

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary School	12-75515-6007827	December 14, 2022	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Using indicators of student achievement and school quality, Washington's SPSA targets student and educator engagement, school climate, access to and completion of coursework, and pupil readiness. We have created our goals based on our school's needs which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals. Goal 1 All students will demonstrate college and career readiness in clean and modernized schools. Goal 2 All students will learn in a safe, supportive, and culturally responsive environment where students, families, and the community are valued, connected, and engaged.

Our attendance, suspension, and PBIS (SWIS) data indicate a need to continue to focus on creating a safe, supportive, and culturally responsive environment where all stakeholders feel valued, connected, and engaged.

Decrease the percentage of chronically absent students from 12.4% of students to less than 9% of students.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The California Healthy Kids survey was administered to a portion of student in the 5th grade during the spring of 2022. Results indicated that work needs to be done to ensure students feel an extended sense of connectedness with the school.

## Classroom Observations

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

Observations by site and district staff were conducted on a regular basis. Site goals around academic achievement and school climate were a focus. Observations indicate a need for staff professional development on positive behavior interventions and supports, restorative practices, classroom management and support for implementing Core Curriculum.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Staff analyze formative and summative assessments on an ongoing basis in order to drive instruction to support differentiated student learning. The Eureka City Schools Elementary team was trained in elements of the district LCAP. The county coordinator along with District and Site coaches/staff facilitated trainings for staff to analyze our CAASPP data. Our school grade level teams set goals for student improvement that are based on the CAASPP results and are aligned with the districts LCAP goals.

Staff utilize assessments from adopted curriculum and a pacing guide has been created to provide timely feedback. Staff are provided the opportunity to analyze student data and make instructional and curricular decisions based on student need. Additionally, staff are trained and utilize interim assessments to guide instruction in language arts and math.

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

In order to be responsive to student academic and social/emotional needs during COVID-19, the Learning Continuity and Attendance Plan was developed by the district in the 2020-2021 school year. This allowed for a smooth transition to in person learning for the 2021-2022 school year. In order to accurately gauge the loss of learning during distance learning, we have a collection of assessments in place for determining areas of need and how to address the holes in student's educational progress. We started the 2022-2023 school year teachers administered the Fountas and Pinnell BAS reading assessment to all students in grades first through fifth. We also utilized IXL digital diagnostic in the areas of language

arts and math to establish a baseline in these areas. We currently use the Humboldt County Core Growth assessment system for our TK-2nd grade students and teachers have time built into their instructional day specifically set aside to assess students. This measures skills in both language arts and math. Additionally, our district participated in CAASPP testing during the 2021-2022 school year and this information was reviewed once available.

We have implemented a schoolwide data tracking system that is updated every three months. The data is reviewed by our site data team and changes in instruction and intervention reflect the current student need. Staff are provided regular opportunities to reflect on student progress and teaching is modified as needed. There is an active Student Study Team at Washington Elementary that meets twice weekly to address academic, behavioral and other student concerns in partnership with families.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Washington Elementary School provides an academically challenging program for its 490 students with 19 general education

classroom teachers, one Special Day Class Teacher, two Resource Specialist Teacher, 1.5 FTE Reading Intervention teacher, 1.0 ELD teachers, .5 FTE Math Intervention Teacher, part time Social Worker and Intern, and one TOSA.

Student

instruction is supported by the services of a speech therapist, a school psychologist, and a school nurse. Other personnel include our principal, a school secretary, a library technician, literacy technicians, math technician, a clerk typist, two

custodians, a food service worker, four cafeteria/playground monitors, an after-school program coordinator, two behavior support aides, Instructional aides in TK-3 has been added 2021-2022 school year.

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

All teachers are fully credentialed and are provided with district adopted curriculum for all students; teachers are provided training/support on utilizing adopted materials.

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

Staff development is tied to content standards and data around those standards, site staff team-building, and standards of the teaching profession.

Pre-service days are attended by all teachers TK-5. The pre-service days provide training around our district curricula in ELA, Math, and Social-Emotional Development. A scope and sequence for SEL, as well as, a digital component were provided to teachers to explore and access. During the year, three days of ongoing professional development were attended by TK-5 teachers. Visible Learning with an emphasis on Learning Targets and Success Criteria was one theme for training. Accessing online resources such as IXL and Datasheets was a focus of on site trainings. Every other Monday, administrators and CARE specialists prepared professional development opportunities around Phonics progression, SEL, Data Days, responding and diagnosing data, and writing.

progression, Universal Screening tool and SEL, Data Days, responding and diagnosing data, and writing.

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

District-based instructional coaches (CARE Specialists) are available 5 days a week to teachers for ongoing professional development and support. Lafayette also utilizes teacher leaders to support peers, such as in the area of Language Arts, ELD and Math. Teachers also have ongoing access to administrative support as needed.

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

Students dismiss early on Mondays to allow for collaboration across TK-5. Every other Monday is facilitated by administrator, and other Mondays by teacher grade level teams. CARE is an active part of establishing this development time. Focus is on ELA, math, and social emotional learning.

CARE specialists are targeted to specific areas of coaching: TK-2 ELA, TK-2 Math, 3-5th ELA, 3-5th Math. This allows coaching cycles to reach more teachers around content. New teachers are encouraged to complete at least one coaching cycle in the year. Teacher Academy is led by our CARE specialist. At the Academy, teachers collaborate around district initiatives, new teacher needs, and best practice in the teaching of reading, writing, and math. Many teachers attend the Academy regardless of years of service.

## Teaching and Learning

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

Curriculum, instruction and materials at Washington is aligned with the appropriate State standards. Teachers adhere to district developed pacing guides to ensure timely delivery of content and assessments.

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

Weekly schedules are reviewed by the instructional coach and administrator at the start of the school year to ensure teachers are providing the recommended instructional minutes in both language arts and math.

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

Students at Washington Elementary have access to reading and math intervention. English Learners are provided ELD instruction daily. Students with IEPs and 504s have access to these supplemental services as they are needed in their goals.

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

The school board approves the standards-based instructional materials. Diverse standards-based curriculum is delivered in all classrooms.

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

## Opportunity and Equal Educational Access

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

School provides ELD instruction to all qualifying students. Indian Education services, special education services and intervention services in reading and math are all available to any student who needs it. Social emotional learning is offered to all students as well.

## Evidence-based educational practices to raise student achievement

Differentiation is used in every classroom to address unique learning needs of each student. Universal Access in the form of guided reading is offered to all students daily. Literacy technicians, math technicians and classroom aides are utilized to support students in need of extra support and practice. Structured student talk is used to build communication skills and support critical thinking. All teachers are trained in various engagement strategies and instructional norms in order to support equity, develop relationships and checking for understanding.

## Parental Engagement

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

Students performing at least 2 years below grade level in reading skills are recommended for Reading Intervention. Through the BPST assessment, Reading Intervention and classroom teachers address phonics gaps in students through UFLI. Family and school may both request a student study team meeting be held to address under performance.

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

The School Site Council is made up of parents, teachers and other school personnel. They provide feedback on Title 1 programs and expenditures. The Site Council meets monthly and regular opportunities for input are embedded in each meeting.

## Funding

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

Library technicians provide opportunities for students and classes to access quality literature to meet ELA standards. CARE specialist supports teacher growth and data collection, so teachers are building strong targeted lesson in the classroom to address diverse student needs. We have added additional hours to our monitors to allow for lower student to adult ration.

Through PIQE, both EL and non- EL families/parents access information to understand and clarify the educational systems. The overview of school systems and stakeholders is explained to parents. Parents become more familiar with the school system, so they can easily navigate the school to support their child.

Social emotional learning is supported by the addition of supplemental materials and curriculum that align with the Second Step scope and sequence.

Fiscal support (EPC)

Washington Elementary in conjunction with the District, receives Title 1 funding that is identified and allocated based upon the student population and enrollment that is then utilized to provide Title 1 services. The School Site Council reviews progress monthly and provides ongoing input to the allocated expenditures.

Teachers are trained on completing a digital BTF to track behavior incidents for schoolwide decision making around school climate.

## Stakeholder Involvement

How, when, and with whom did the 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

School Site Council, English Learner Advisory Committee, and Parent Teacher Association met in November and December 2022. At these meetings, stakeholders reviewed the previous year's data, discussed school academic goals and school climate, and elicited input. School Principal provided a draft of budget expenditures, based also on input from previous meetings, to stakeholders. School Site Council members voted to approve the draft budget; changes can be made as indicated once data from 2022-23 is available and reviewed.

