School Year: **2019-20**

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	42-76786-6045934	May 16, 2019	May 21, 2019

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)

Washington Elementary does not receive funds through the above designations.

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.

The School Plan for Student Achievement (SPSA) is a comprehensive document providing details about the school's planned actions and expenditures to support student outcomes and overall performance, and how these actions connect to the District's LCAP, which lays out goals for the entire District.

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

The principal reviewed the 2018-19 SPSA with teachers, staff, and parents in January-March 2019 to review annual progress. The principal presented on current goals, strategies and gathered feedback at staff meetings, ELAC, PTO and Site Council meetings. The principal presented the revised school goals, strategies, and budget at staff meetings, ELAC, PTO and Site Council meetings in April and May 2019.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

1. Washington school will maintain a 100% student participation rate in Art, Music, and PE.
2. Washington School staff will increase cultural proficiency and select culturally relevant materials as part of curriculum mapping and planning.

Identified Need

Based on feedback from stakeholders there will be a continued focus on improving the culture/climate in the front office. The other identified needs from previous Goal 1 areas align better with Goal 2 and will be moved to that Planning Improvement area. Teachers will be encouraged to participate in the 8 hour IEE training. All students will continue to participate in Art, Music and PE. Strategies will be discussed as it relates to ELAC and other ways to engage our families of English language learners (cafectios, PSPs). Summarize ELAC survey data and feedback from PSP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Participation in Professional Learning around Cultural Proficiency		
% of Students taking Visual Performing Arts (VAPA)	Overall: 100%	Overall: 100%

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

Strategy/Activity

Training for all staff and materials to support implementation of MTSS, Restorative Approaches, IEE, PBIS. Includes substitutes to release teachers for training.

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)

10000	Lottery - 1100

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All, SED, Hispanic

Strategy/Activity

Washington will send 2 teachers to the 8 hour Institute for Equity in Education with Just Communities. Ensure grade levels are attending culturally responsive field trips.

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)
1000	Lottery - 1100

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All, SED, SPED

Strategy/Activity

Extend front office hours and increase hours for interpretation during conferences, IEPS, and annual registration services

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)
10000	Lottery - 1100

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Employ full time CALM School-based Therapist

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 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide Art, Music, and PE teachers with instructional materials

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)
6000	Lottery - 1100

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase culturally relevant materials for balanced literacy; Literacy Coach to provide feedback
while planning with PLC 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)	Source(s)
5000	Lottery - 1100

Annual Review

SPSA Year Reviewed: 2018-19

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.

Goal 1. Washington school will decrease our suspension rate lower to less than 2% and a 0%
expulsion rate by implementing Restorative Approaches to address discipline.

Washington School met this goal. As evidenced by CA Dashboard, the overall suspension rate for all students declined by 2%. Washington School has a .7% suspension rate for ALL students. The suspension rates for all subgroups (EL, Homeless, SED) all declined by an average of 3%. The rate for students with disabilities is considered "maintained" at a rate of 5.1%.

Goal 2. Washington school will increase our student and families' sense of school safety by 5%. Washington School did not meet this goal as evidenced by the CA Healthy Kids Survey Data. Students and parents have about the same feeling of our school safety.

Goal 3. Washington school will maintain a 100% student participation rate in Art, Music, and PE. All of Washington school's students participated in Art, Music and PE.

