Core SIPPS consultants- teacher release time • iReady Math Consultants - teacher release time Site Based Initiative Professional Developments Include: *Professional Learning Community - Solution Tree *PBIS (RCA)	All	11,000 Title I 5800 Prof and Operating/Consultants PD training in Professional Learning Communities 0 Title I 1150 Teacher Sub See ELA Goal 1 for Funding Allocation 12,500 Title I 5220 Conference PLC by Solution Tree, Ron Clark Academy
1.2	MTSS (Multi-Tiered System of Supports) Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include: Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions. Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success. Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support. Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.	All	0 Title I 1120 Teacher Temp see ELA Goal 1 for Funding Allocation

Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts. Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation. Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students. Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework. Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making. (Note: All collaboration time wii be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)	

Annual Review

SPSA Year Reviewed: 2023-24

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff meetings will focus on Professional Development and collaboration Kinder-6th Grade MTSS Tier 1 and 2 Academic Supports Kinder-6th Grade MTSS Tier 1 and 2 Behavioral Supports Kinder-6th Grade MTSS Tier 1 and 2 Social Emotional Supports	In the year 2023-24 school year we will increase by 5%, the goal will be 95% of teachers attending professional development opportunities.	In the year 2023-2024 school year we met our goal of 95% of staff attending professional development opportunities.

Analysis

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

We implemented all strategies and had 95 percent participate in professional development. The professional development focused on - Positive Behavior Intervention and Support. Power standards in English Language Arts and Math. Teachers gained a deeper understanding of the key standards with a focus on increasing instructional strategies. We held professional development for math utilizing the IREADY consultants to train teachers on prerequisites, small groups, and curriculum components. We had SIPPS coaching by Core consultants

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

We established a threshold of $10,000 for material differences. For this Professional Development goal there weren't any actions and services that exceeded the material difference threshold.

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

We will continue to provide professional development for teachers during our staff meetings and utilize subs for release time for teachers. The topics will include training on the professional learning community model with a focus on collaboration, Power Standards, Data Analysis, and Data Cycles. These strategies will help develop our school wide Multi Tiered Support System of Support. We will utilize the Core SIPPS coaches to strengthen teacher strategies for early literacy. We will utilize the math Iready Consultants to assist teachers with deeper dive into the math curriculum and focus on curriculum components, assessments, and instruction. We will provide training in Social Emotional Curriculum to help teachers with implementing SEL strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional Behavioral
Washington Elementary will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

Based on a comprehensive review of the needs assessments Chronic Absenteeism and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among Students with Disabilities and English Learners on the CA Dashboard.
To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

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
CA Dashboard - Chronic Absenteeism	All Student Group is Yellow 35.6%. Which is an decrease of 5.5 points.	All Student Group will obtain Green by decreasing the chronic absenteeism rate to 25.6%
CA Dashboard - Suspension Rate	All Student Group is Green 2.5% Which is an decrease of 1.4 points.	All Student Group will maintain Green by decreasing the suspension rates to 2.2%
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 96% Tier 2 TIF Score 99% Tier 3TIF Score 100%	2024-2025 Local Data: Tier 1 TFI Score 96% Tier 2 TIF Score 100%% Tier 2 TIF Score 100%%
PBIS Recognition	Gold or the 2023-2024 School Year	Platinum 2024-2025 School Year
Panorama Survey	All students scoring green in Sense of Belonging and Social Awareness Areas to improve in - 47% Self Efficacy, 46% Challenging Feelings, 41% emotion regulation	All students continued scoring green in Sense of belonging and Social Awareness 70 % - Self Efficacy, Challenging feelings, and emotion regulation

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	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All	0 Title I 1150 Teacher Sub See ELA Goal 1 for Funding Allocation 0 Title I 5800 Prof and Operating/Consultants See PD Goal 5 for Funding Allocation 0 Title I 5220 Conference See PD Goal 5 for Funding Allocation
1.2	Positive Behavioral Intervention and Supports Collaboration Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include: Leadership and Coordination: Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families. Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. Data Collection and Analysis: Collect and analyze behavior data to identify trends and areas of concern. Use data to make informed decisions about interventions and supports. Monitor the effectiveness of PBIS strategies and interventions over time. Developing and Implementing PBIS Systems: Establish clear behavioral expectations (behavioral matrix) for all areas of the school. Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. Design and implement proactive strategies to prevent challenging behaviors. Training and Professional Development: Provide training to staff on PBIS principles, strategies, and practices. Support staff in implementing PBIS strategies in their classrooms and across the school environment. Collaborate with outside experts and resources to improve staff training.	All	0 Title I 1150 Teacher Sub See ELA Goal 1