## Resource Inequities

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

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	6.11%	4.9%	4.69%	28	22	23
African American	0.66%	0.7%	0.82%	3	3	4
Asian	7.42%	9.1%	10.20%	34	41	50
Filipino	1.09%	0.9%	0.41%	5	4	2
Hispanic/Latino	20.96%	22.7%	22.24%	96	102	109
Pacific Islander	1.09%	0.7%	0.61%	5	3	3
White	48.91%	47.7%	47.55%	224	214	233
Multiple/No Response	13.76%	13.4%	13.47%	63	60	66
<b>Total Enrollment</b>				458	449	490

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	91	92	99
Grade 1	75	76	76
Grade 2	80	75	84
Grade 3	70	77	81
Grade 4	68	67	83
Grade 5	74	62	67
<b>Total Enrollment</b>	458	449	490

### Conclusions based on this data:

1. Kindergarten enrollment has increased
2. Our Asian population has increased

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	58	55	61	12.7%	12.20%	12.4%
Fluent English Proficient (FEP)	8	10	11	1.7%	2.20%	2.2%
Reclassified Fluent English Proficient (RFEP)	4	1		6.0%	0.20%	

### Conclusions based on this data:

1. We have had a decrease in reclassified Fluent English Proficient



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	69	80	81	69	70	79	69	70	79	100	87.5	97.5
Grade 4	75	67	80	73	58	77	73	58	77	97.3	86.6	96.3
Grade 5	80	63	70	78	61	70	78	61	70	97.5	96.8	100.0
All Grades	224	210	231	220	189	226	220	189	226	98.2	90.0	97.8

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2392.	2378.	2366.	14.49	8.57	7.59	15.94	15.71	15.19	33.33	35.71	26.58	36.23	40.00	50.63
Grade 4	2430.	2437.	2414.	16.44	10.34	6.49	13.70	25.86	20.78	27.40	18.97	24.68	42.47	44.83	48.05
Grade 5	2488.	2466.	2494.	17.95	14.75	11.43	29.49	16.39	40.00	20.51	22.95	22.86	32.05	45.90	25.71
All Grades	N/A	N/A	N/A	16.36	11.11	8.41	20.00	19.05	24.78	26.82	26.46	24.78	36.82	43.39	42.04

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.49	7.14	6.33	53.62	57.14	44.30	31.88	35.71	49.37
Grade 4	12.33	12.07	9.09	50.68	60.34	68.83	36.99	27.59	22.08
Grade 5	20.51	13.11	8.57	50.00	65.57	72.86	29.49	21.31	18.57
All Grades	15.91	10.58	7.96	51.36	60.85	61.50	32.73	28.57	30.53

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.49	1.45	5.06	49.28	60.87	50.63	36.23	37.68	44.30
Grade 4	10.96	5.17	3.90	45.21	60.34	46.75	43.84	34.48	49.35
Grade 5	25.64	11.48	11.43	41.03	42.62	58.57	33.33	45.90	30.00
All Grades	17.27	5.85	6.64	45.00	54.79	51.77	37.73	39.36	41.59

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.25	2.86	5.06	60.87	75.71	70.89	31.88	21.43	24.05
Grade 4	9.59	8.62	3.90	69.86	75.86	71.43	20.55	15.52	24.68
Grade 5	10.26	11.48	11.43	62.82	77.05	78.57	26.92	11.48	10.00
All Grades	9.09	7.41	6.64	64.55	76.19	73.45	26.36	16.40	19.91

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.49	12.86	8.86	52.17	60.00	58.23	33.33	27.14	32.91
Grade 4	12.33	5.17	3.90	52.05	79.31	63.64	35.62	15.52	32.47
Grade 5	24.36	13.11	18.57	46.15	52.46	64.29	29.49	34.43	17.14
All Grades	17.27	10.58	10.18	50.00	63.49	61.95	32.73	25.93	27.88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 70% of 3rd and 4th graders nearly met or did not meet the standard
2. 44% of 4th graders scored "standard not met" in writing
3. Only 7% of 3rd graders score above standard in listening.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	70	80	81	69	73	79	69	73	79	98.6	91.3	97.5
Grade 4	75	67	80	73	61	77	73	60	77	97.3	91.0	96.3
Grade 5	80	63	70	78	61	70	78	61	70	97.5	96.8	100.0
All Grades	225	210	231	220	195	226	220	194	226	97.8	92.9	97.8

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2414.	2392.	2404.	15.94	9.59	12.66	26.09	27.40	24.05	26.09	17.81	30.38	31.88	45.21	32.91
Grade 4	2465.	2447.	2433.	15.07	6.67	7.79	23.29	26.67	20.78	36.99	40.00	32.47	24.66	26.67	38.96
Grade 5	2481.	2489.	2498.	14.10	21.31	15.71	17.95	13.11	27.14	33.33	34.43	32.86	34.62	31.15	24.29
All Grades	N/A	N/A	N/A	15.00	12.37	11.95	22.27	22.68	23.89	32.27	29.90	31.86	30.45	35.05	32.30

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.29	16.44	15.19	37.68	43.84	51.90	42.03	39.73	32.91
Grade 4	26.03	8.33	12.99	38.36	43.33	44.16	35.62	48.33	42.86
Grade 5	20.51	22.95	14.29	33.33	45.90	57.14	46.15	31.15	28.57
All Grades	22.27	15.98	14.16	36.36	44.33	50.88	41.36	39.69	34.96

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.74	17.81	13.92	53.62	43.84	58.23	24.64	38.36	27.85
Grade 4	16.44	13.33	11.69	49.32	55.00	46.75	34.25	31.67	41.56
Grade 5	14.10	18.03	15.71	44.87	49.18	62.86	41.03	32.79	21.43
All Grades	17.27	16.49	13.72	49.09	48.97	55.75	33.64	34.54	30.53

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.99	9.59	13.92	37.68	56.16	56.96	33.33	34.25	29.11
Grade 4	20.55	6.67	3.90	43.84	66.67	62.34	35.62	26.67	33.77
Grade 5	11.54	14.75	8.57	50.00	55.74	74.29	38.46	29.51	17.14
All Grades	20.00	10.31	8.85	44.09	59.28	64.16	35.91	30.41	26.99

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Continued support is needed in this area and reading intervention is a continuous need.
2. Digging deeper into ELA progress, This year, we are piloting a phonics progression program K-3 with all teaches K-5 trained by our reading intervention teacher. Materials for both half pint decodables and UFLI phonics progression have been issued to teachers.
3. Instructional support in K-5 grade classrooms for small group instruction, while focusing reading specialist on 2-5th grade students. Designing a strong word study and writing component of reading program. Three ECS experts will lead writing units with teachers from November 2022- March 2023.