Strategy Implementation:
Washington teachers did not participate in the week-long Institute for Equity in Education. However, one teacher and one administrator did participate in the 8 hour IEE training in partnership with Just Communities in October 2018.
Washington improved in the area of supervision of students, as evidenced by the increased number of playground supervisors. Supervision is provided before school during breakfast, on the playground, in the hallways and parking lot. During recesses and lunches 4-5 playground supervisors in addition to 1-2 curriculum specialists are actively supervising students on the playground and lunch tables. Some supervision is provided after school for Kindergarten and on Wednesdays in the parking lot. After school supervision is an area of improvement.
The front office has made some progress in demonstrating a welcoming and positive attitude. The principal has hosted consistent meetings with office manager, clerk and health clerk. The principal has set expectations for customer service, responsiveness, diligence, flexibility, patience, and willingness to help. The principal and office staff are open to feedback. This strategy is a continued area of improvement.
The budget allowed for extended front office hours as well as a line item for interpretation during conferences and IEPs. This strategy will continue into next year as a way to support all families. Washington School did not partner with FSA family advocate this year. Instead, we employed a full time CALM counselor. This strategy contributed to improved social-emotional learning for all students and Tier 2-3 support for groups and individual students. The CALM counselor also supported teacher and staff mental wellness.

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

The school went over budget in the area of playground supervisors. The playground supervisor status changed (salary, benefits) during the 2018-19 school year, negatively impacting the original site budget allocation. In order to cover this cost the budget expenditures were adjusted in areas of overtime, extra clerical hours, instructional materials, and homework club. The PTO/Foundation provided additional allocations to support these goal areas by planning free family events such as Back to School Picnic and Jingle Jog. They also provided an allocation for curriculum specialists (who do some minimum supervision) playground equipment, umbrellas, and prizes for students showing PRIDE. The district provided Washington with three security cameras to improve school safety. The school implemented a PRIDE program this year and did allocate additional funds for playground equipment, cool cat tickets, prizes, as well as relying on no-cost incentives such as extra recess. The district and site collaborated to improve the school's comprehensive safety plan (no cost). The school district, site and PTO allocates funds for Art, Music, and PE - there were no major differences or changes to these original allocations.

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.

PREVIOUS GOALS:
1. Washington school will decrease our suspension rate lower to less than 2% and a 0% expulsion rate by implementing Restorative Approaches to address discipline.
2. Washington school will increase our student and families' sense of school safety by 5%.
3. Washington school will maintain a 100% student participation rate in Art, Music, and PE.

The 2019-20 Planned Improvements for Goal #1 will be adjusted to align with the District LCAP Goal 1: Cultural Proficiency & Equity. Based on feedback from stakeholders there will be a continued focus on improving the culture/climate in the front office. Based on discipline data and safety concerns, there will be a new and strategic focus on Positive Behavior Intervention System in addition to continuing Restorative Approaches. The CHKS data reveals that a need to improve in the areas of student choice, empowerment, connectedness, and safety. The budget allocation for playground supervisors will increase. The leadership team will begin to implement MTSS (multi-tiered system of supports) in order to improve outcomes for all students in the areas of academics, social-emotional and behavioral. Teachers may continue to participate in the 8 hour IEE training. All students will continue to participate in Art, Music and PE.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

1. Washington school will increase engagement of all community members (students, staff, parents, district, local organizations) in meaningful partnerships that benefit the learning environment of our school.
2. Washington school will decrease Chronic Absenteeism and Truancy for all subgroups by 2%.
3. Washington school will decrease suspension rate to less than 2% for all students and a 0% expulsion rate for all students.
4. Washington school will increase student and families' sense of school safety by 6% and sense of connectedness by 7% on CHKS.
5. Washington School will increase student, staff, and parent participation on CHKS by 10%.