	Supporting Staff and Students: Offer guidance and resources to teachers and staff for implementing behavior interventions. Provide direct support and guidance to students who require additional behavioral support. Foster a positive and inclusive school culture through PBIS initiatives. Family and Community Engagement: Involve families in PBIS activities and initiatives. Communicate PBIS principles and expectations to families and gather their input and support. Collaborate with community organizations Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. Ensure ongoing fidelity and sustainability of PBIS implementation. (Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)			
1.3	Assemblies to support the school's curriculum and culture. The assemblies should include one or more of the following components; Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom. Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees. Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams. Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students. Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills. Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or	All		0 LCFF 5800 Prof and Operating/Consultants Assemblies

extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.		

Annual Review

SPSA Year Reviewed: 2023-24

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Analysis

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

New Goal for the 2024-2025 School Year

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

New Goal for the 2024-2025 School 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.

New Goal for the 2024-2025 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

ATSI Goal - Chronic Absenteeism
The educational outcomes of our Asian and Students with disabilities will mirror that of the general population (All Students group on the dashboard).

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

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.

CDE CA Dashboard Data for the 2022-23 school year indicates that Washington School is either in the red or orange in each of the following indicators for the following student groups:
Asian and Students with disabilities

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
CA Dashboard: Chronic Absenteeism Subgroups: Asian Students with Disabilities	42.9% (Red) of Asian students were chronically absent as reported on the 2023 CA Dashboard 45.8% (Red) of Students with Disabilities were chronically absent as reported on the 2023 CA Dashboard	42.4% or less of Asian Student Group will be chronically absent on the 2024 Dashboard to obtain Orange 45.3% or less of Students with Disabilities will be chronically absent on the 2024 Dashboard to obtain Orange

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	Positive Behavioral Intervention and Supports Collaboration To target chronic absenteeism for Asian students and students with disabilities through Positive Behavioral Intervention and Supports (PBIS) collaboration, Washington will implement the following strategies:	Student Groups: Asian Students with Disabilities	Title I See ELA and PD Goals for Funding Allocation

Leadership and Coordination:
Assign a PBIS team leader responsible for overseeing the implementation of PBIS specifically focusing on chronic absenteeism.
Coordinate efforts across the school community to ensure all stakeholders, including administrators, teachers, staff, students, and families, are engaged in addressing chronic absenteeism.
Facilitate regular team meetings dedicated to planning, monitoring, and adjusting PBIS initiatives aimed at reducing chronic absenteeism. Ensure documentation of these meetings is maintained.

Data Collection and Analysis:
Collect and analyze attendance data to identify trends and patterns related to chronic absenteeism among Asian students and students with disabilities. Use data to make informed decisions about interventions and supports tailored to address the unique needs of these student groups.
Monitor the effectiveness of PBIS strategies and interventions in reducing chronic absenteeism over time.

Developing and Implementing PBIS Systems:
Establish clear behavioral expectations related to attendance for all students, including Asian students and students with disabilities.
Develop and implement a tiered system of supports that includes targeted interventions for students at risk of chronic absenteeism.
Design proactive strategies such as incentives, mentorship programs, or personalized support plans to prevent chronic absenteeism among Asian students and students with disabilities.

Training and Professional Development:
Provide training to staff specifically addressing the intersection of PBIS principles with the needs of Asian students and students with disabilities.
Support staff in implementing attendance-focused PBIS strategies in their classrooms and across the school environment.
Collaborate with outside experts and resources specializing in supporting diverse student populations to enhance staff training and professional development.

Supporting Staff and Students:
Offer guidance and resources to teachers and staff for implementing attendance interventions effectively.
Provide direct support and guidance to Asian students and students with disabilities who require additional assistance in overcoming barriers to attendance.
Foster a positive and inclusive school culture through PBIS initiatives that prioritize the attendance and well-being of all students.