# School and Student Performance Data

## 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1415.4	*	*	1426.5	*	*	1388.9	*	*	13	8	9
<b>1</b>	1447.9	*	*	1466.5	*	*	1428.7	*	*	11	8	6
<b>2</b>	*	1484.0	*	*	1478.1	*	*	1489.5	*	10	12	8
<b>3</b>	*	1472.5	1482.3	*	1468.8	1500.0	*	1475.6	1463.9	8	12	11
<b>4</b>	1523.3	*	1496.6	1519.9	*	1502.3	1526.1	*	1490.4	11	9	12
<b>5</b>	*	*	*	*	*	*	*	*	*	10	7	8
<b>All Grades</b>										63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	7.69	*	*	46.15	*	*	38.46	*	*	7.69	*	*	13	*	*
<b>1</b>	9.09	*	*	45.45	*	*	27.27	*	*	18.18	*	*	11	*	*
<b>2</b>	*	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12	*
<b>3</b>	*	8.33	0.00	*	25.00	45.45	*	41.67	45.45	*	25.00	9.09	*	12	11
<b>4</b>	18.18	*	16.67	63.64	*	50.00	18.18	*	25.00	0.00	*	8.33	11	*	12
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	19.05	10.71	9.26	46.03	32.14	44.44	26.98	41.07	33.33	7.94	16.07	12.96	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	15.38	*	*	46.15	*	*	30.77	*	*	7.69	*	*	13	*	*
<b>1</b>	9.09	*	*	45.45	*	*	27.27	*	*	18.18	*	*	11	*	*
<b>2</b>	*	16.67	*	*	50.00	*	*	33.33	*	*	0.00	*	*	12	*
<b>3</b>	*	16.67	36.36	*	50.00	63.64	*	16.67	0.00	*	16.67	0.00	*	12	11
<b>4</b>	54.55	*	50.00	36.36	*	33.33	9.09	*	8.33	0.00	*	8.33	11	*	12
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	36.51	16.07	31.48	39.68	48.21	46.30	17.46	26.79	14.81	6.35	8.93	7.41	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	7.69	*	*	23.08	*	*	46.15	*	*	23.08	*	*	13	*	*
<b>1</b>	0.00	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*	*
<b>2</b>	*	16.67	*	*	25.00	*	*	50.00	*	*	8.33	*	*	12	*
<b>3</b>	*	8.33	0.00	*	0.00	0.00	*	58.33	63.64	*	33.33	36.36	*	12	11
<b>4</b>	0.00	*	0.00	63.64	*	8.33	27.27	*	58.33	9.09	*	33.33	11	*	12
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	7.94	7.14	3.70	36.51	12.50	12.96	36.51	50.00	51.85	19.05	30.36	31.48	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	30.77	*	*	61.54	*	*	7.69	*	*	13	*	*
<b>1</b>	54.55	*	*	36.36	*	*	9.09	*	*	11	*	*
<b>2</b>	*	25.00	*	*	75.00	*	*	0.00	*	*	12	*
<b>3</b>	*	8.33	36.36	*	83.33	63.64	*	8.33	0.00	*	12	11
<b>4</b>	27.27	*	41.67	63.64	*	41.67	9.09	*	16.67	11	*	12
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	30.16	21.43	33.33	61.90	67.86	59.26	7.94	10.71	7.41	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	23.08	*	*	69.23	*	*	7.69	*	*	13	*	*
<b>1</b>	9.09	*	*	63.64	*	*	27.27	*	*	11	*	*
<b>2</b>	*	25.00	*	*	75.00	*	*	0.00	*	*	12	*
<b>3</b>	*	16.67	45.45	*	66.67	54.55	*	16.67	0.00	*	12	11
<b>4</b>	81.82	*	75.00	18.18	*	8.33	0.00	*	16.67	11	*	12
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	50.79	26.79	48.15	41.27	60.71	40.74	7.94	12.50	11.11	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	7.69	*	*	84.62	*	*	7.69	*	*	13	*	*
<b>1</b>	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
<b>2</b>	*	16.67	*	*	75.00	*	*	8.33	*	*	12	*
<b>3</b>	*	8.33	0.00	*	25.00	18.18	*	66.67	81.82	*	12	11
<b>4</b>	9.09	*	0.00	81.82	*	58.33	9.09	*	41.67	11	*	12
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	7.94	7.14	9.26	71.43	55.36	42.59	20.63	37.50	48.15	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	23.08	*	*	38.46	*	*	38.46	*	*	13	*	*
<b>1</b>	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
<b>2</b>	*	16.67	*	*	66.67	*	*	16.67	*	*	12	*
<b>3</b>	*	8.33	0.00	*	75.00	81.82	*	16.67	18.18	*	12	11
<b>4</b>	18.18	*	0.00	81.82	*	83.33	0.00	*	16.67	11	*	12
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	17.46	8.93	1.85	65.08	64.29	75.93	17.46	26.79	22.22	63	56	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Students continue to need specific instruction in the area of language acquisition.
2. Continue to fund ELD aide services for our TK-1 students. Teacher pushes into TK-K classrooms for oral language development across all early grades.
3. A full-time EL teacher will continue to support identified EL students in the area of language development through reading, writing, listening and speaking instruction.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>490</b>	<b>67.1</b>	<b>12.4</b>	<b>1.2</b>
Total Number of Students enrolled in Washington Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	61	12.4
Foster Youth	6	1.2
Homeless	22	4.5
Socioeconomically Disadvantaged	329	67.1
Students with Disabilities	75	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8
American Indian	23	4.7
Asian	50	10.2
Filipino	2	0.4
Hispanic	109	22.2
Two or More Races	66	13.5
Pacific Islander	3	0.6
White	233	47.6

**Conclusions based on this data:**

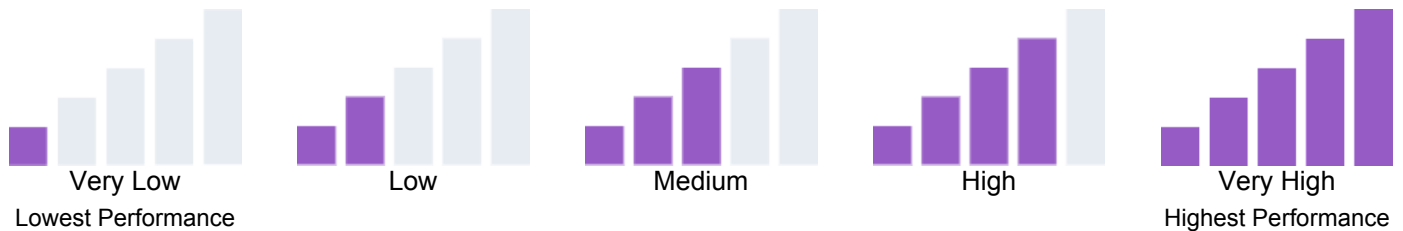
1. Staff will continue to analyze the California dashboard in order to identify subgroups that require extra support in the area of language arts.
2. Washington has a diverse student population. Continued work with Culturally Responsive Teaching is needed.

# School and Student Performance Data

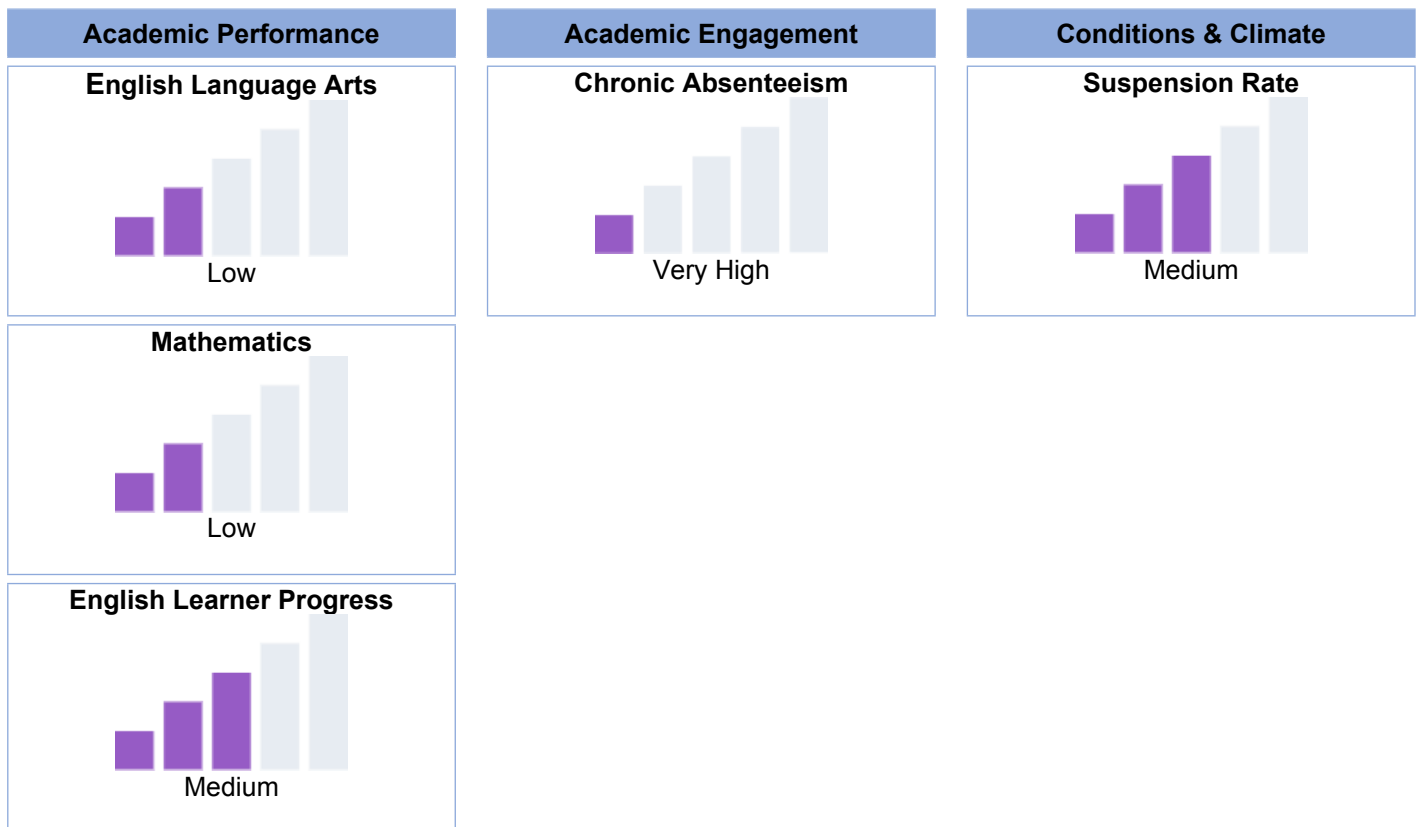
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



### Conclusions based on this data:

1. Mathematics has been the area of growth for Washington students since the adoption of a Common Core aligned math program, enabling teacher collaboration and correlation. Teachers need to be supported in continuing implementation of the program. This year, we have a full time math intervention teacher. Mornings this teacher pushes into our K-2nd grade math classes to teach small groups. Continue the math technician to support 3-5 students.