Identified Need

Based on feedback from stakeholders and the need to align new goals with District LCAP Goal 2: Engage Students & Families, Planned Improvements Goal #2 will be revised to focus on community engagement, improving attendance, decreasing suspension rates, and increasing student/staff/parent sense of safety. STEM instruction is not related to this area and will be moved to Goal 3. The revised strategies will outline plans for how to support attendance and budget expenditures for community engagement (Morning Meeting, PRIDE, Student of the Month, community events, parent education events/workshops). Data from the CHKS survey will be analyzed and used to indicate a baseline and the evidence will help us develop strategies for improvement. There is feedback from all stakeholders that indicates a need to focus on "safe and clean" environment. The SPSA will include strategies for supporting classified staff, playground supervisors, custodians and budget expenditures for custodial supplies. Safety goals and strategies will be addressed in Goal 2. Parents would like to be included in communication about safety drills. Based on discipline data and safety concerns, there will be a strategic focus on Positive Behavior Intervention System in addition to continuing to strengthen Restorative Approaches. The CHKS data reveals a need to improve in the areas of student choice, empowerment, connectedness, and safety. The budget allocation for playground supervisors and equipment will increase. The leadership team will begin to implement MTSS (multi-tiered system of supports) in order to improve outcomes for all students in the areas of academics, social-emotional and behavioral at all three tier levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students with a High Sense of Safety at School Note: For all metrics, as applicable, the overall rate will be listed, as well as:	Overall: 84 Above: Near: Below:	Overall: 90 Above: Near: Below:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a) the groups that fall 2% points above, within, and below the overall %, OR b) the groups for which there is a 2-color rating difference on the CA School Dashboard		
% of Students with a High Sense of Connectedness to School	Overall: 83 Above: Near: Below:	Overall: 90 Above: Near: Below:
Chronic Absenteeism Rate	Overall Color, Status & Change: Green, 4.5, maintained Above: Near: Below:	Overall Color, Status & Change: Green, 3.5, decrease Above: Near: Below:
CA School Dashboard Suspension Indicator	Overall Color, Status & Change: Blue, .7, declined Above: Near: Below:	Overall Color, Status & Change: Green, .5, maintain Above: Near: Below:
% of Parents Responding to the California School Parent Survey	Overall: 35	Overall: 40
% of Parents that Agree or Strongly Agree that: • this school allows input and welcomes parents' contributions • this school actively seeks the input of parents before making important decisions	Overall: 83 Above: Near: Below: Overall: 70 Above: Near: Below:	Overall: 90 Above: Near: Below: Overall: 75 Above: Near: Below:
% of Parents that:	Overall: 20 Above: Near: Below:	Overall: 25 Above: Near: Below:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- served on a school committee - attended a general school meeting, for example, an open house, or a back-to-school night - attended a school or class event, such as a play, dance, sports event, or science fair - served as a volunteer in this child's classroom or elsewhere in the school [[Elementary only: - went to a regularly scheduled parent-teacher conference with the child's teacher]]	Overall: 92 Above: Near: Below: Overall: 94 Above: Near: Below: Overall: 78 Above: Near: Below: [[Elementary only: 92 Overall: Above: Near: Below:]]	Overall: 95 Above: Near: Below: Overall: 95 Above: Near: Below: Overall: 85 Above: Near: Below: [[Elementary only: 95 Overall: Above: Near: Below:]]

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

Strategy/Activity

Reinforce improvements in attendance and reductions in tardies and truancies (as part of PBIS). Implement systems (i.e., check in/check out) to support students with chronic absenteeism.

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)
1000	Lottery - 1100

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Increased allocation for playground supervisors along with additional training and feedback.

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)
62039	Site Categorical - 0899
9437	Lottery - 1100

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Implementation of Positive Behavior Intervention System (Wildcat Morning Meetings, PRIDE assemblies, rewards, incentives, staff training, discipline referrals). Provide students with additional playground equipment and options for recess (games, library, friendship groups, peaceful playgrounds, handball wall); Purchase custodial supplies in order to provide a safe, clean and orderly campus.

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)
10000	Lottery - 1100
3000	Lottery - 1100

Annual Review

SPSA Year Reviewed: 2018-19

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.

Goal 1. Washington school will continue to engage all Wildcats (students & families), and the community in meaningful partnerships that benefit the learning environment of our school.
Yes, the school engaged families in partnerships this year. The school hosted free family events and activities such as the Back to School Picnic, Jingle Jog, Wellness Week, and Science Night. The PTO held monthly meetings and ELAC met four times during the year. The ELAC had greater attendance than in year's past. The school started hosting Monthly "Wildcat Morning meetings" on Mondays in order to build community and increase connectedness. At the meetings the entire community participates in the pledge, wildcat song, celebrating PRIDE, recognizing students, staff, and parents. Parents also participated in cafecitos and parent-school-partnership meetings. PTO paid for buses for field trips and all grade levels participated in at least two field trips.