Family and Community Engagement:

	Involve families of Asian students and students with disabilities in PBIS activities and initiatives focused on addressing chronic absenteeism. Communicate PBIS principles related to attendance expectations to families and seek their input and support in promoting regular attendance. Collaborate with community organizations to leverage resources and support systems that can contribute to reducing chronic absenteeism among the targeted student groups. Evaluation and Continuous Improvement: Regularly evaluate the effectiveness of PBIS practices and interventions in reducing chronic absenteeism among Asian students and students with disabilities. Use evaluation findings to make data-driven decisions and improvements to the PBIS framework tailored to the specific needs of these student populations. Ensure ongoing fidelity and sustainability of PBIS implementation by continually assessing and refining strategies to address chronic absenteeism.		

Annual Review

SPSA Year Reviewed: 2023-24

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Language Arts	Low for Black/African American and Students with Disabilities	African American No performance color, Students with disabilities Low
Math	Low for students with Disabilities and Medium for English Learners	Both Student Groups moved to Orange.
Chronic Absenteeism	High for English Learners, Students with Disabilities, White Students, and Asian	White students improved to Orange, English Learners improved to Yellow. Students with Disabilities and Asian students stayed at Red.
Suspension Rate	Medium for English Learners and White , Low for Students with Disabilities , Very Low for Asian	Green for the Student Groups: English Learners and White Orange for the Student Group: Asian Yellow for the Student Group: Students with Disabilities

Analysis

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

Overall the strategies outlined in the plan were very effective for Suspension Rate, Math, and English Language Arts. We held assemblies quarterly to reward students. We used our schoolwide Positive Behavior System and House System to help with lowering our suspension rate. The strategies were not effective for chronic absenteeism. We need to continue to implement our weekly attendance competitions.

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

There were no 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.

Washington Elementary will continue to put forth efforts to lower chronic absenteeism. We will utilize our Parent Liaison to connect and meet with families. We will offer incentives for attendance and awards. We will continue to implement all the strategies in our ELA and Math to improve academics.

Goals, Strategies, & Proposed Expenditures

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

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	$149,568.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$149,568.00
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	$146,482.00
Title III	$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $146,482.00

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 ($)
Central Title I	$0.00
LCFF	$0.00
Title I: Parent Involvement	$3,086.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $3,086.00

Total of federal, state, and/or local funds for this school: $149,568.00

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
Central Title I	0.00
LCFF	0.00
Title I	146,482.00
Title I: Parent Involvement	3,086.00
Title III	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	10,000.00
1150 Teacher Sub	20,000.00
1900 Other Cert Salaries	41,390.00
3000 Benefits	23,663.00
4200 Books	16,500.00
4300 Materials	12,015.00
4325 Food For Meetings	500.00
4475 Technology ($500-$9,999)	500.00
5220 Conference	12,500.00
5715 Print Shop	1,500.00
5800 Prof and Operating/Consultants	11,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
5800 Prof and Operating/Consultants	LCFF	0.00
1120 Teacher Temp	Title I	10,000.00
1150 Teacher Sub	Title I	20,000.00
1900 Other Cert Salaries	Title I	41,390.00
3000 Benefits	Title I	23,663.00
4200 Books	Title I	16,500.00
4300 Materials	Title I	9,929.00
4475 Technology ($500-$9,999)	Title I	500.00
5220 Conference	Title I	12,500.00
5715 Print Shop	Title I	1,000.00
5800 Prof and Operating/Consultants	Title I	11,000.00
4300 Materials	Title I: Parent Involvement	2,086.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	500.00
1900 Other Cert Salaries	Title III	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	106,482.00
Goal 2	0.00
Goal 3	16,500.00
Goal 4	3,086.00
Goal 5	23,500.00
Goal 6	0.00

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

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Gina Lopez	Principal
Sara Estrella	Classroom Teacher
Leigh Kielhold	Classroom Teacher
Dean Kurtz	Parent or Community Member
Tara Spagnola	Parent or Community Member
Leigh Kielhold	Classroom Teacher
Melissa Schamber	Classroom Teacher
Stephanie Haner	Parent or Community Member
Luara Suess	Parent or Community Member
Mari Gonzalez	Other School Staff
Samantha Jacobs	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
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2024.

Attested:

	Principal, Gina Lopez on May 13, 2024
	SSC Chairperson, Mari Gonzalez on May 13, 2024