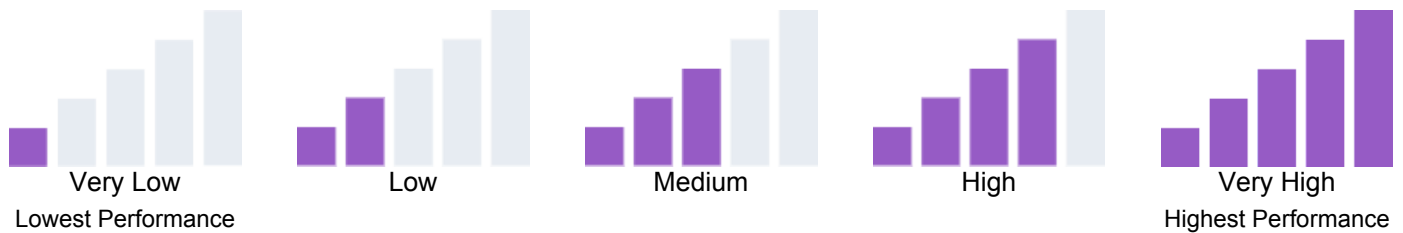
- 2. Suspension rates needs to be a huge emphasis
- 3. Teachers will support students in the area of Language arts through the implementation of Fountas and Pinnell Classroom in grades TK-5. Additional supplemental materials are being used to support phonics instruction. We will train our staff with UFLI and half pint readers. Reading intervention support should continue to be offered.

# School and Student Performance Data

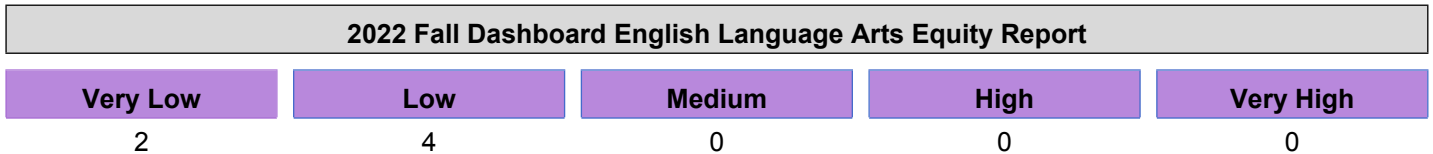
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

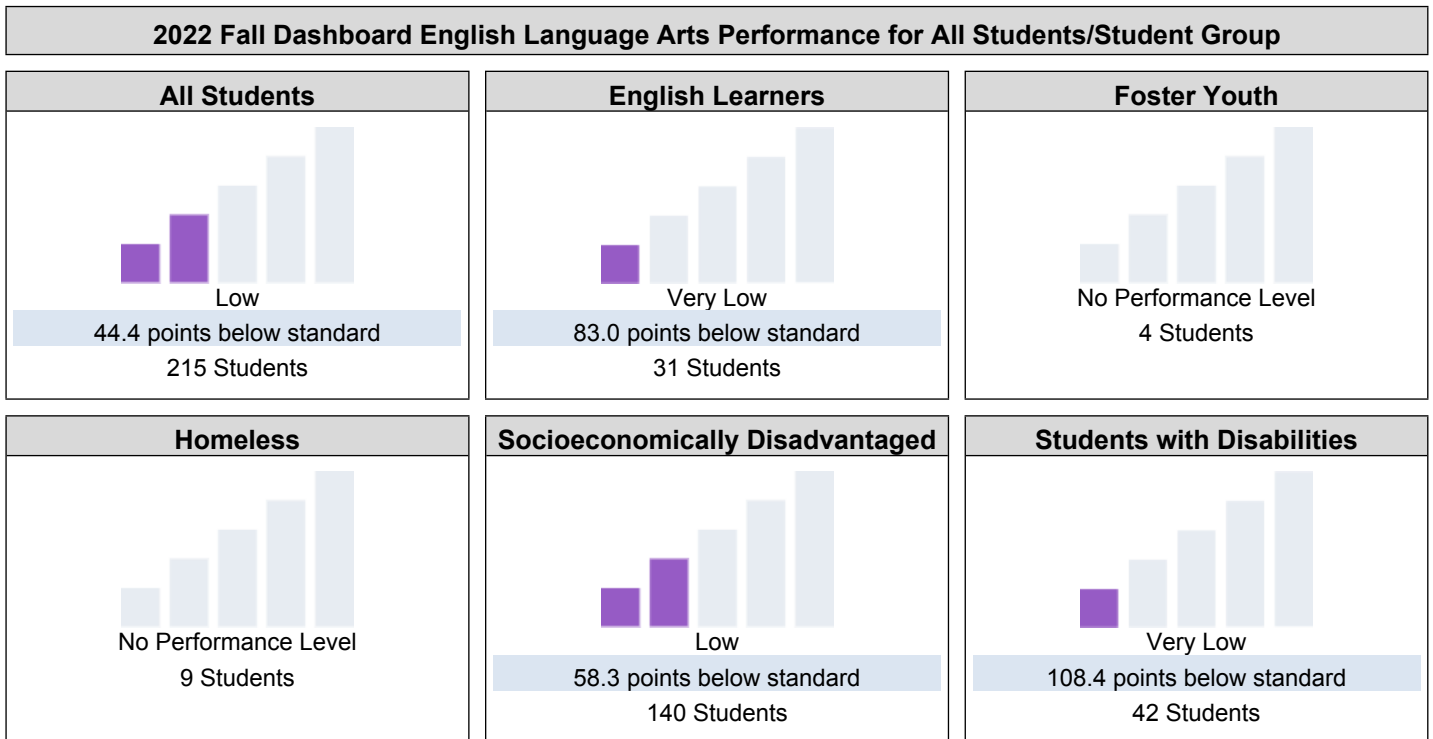
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



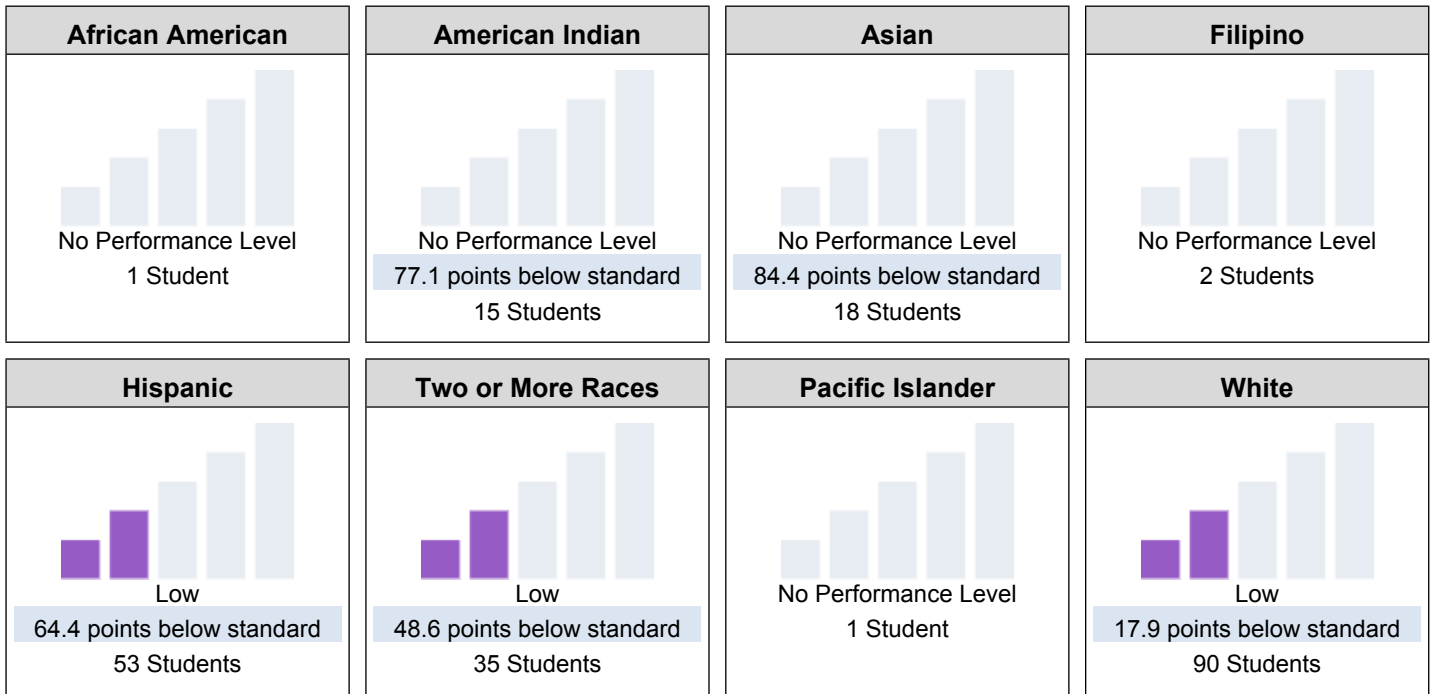
This section provides number of student groups in each level.



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.