Goal 2. Washington school will decrease Chronic Absenteeism and Truancy for all subgroups by 2%.
This goal was not met for all students. The Dashboard data reveals that Chronic Absenteeism for all students has been maintained at 4.5%. The rate has increased by 1.4% for English Learners, declined by 7% for homeless students, declined for socio-economically disadvantaged students by .9% and increased by 1.4% for students with disabilities. The strategy "Continue to implement attendance policies with fidelity and educate sub-groups' families of the importance of attendance" was not implemented systematically to see improvement for all subgroups. Bimonthly A2A letters were sent home, after school meetings were held, tardy letters were mailed home, attendance/absences/truancy was addressed by principal at Back to School Night and spring parent conferences. No students were formally referred to SARB. Reminders about the importance of attendance were sent on Parent Square to all families two times during the year. This is a continued area of improvement for Washington School. The addition of an Assistant Principal to focus on attendance policies and engagement related to truancy will support all families in improving attendance next year. There needs to be a systemic effort by all team members (admin, teachers, front office staff) to support students in arriving to school on time at Washington. There needs to be consistent communication about excused vs. unexcused absences by administrators. The implementation of MTSS will support students in this area next year.

Goal 3. Washington school will hire a STEM teacher and ensure all students have access to STEM education.
The school and PTO split-funded a STEM teacher. All students participated in STEM lessons at least one time per week.

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

Continue to implement attendance policies with fidelity and educate sub-groups' families of the importance of attendance.
As stated above, some of this strategy was implemented to make progress toward this goal, however the overall goal was not met. There was no budget expenditure to support this goal. The administration must improve in the area of recommending truant families to SARB.
There were no changes to the original budget expenditures for extending front office hours and paying for interpretation at meetings.
There were no changes to the original budget expenditures for buses for field trips.

There were no changes to the original budget expenditures for maintaining a safe and orderly environment. Custodial purchases were made for supplies, vacuum, blower and floor waxer. The school was challenged all year by not having a permanent head custodian.
There were no changes to the original budget expenditures for hiring a STEM teacher.
PTO allocated additional funds to host a parent education workshop on Cybersafety/Digital Citizenship. The school sponsored a free parent workshop on Teen Vaping.

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.

PREVIOUS GOALS:
1. Washington school will continue to engage all Wildcats (students & families), and the community in meaningful partnerships that benefit the learning environment of our school.
2. Washington school will decrease Chronic Absenteeism and Truancy for all subgroups by 2%.
3. Washington school will hire a STEM teacher and ensure all students have access to STEM education.

Based on feedback from stakeholders and the need to align new goals with District LCAP Goal 2: Engage Students & Families, Planned Improvements Goal #2 will be revised to focus solely on community engagement and improving attendance. STEM teacher is not related to this area. The revised strategies will outline plans for how to support attendance and budget expenditures for community engagement (Morning Meeting, PRIDE, Student of the Month, community events, parent education events/workshops). Data from the CHKS survey will be analyzed and used to support baseline data and expected outcomes. Strategies will be discussed as it relates to ELAC and other ways to engage our families of English language learners (cafectios, PSPs).
There is feedback from all stakeholders that indicates a need to focus on "safe and clean" environment. While this may not be aligned with this goal area, the SPSA will include strategies for supporting custodians and budget expenditures for custodial supplies. Safety goals and strategies will be addressed in this Goal area. Parents would like to be more included in safety drills.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

1. Teachers will engage in Cycles of Inquiry aligned with the revised School Implementation Plan during embedded PLC time in order to increase subgroups' (Hispanic, SED, English Learners, and SPED) CAASPP proficiency by 5% in English Language Arts and Mathematics.
2. By Spring 2020 85% of students in K-6th grade will be proficient or above grade level in Reading as measured by the STAR Reading or STAR Early Literacy assessment.
3. By Spring 2020 90% of students in K-6th grade will be proficient or above grade level in Math as measured by the STAR math assessment.
4. English Learners meeting and exceeding ELD standards via ELPAC as evidenced by CA School Dashboard English Learner Progress Indicator will increase by 6%.
5. Washington school will hire a STEM teacher and ensure all students have access to STEM education.

Identified Need

Planned Improvement Goal #3 will be revised based on feedback from stakeholders, review of current academic data, and the need to align this goal with LCAP Goal 3: Prepare Students for Life, Learning & Work. Parents involved with ELAC would like to see more homework support and after school help for developing English language. Parents would like to see students have more access to the library. Stakeholders would like to see how Professional Development directly impacts student achievement. GATE parents would like to see advanced learners and/or students identified as Gifted included in the SPSA with a direct allocation of resources. Data includes that Washington is making satisfactory progress with reclassification of English Learners. CA Dashboard indicates a color of "Blue" for ELA and Math progress, however students in subgroups are not showing increases in these areas. STAR data indicates that 78% of our K-6th grade students are reading at or above grade level on the mid-year STAR reading or STAR early literacy assessment. Currently, mid year STAR MATH data indicates that 85% of 1st-6th grade students are at or above grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA Note: For all metrics, as applicable, the overall rate will be listed as well as: a) the groups that fall 2% points above, within, and below the overall %, OR	Overall Color, Status & Change: Blue, Maintain, 1.4 Above: Near: Below:	Overall Color, Status & Change: Blue, Maintain, 2.4 Above: Near: Below:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
b) the groups for which there is a 2-or more color rating difference on the CA School Dashboard		
CA School Dashboard Academic Indicator, Math	Overall Color, Status & Change: Blue, Increase, 6 Above: Near: Below:	Overall Color, Status & Change: Blue, Maintain, 5 Above: Near: Below:
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or Exceeded ELD Standards via ELPAC)	Overall: 72.4	Overall: 80
Number and % of Long Term English Learners (LTEL)	Number: 3 Percentage: .03	Number: 1 Percentage: .01
% of Students that Met or Exceeded Science Standards (CAST)	Overall: Above: Near: Below:	Overall: Above: Near: Below:
[[HS Only:]] CA School Dashboard College Career Readiness Indicator	Overall Color, Status & Change: Above: Near: Below:	Overall Color, Status & Change: Above: Near: Below:
% of Students Reading at or Above Grade Level (As of mid-year)	Mid Year Overall: 78% overall Grade level break down: 80 (K) 77 (1st) 80 (2nd) 74 (3rd) 77 (4th) 74 (5th) 83 (6th) Above: Near: Below:	Mid Year Overall: 85% Above: Near: Below:

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

Strategy/Activity

Materials to support balanced literacy instruction and substitute teacher coverage for teachers to attend balanced literacy professional learning

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)
7356	Site Categorical - 0899
2700	Restrict Lottery - 6300
5000	Lottery - 1100

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Hire STEM teacher and ensure students have access to STEM instruction in the lab at least 1x week.

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)
47622	Supplemental/Concentration Grant - 0790

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Embedded PLC time; Specialist Rotations

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 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SED, EL

Strategy/Activity

After school Homework Support for 1st-6th grade taught by credentialed teachers

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)
9862	Title I - 3010

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All, SPED

Strategy/Activity

Software intervention programs (Lexia, Reading Plus, Brainpop)

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)
15000	Lottery - 1100

Annual Review

SPSA Year Reviewed: 2018-19

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.