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>91.6 points below standard</p> <p>29 Students</p>	<p>2 Students</p>	<p>38.4 points below standard</p> <p>178 Students</p>

### Conclusions based on this data:

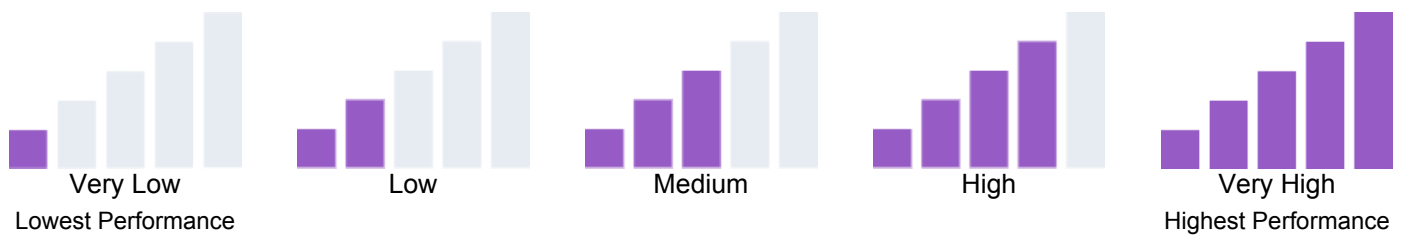
1. 83% of EL scored below average
2. Nearly 64.4% of Hispanic students scored below average
3. 17.9% of students classified as white scored below average

# School and Student Performance Data

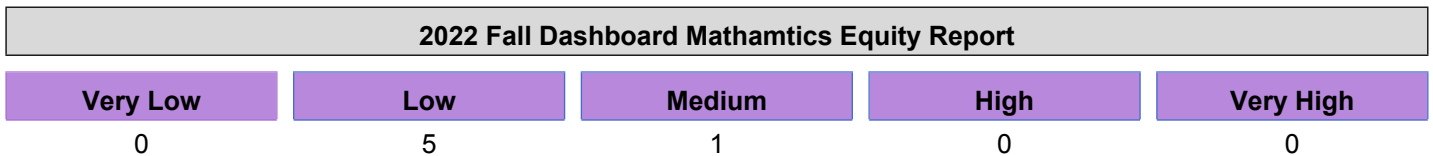
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

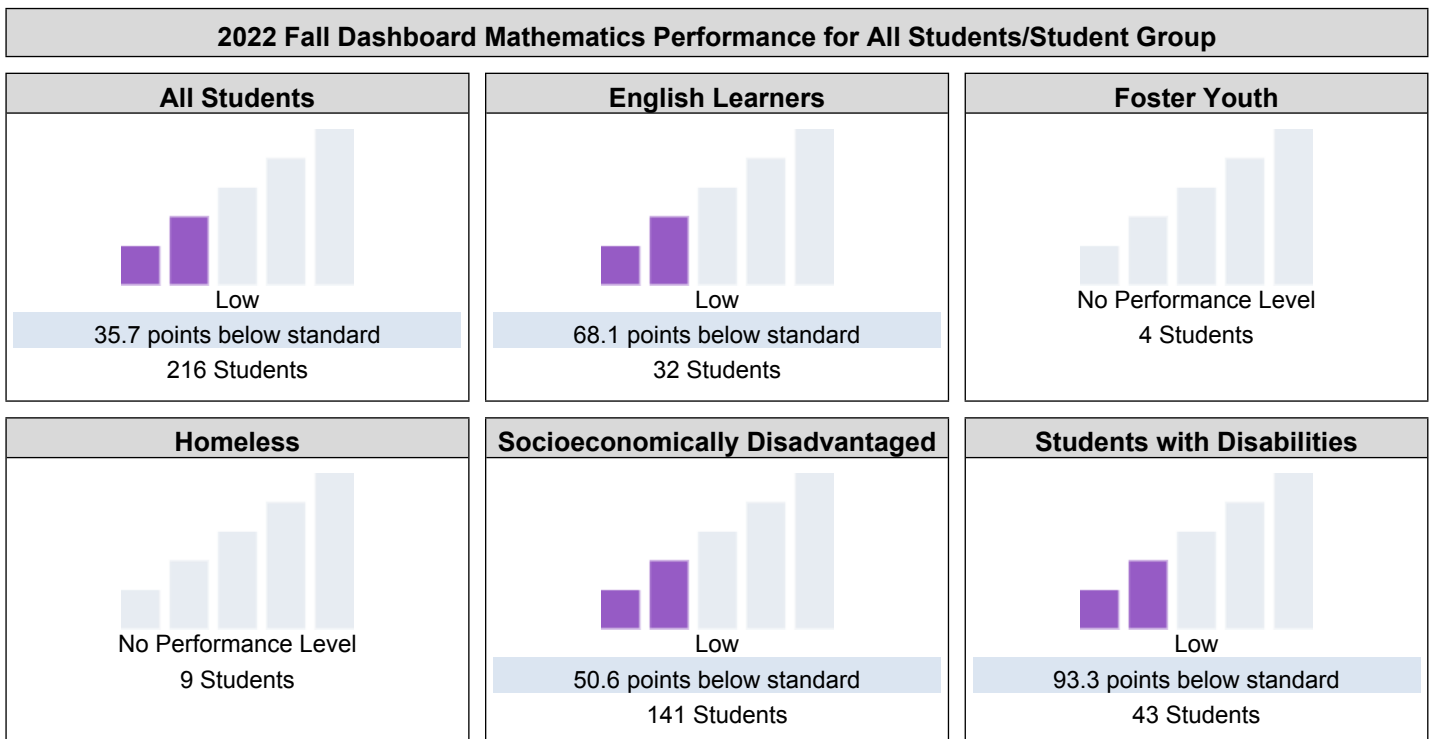
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



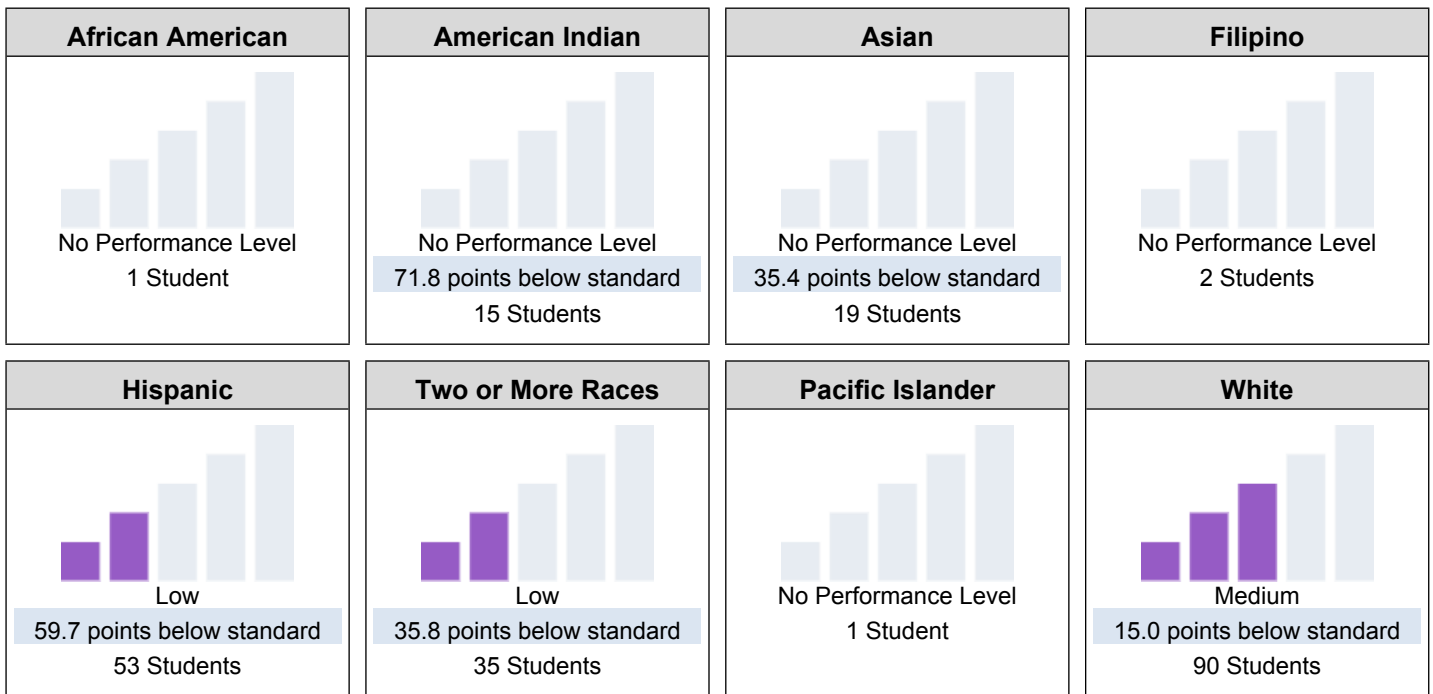
This section provides number of student groups in each level.