Goal 1. Teachers will work in Professional Learning Communities and receive Professional Development in order to increase subgroups' (Hispanic, SED, English Learners, and SPED) CAASPP proficiency by 5% in English Language Arts and Mathematics.
Washington School did not meet this goal. A review of Dashboard data indicates that in English Language Arts "all" students maintained progress (1.4 points), English Learners decreased by 5.4 points, Socio-economically Disadvantaged students maintained at .9 points, students with disabilities decreased by 6 points, Hispanic students maintained at 1 point, and white students

increased by 6.5 points. In math, "all" students increased by 6 points, English learners decreased by 3.5 points, socio-economically disadvantaged students maintained at 2.2 points, students with disabilities decreased by 6 points, Hispanic students decreased by 3 points, White students increased by 11 points. In ELA, current English learners decreased by 18 lints, Reclassified students increased by 9 points, and English Only students maintained. In Math, current EL students decreased by 9 points, Reclassified students increased by 5 points and English only students increased by 7 points.

Teachers are meeting as grade level teams during the embedded release time 2-3 times each week during Specialist rotations and during the Wednesday early release time, 1-2 times per month. Teachers are implementing Readers Workshop (K-3) and Writers Workshop (K-6). Teams are participating in the labsite demonstrations. Teachers are receiving professional development through the school district (summer/fall), balanced literacy, literacy partners labsite days, walkthroughs, and SLT days with Innovate Ed. Some teachers are participating in additional PL such as NCTM conference, CAG conference, GATE colloquium, AVID training, and NGSS training. Most teachers attend the summer balanced literacy institute. However, all of this PLC time and PL opportunities have not contributed to increasing subgroups' growth in ELA or Math.

Goal 2. Washington school will increase our reclassification rate by 10% and support English Language Learners by improving tier 1 instruction, utilizing the new ELPAC data to purposefully group students for designated ELD, and focusing on reading and writing with evidence.
No, Washington School did not meet this goal. Based on feedback from the district this was not an attainable goal. Per the Director of EL and Parent Engagement, "A 10% Reclassification Rate increase is not a viable target. Washington served 108 ELs for the 2016-2017 year and 94 students for the 17-18 year (14 students less than prior year). The 17-18 enrollment is the number upon which your 2018-2019 rate would be calculated. 14 students were reclassified per the unofficial 2018-2019 CALPADS report. CDE takes 17-18 enrollment to 18-19 reclassification numbers so 14/94 = 14.9%. This indicates a 8.2% drop in reclassification rate for Washington." This information will be taken into consideration when setting an attainable goal for Reclassification for 2019-20. There was a focus on reading and writing with evidence through the School Implementation Plan. All grade level teams engaged in at least three cycles of inquiry with RACES. Students are participating in Homework Club - this year Washington School ran an 8 week session in the fall and 10 week session in the spring. The school targeted and invited students in subgroups (SED, SPED, Hispanic) and students performing below grade level. Homework Club was offered to students in 1st-6th grade and in smaller groups, led by a credentialed teacher. Students were given the opportunity to finish homework as well as participate in interventions (Lexia, FastForword, Dreambox). Small groups of students in 2nd-4th grade were also instructed in strategic ELD groups throughout the year led by a credentialed curriculum specialists. The groups were leveled based on ADEPT scores and flexible based on progress.

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

The strategies are reviewed and discussed in the above box. There were little to no changes made in budget expenditures. Allocations were increased for substitute teacher coverage in order for teachers to participate in professional learning. Budget expenditures remained consistent for Lexia and Reading Plus. The district, site, and PTO budgets fund the Specialist Rotations for teachers to have embedded PLC time. The district funds the curriculum for Readers/Writers Workshop and Professional Learning with Innovate Ed and Literacy Partners. The site allocated an additional release day for School Leadership Team to plan for 2019-20 school year. The PTO funds five curriculum specialists who are assigned to grade levels in order to support intervention, enrichment

and extension. Curriculum specialists support students with small reading groups, 1:1 conferring, running records, book clubs, math reteaching, and math extension. SLT and grade level teams have access to review benchmark data such as STAR, ADEPT, Lucy Calkins. Homework Club was not offered the entire year. Due to an increase in allocation for Playground Supervisors, homework was offered for a total of 18 weeks, 2 x week, and only for students targeted/invited based on performance on assessments. Homework Club was also taught in smaller grade level groups by credentialed teachers. Washington School accepted all FastForWord licenses offered by the district and has students participating in K-6. ELD groups were created based on ADEPT scores and monitored throughout the year but a credentialed Curriculum Specialist.

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.

PREVIOUS GOALS
1. Teachers will work in Professional Learning Communities and receive Professional Development in order to increase subgroups' (Hispanic, SED, English Learners, and SPED) CAASPP proficiency by 5% in English Language Arts and Mathematics.
2. Washington school will increase our reclassification rate by 10% and support English Language Learners by improving tier 1 instruction, utilizing the new ELPAC data to purposefully group students for designated ELD, and focusing on reading and writing with evidence.

Planned Improvement Goal #3 will be revised based on feedback from stakeholders, review of current academic data, and the need to align this goal with LCAP Goal 3: Prepare Students for Life, Learning & Work. Parents involved with ELAC would like to see more homework support and after school help for developing English language. Parents would like to see students have more access to the library. Stakeholders would like to see how Professional Development directly impacts student achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

1. Washington school will support incoming Kindergarten students with after school tutoring, specifically for English language development.
2. Washington School will provide opportunities for Kindergarten parent engagement.
3. Washington school will implement Reading Workshop with fidelity in all grades.

Identified Need

Planned Improvement Goal #5 will be revised based on stakeholder feedback, a review of current data, and the need to align with LCAP Goal 5: Early Childhood Education. The goals need to be measurable. STAR Early Literacy and Running Record data can be used to evaluate the revised goals. After school tutoring for Kindergarten will continue to be a strategy and supported by the budget expenditures. Kindergarten parents are interested in additional workshops and parent education in order to help their children at home.

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

After school Kindergarten ELD

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)
4000	Site Categorical - 0899

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All (K-1)

Strategy/Activity

Parent education workshops for Kindergarten and 1st grade families (i.e., family math night) - Outside vendors

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)
1000	Site Categorical - 0899

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Launch Reading Workshop for 4th-6th grade - materials to support advanced readers

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)
5631	Site Categorical - 0899

Annual Review

SPSA Year Reviewed: 2018-19

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.

Goal 1. Washington school will support incoming Kindergarten students with an additional day of after school tutoring.
Washington School provided Kindergarten students with two days of after school tutoring from October 2018- May 2019. The tutoring was based on area of need, primarily English language Development (ELD) based on ELPAC and ADEPT scores. This strategy will be assessed when Washington School received the year-end ELPAC summative scores for Kindergarten.

Goal 2. Washington school will foster a love literacy through a school-wide focus on reading, with all grade levels having AR goals.

Washington School continues to support Accelerated Reader. Incentives are offered to students at different grade levels. Awards are presented at the end of the year. Students are highly motivated to meet AR goals. Teachers indicate AR progress on report cards.

Goal 3. Washington school will launch Reading Workshop for K-3 grades next school year. Washington School is fully implementing Readers Workshop in K-3. Teachers are using Running Records to assess students throughout the year. The literacy coach is supporting teachers in implementation of Readers Workshop. Teachers are participating in PL with Literacy Partners and have a strong desire to implement a Phonics program that will complement Workshop. The principal observed teachers implementing Workshop for the evaluation cycle this year.

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

There were no changes to the budget allocation for after school Kindergarten tutoring.
Library hours were not extended due to the increase in expenditure for playground supervisors.
Title 1 money was allocated in Spring 2019 for additional homework club.

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.

PREVIOUS GOALS
1. Washington school will support incoming Kindergarten students with an additional day of after school tutoring.
2. Washington school will foster a love literacy through a school-wide focus on reading, with all grade levels having AR goals.
3. Washington school will launch Reading Workshop for K-3 grades next school year.