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.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">79.0 points below standard</p> <p>30 Students</p>	<p>2 Students</p>	<p style="background-color: #e6f2ff;">30.1 points below standard</p> <p>178 Students</p>

### Conclusions based on this data:

1. Our average for all students was 35.7% below standard
2. Our current English learners scored 79.0% below standart



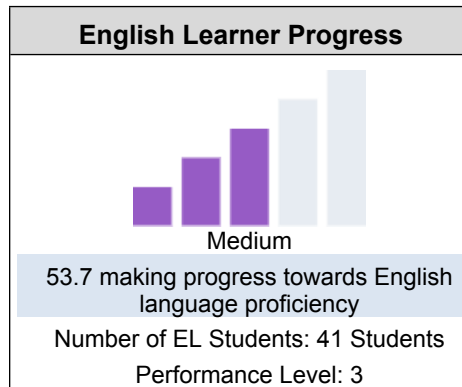
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 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
8	11	2	20

#### Conclusions based on this data:

1. Almost 54% of students progressed at least one level

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

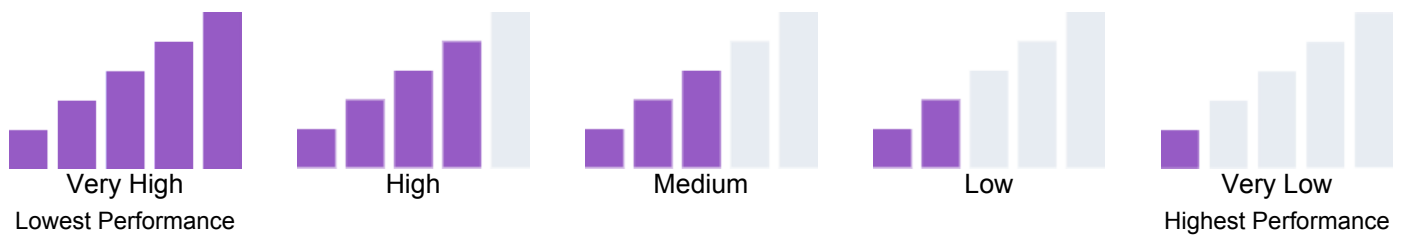
- 1.

# School and Student Performance Data

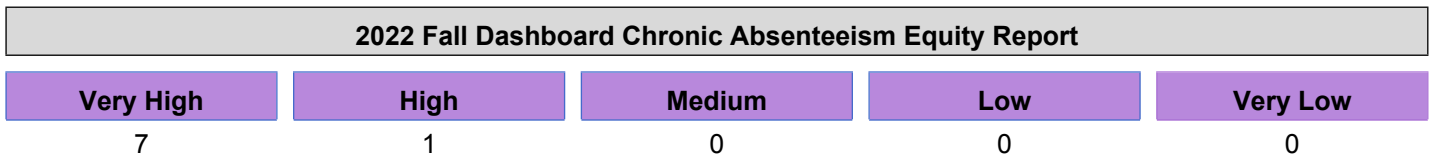
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

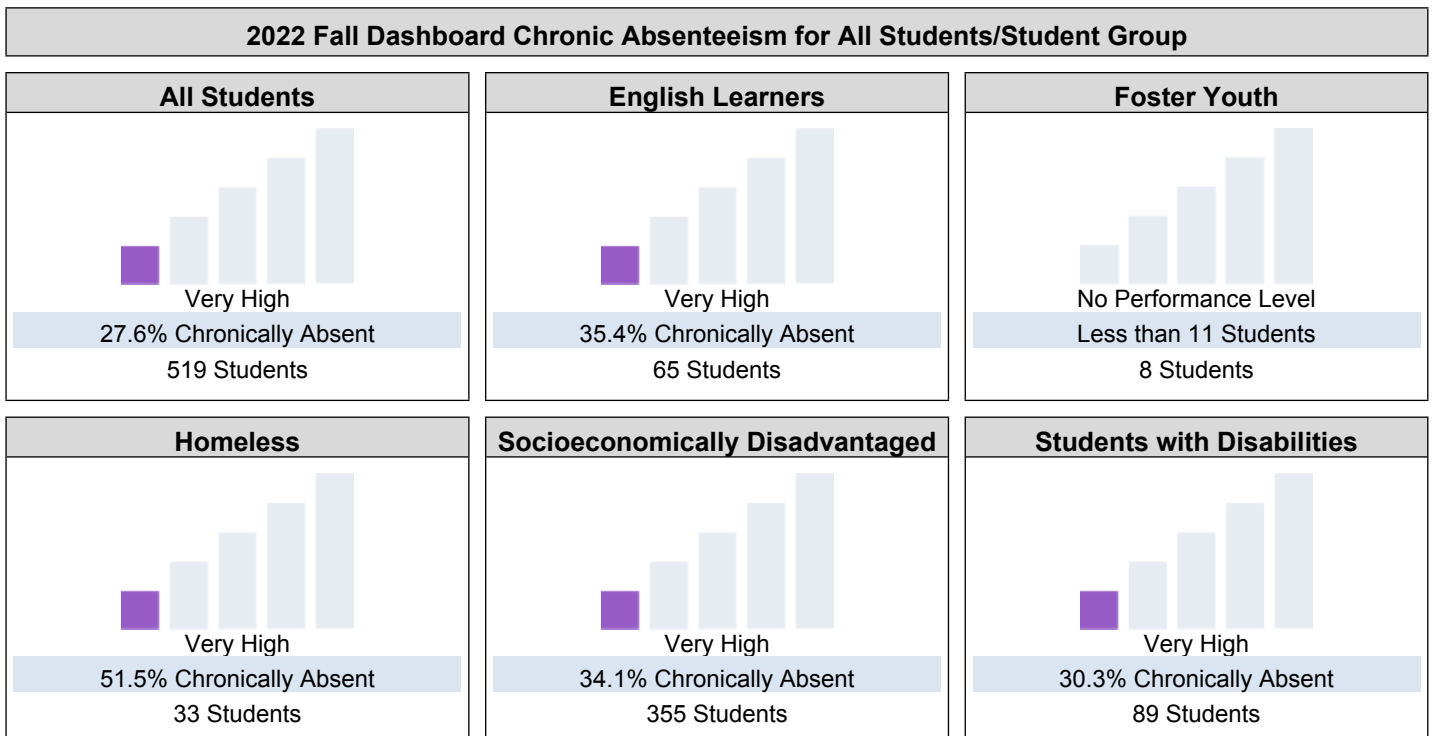
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



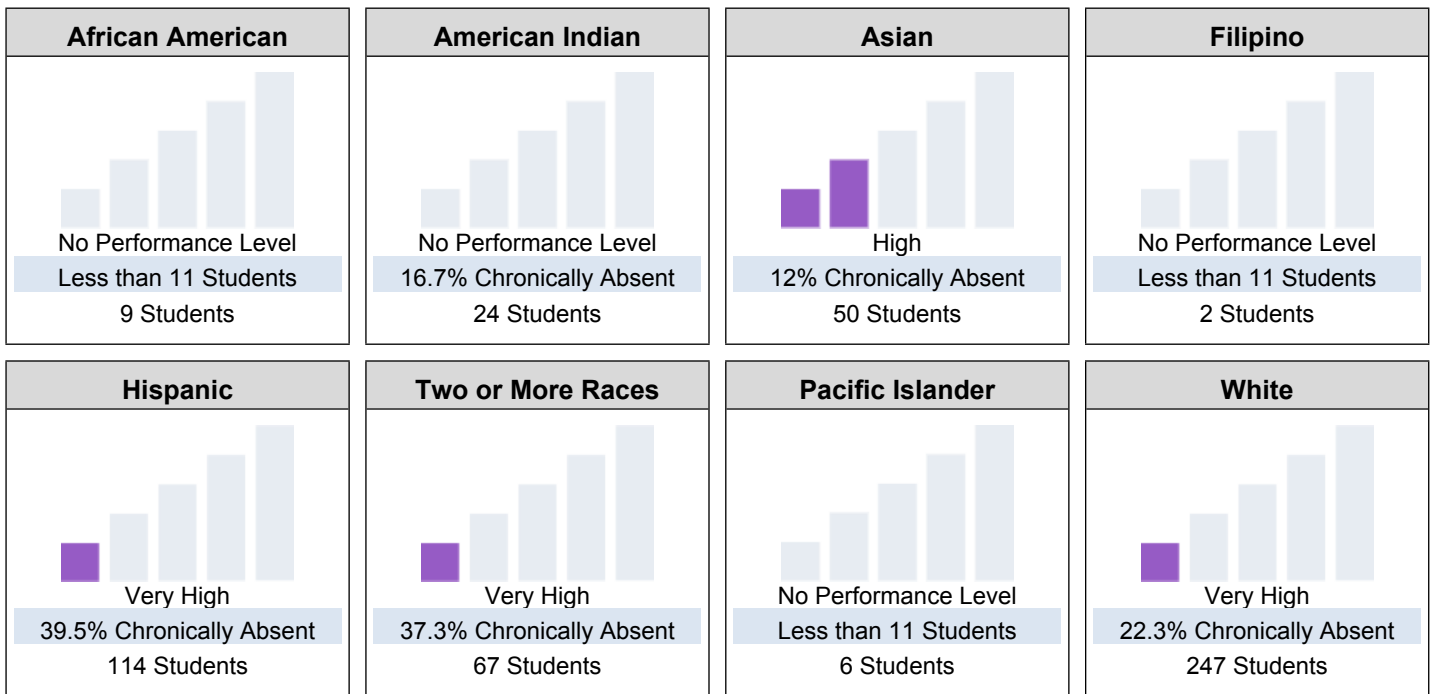
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Supports and education regarding regular attendance need to be clearly communicated to all families and students.
2. 34.4% of our English learners are chronically absent
3. 51.5% of our students homeless population are chronically absent

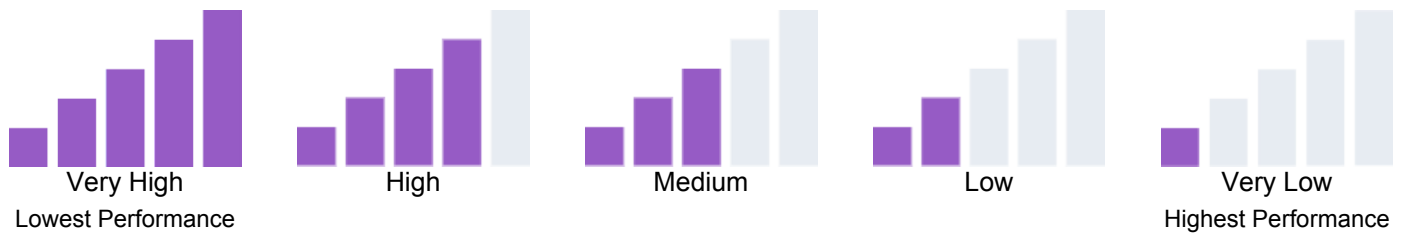


# School and Student Performance Data

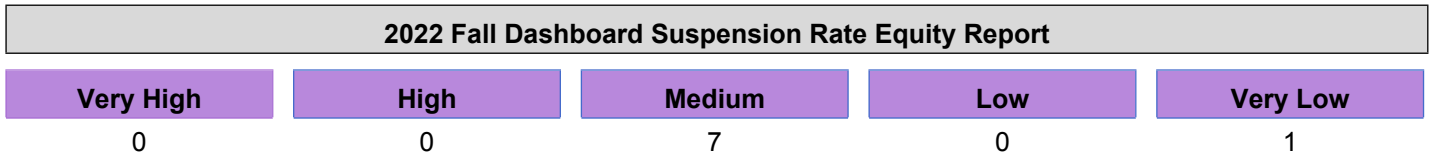
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

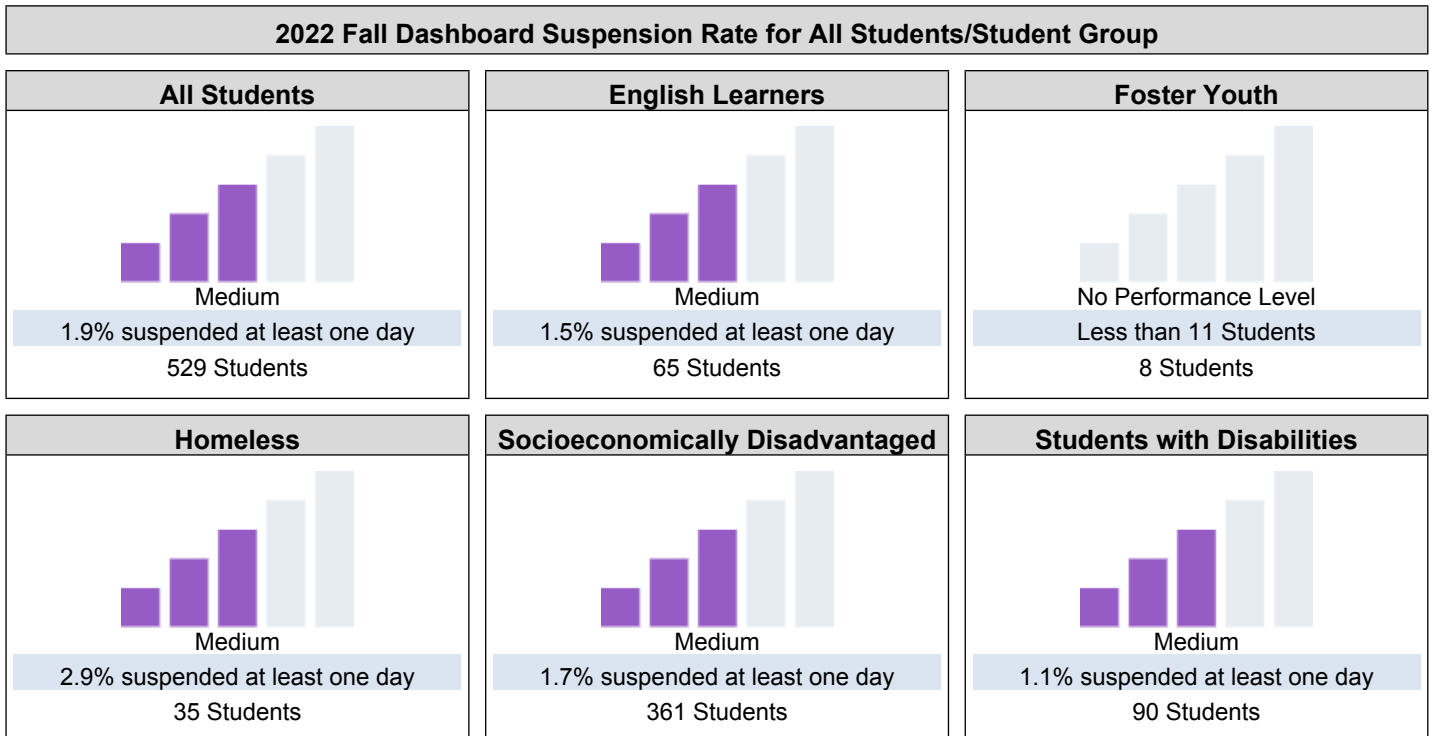
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



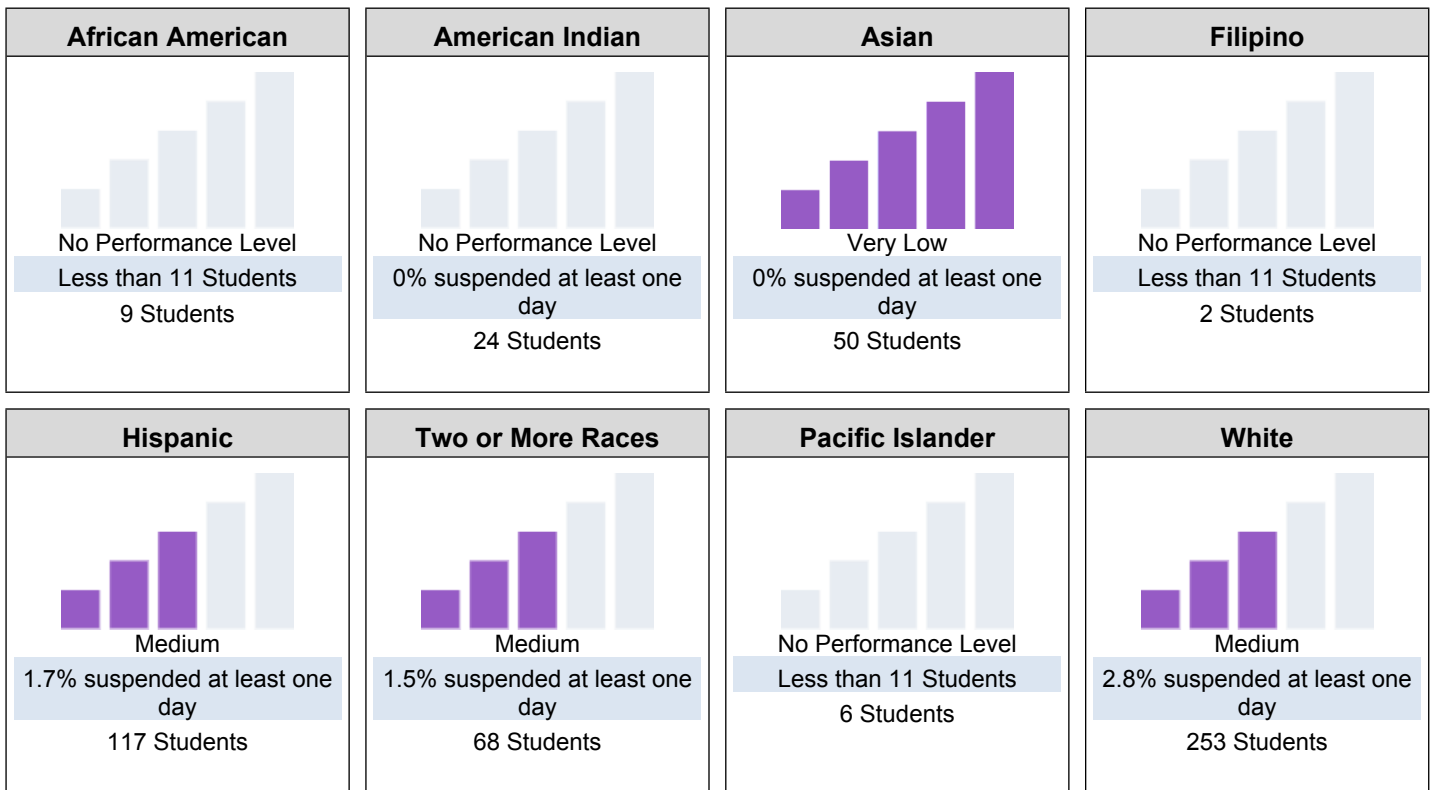
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. 1.9 % of our students have been suspended
2. 2.8% of our White students' have had a suspension

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

## Goal 1

Goal 1: - All students will demonstrate college and career readiness in clean and modernized schools.

## Identified Need

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	26% of students scored met or exceeded in ELA and 35% scored met or exceeded in math	At least 90% of students make one year's growth as measured by CAASPP
K-5 Benchmark Assessment System (BAS)	TBD	All students grow one year on BAS, Core Growth assessments, BPST

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity



December 2022-June 2023: Select acquire and implement intervention curriculum and CCSS-aligned supplemental materials, especially in English Language Arts, including classroom libraries with decodable text. Explore and purchase additional math numbers sense supplemental supplies and materials and math intervention materials. Principal, Leadership team, Intervention, and ELA Teachers Include purchasing supplementary materials and intervention support materials for targeted subgroups including purchasing materials and supplies to support new ELA materials adoption and integration with NGSS-related thematic units of study. Copier Maintenance.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,000.00

Source(s)

Title I

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

August 2020- June 2021 Provide Library Tech Hours Principal, Leadership Team, Library Tech Employ library technician to provide academic supplemental resources, materials and technology, including access to the library for families before the school day.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$8,404

Source(s)

Title I

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

June 2022-June 2023 Provide Literacy Technicians to support the Reading Intervention Teacher in delivering Reading, Writing, and interventions. Provide Math Technician to support the math intervention program. Principal, Leadership Team. Employ Mathematics and Literacy Technicians to support Intervention teachers and classroom teachers in providing intervention services. Provide extra monitor support to create a safe and respectful playground.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

\$65,401

Source(s)

Title I

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

August 2022 June 2023 Provide funding to support the CARE Specialist position. Principal, Leadership Team Ensure CARE coach is utilizing time to be proactive in coaching teachers and literacy technicians to implement the newly adopted ELA curriculum and implementing best practices in instructional delivery, and support teaching staff in analyzing student ELA and Math data to collaborate around the next steps in instruction to achieve increasing student skill achievement.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

47,616.00

Source(s)

Title I

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

August 2022-June 2021 Provide fees for teaching and math tech staff to attend professional development workshops in the area of Math Instruction, particularly with the goal of improving student skill with number sense and fact fluency.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000.00

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

August 2022 - June 2023 Provide release time and /or paid outside of contract time for certificated and classified collaboration and professional development. Principal, Leadership team, Collaboration schedule team, Instructional Coaches, Teacher Leaders, and Classified representatives Including providing collaboration and possibly extra hours for the selection of common assessments and common scoring guides, as well as release time for teachers to visit other teachers on or off-site for purposes of professional growth, as recommended by an instructional coach. Also includes classified extra hours to attend professional development.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,000.00

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

August 2022 - June 2022 Develop and Refine our Student Study Team in order to identify students needing academic intervention and to assist teachers in identifying an providing appropriate modifications and instructional strategies to support our students Principal, Leadership Team, Student Success Team Includes providing release time for teachers who have referred students to attend regular Student Success Team meetings

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000.00

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

August 2022 - June 2023 Parent Involvement/ Communication Provide printings and flyers to inform our parents of school events including Math/Literacy night, School Safety Prep Night, CCSS information, and other means to foster community in our school with parents and community members.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,306.00

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

### ANALYSIS

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

During the 2021-2022 school year the Washington teaching staff focused on building student literacy skills. Students' reading skill was assessed over the school year, and staff reviewed data and received professional development in the area of guided reading and reading assessment. Many teaching staff also participated in the professional development of "Getting Reading Right", which supports the Science of Reading. In grade-level teams, with the site principal and instructional coach/reading intervention teacher, resource teacher, and ELD/reading intervention teacher support, teachers received ongoing professional development around ELA. Additionally, all teachers in grades 3-5 were responsible for giving at least three Interim assessments. District instructional coaches were available to support teachers in giving Interim assessments. Professional development was also provided around Interim assessments. Eureka City Schools follows a collaboration model to promote collaboration and provide professional development. Mondays are early release for students, and staff alternates between teacher-led and principal-led collaboration.

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

N/A

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.

To be determined when 2018-19 CAASPP results are released.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

## Goal 2

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Our attendance, suspension and PBIS (SWIS) data indicate a need to continue to focus on creating a safe, supportive and culturally responsive environment where all stakeholders feel valued, connected and engaged.

Decrease the percentage of chronically absent students from 12.4% of students to less than 9% of students.

## Identified Need

Increase engagement, decrease chronically absent, Maintain suspension rates below 5%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A	% of student chronically absent	Decrease number of chronically absent by 3%
SWIS/Powerschool incident management	% of students with BTF's (behavior tracking forms)/Suspensions	Continue to decrease number of suspensions and % of students suspended

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

August 2022- June 2023 Increase Positive School Climate through Positive Behavior Interventions and Supports and Restorative Practice Implementation. Principal, School Climate Team, Coaches, PBIS Team, and Staff Continue and enhance PBIS as well as receive training in Restorative

Practices and engagement strategies Provide extra monitor support at peak times Provide regular monitor training and coaching PBIS Training occurs with both the certificated and classified staff throughout the year. PBIS training occurs for students on the first day of school, after every break, and throughout the year. PBIS strategies are implemented yearlong and monitored by the PBIS team and administration.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

Title I

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

August 2022 - June 2023 Provide Student CARE Specialist Principal, Leadership Team Ensure CARE specialist is utilizing time to coordinate schoolwide PBIS teams and meetings including CICO, be proactive in providing behavior support coaching to staff in order to proactively support schoolwide prosocial behavior and positive classroom management, support student behavioral interventions, and organize and lead Student Study Teams.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

47,616.00

Source(s)

Title I

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

August 2022 - June 2023 Develop and Refine our Student Study Team in order to identify students needing behavioral intervention and to assist teachers in identifying an providing appropriate modifications and instructional strategies to support our students Principal, Leadership Team, Student Success Team Includes providing release time for teachers who have referred students to attend regular Student Success Team meetings

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000.00

Title I

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

August 2022 - June 2023 Provide a Student Success Team (Behavior Team) to identify students needing behavioral intervention. To provide additional adult support to assist in identifying and providing appropriate modifications and strategies which engage students in learning and improve attendance Principal, Student Study Team, and Support Personnel Includes Providing classroom support to implement teacher-created behavior plans and supports. Reviewed by Student Success Team each trimester.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000.00

Title I

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

August 2022 - June 2023 Outreach communications to families of English Learners, Foster and Homeless Youth, and socioeconomically disadvantaged students which highlight opportunities to participate in school events and decision-making forums Principal, Leadership Team, EL Coordinator, Interpreters Include providing translation and interpretive services and materials/supplies for meetings. Consultation and professional development from Marshall Family Resource Center/Homeless and Foster Youth Liaison or other agencies

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)

1,000.00

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

### ANALYSIS

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

This year there was a major effort to use implement other means of correction when addressing negative student behaviors. Social circles, community building activities, and restorative practices are strategies utilized on a regular basis to create a sense of community in order for students to feel a part of the school community and reduce negative/challenging behaviors. In addition, there has been a concerted effort to reduce absenteeism and tardies. As a school, we created a compelling scoreboard to track data and address issues.

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

N/A

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.

To be determined when 2018-19 dashboard scores on attendance and suspension are released.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

3. PBIS Classroom matrix for each grade level, along with classroom procedures

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Create zones for playground and cafeteria, rotate monitor coverage. Assign students as needed for disciplinary reasons.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$206,343.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$189,037.00

Subtotal of additional federal funds included for this school: \$189,037.00

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 (\$)
	\$17,306.00

Subtotal of state or local funds included for this school: \$17,306.00

Total of federal, state, and/or local funds for this school: \$206,343.00

# 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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Teri Silvers	Principal
Mary Stone	Classroom Teacher
Lauren Coradines	Classroom Teacher
Rose Buchner	Classroom Teacher
Erin Barres	Other School Staff
Kristen Vogel	Other School Staff
Jessica King	Parent or Community Member
Julia Leanord	Parent or Community Member
Sydney Thorn	Parent or Community Member
Elisaveth Escalante	Parent or Community Member
Marie Carrick	Classroom Teacher

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**

	Other: Washington PBIS
	Washington Site Based Leadership
	Washington PTSA

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 December 14, 2022.

Attested:



Principal, Teri Silvers on Dec. 6, 2022

SSC Chairperson, Rose Buchner on Dec. 6, 2022



# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

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

## **Stakeholder Involvement**

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

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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



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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019