Planned Improvement Goal #5 will be revised based on stakeholder feedback, a review of current data, and the need to align with LCAP Goal 5: Early Childhood Education. The goals need to be measurable. STAR Early Literacy and Running Record data can be used to evaluate the revised goals. After school tutoring for Kindergarten will continue to be a strategy and supported by the budget expenditures.

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	$9,862.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$215,647.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Lottery - 1100	$75,437.00
Restrict Lottery - 6300	$2,700.00
Site Categorical - 0899	$80,026.00
Supplemental/Concentration Grant - 0790	$47,622.00
Title I - 3010	$9,862.00

Subtotal of state or local funds included for this school: $215,647.00

Total of federal, state, and/or local funds for this school: $215,647.00

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.

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.

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.

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.

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 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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

Appendix D: School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Christina Giguiere	Principal
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
Suzanne Dalton	Classroom Teacher
Elizabeth Mortensen	Classroom Teacher
Rosa Cavaletto	Other School Staff
	Parent or Community Member

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

Appendix E: 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**

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 .

Attested:

Principal, Christina Giguiere on

SSC Chairperson, Mary Ebeling on

Appendix G: School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
581	**39.8%**	**16.2%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	94	16.2%
Homeless	46	7.9%
Socioeconomically Disadvantaged	231	39.8%
Students with Disabilities	62	10.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.3%
Asian	18	3.1%
Filipino	1	0.2%
Hispanic	237	40.8%
Two or More Races	7	1.2%
White	316	54.4%

Appendix G: School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Appendix G: School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	**Chronic Absenteeism**	**Suspension Rate**	**English Learner Progress**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**College/ Career**
All Students	🔆	🔆			🔆	🔆	
English Learners	🔆	🔆			🔆	🔆	
Foster Youth							
Homeless	🔆	🔆					
Socioeconomically Disadvantaged	🔆	🔆			🔆	🔆	
Students with Disabilities	🔆	🔆			🔆	🔆	
African American							
American Indian							
Asian							
Filipino							
Hispanic	🔆	🔆			🔆	🔆	
Pacific Islander							
Two or More Races							
White	🔆	🔆			🔆	🔆	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

Appendix G: School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Yellow	No Performance Color
50.1 points above standard	3.9 points below standard	0 Students
Maintained 1.4 points	Declined -5.4 points	
351 students	82 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
0.8 points below standard	2.8 points above standard	37.8 points below standard
Maintained 0.2 points	Maintained -0.9 points	Declined -6 points
26 students	124 students	55 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2 students		8 students	1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
4.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	78.3 points above standard
Maintained -1 points	2 students		Increased 6.5 points
137 students			201 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.9 points below standard	57 points above standard	66.6 points above standard
Declined -18.7 points	Increased 9.3 points	Maintained 1.8 points
37 students	45 students	262 students

Appendix G: School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Yellow	No Performance Color
37.6 points above standard	21.7 points below standard	0 Students
Increased 6 points	Declined -3.5 points	
351 students	82 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
24.4 points below standard	17.8 points below standard	55.7 points below standard
Declined -11.9 points	Maintained -2.2 points	Declined -5.8 points
26 students	124 students	55 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2 students		8 students	1 students

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Blue
11.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	66.1 points above standard
Increased 3.5 points	2 students		Increased 11.3 points
137 students			201 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.9 points below standard	27 points above standard	56.4 points above standard
Declined -9 points	Increased 4.9 points	Increased 7.3 points
37 students	45 students	262 students

Appendix G: School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	130	108	94	22	18	16
Fluent English Proficient (FEP)	33	44	52	6	7	9
Reclassified Fluent English Proficient (RFEP)	8	22	25	7	17	23

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

Washington Elementary School	**2015-16**	**2016-17**	**2017-18**
	Number (Rate) Reclassified	**Number (Rate) Reclassified**	**Number (Rate) Reclassified**
English Learners Reclassified	8 (6.5 %)	22 (16.9 %)	25 (23.1 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

Washington Elementary School	**2015-16**	**2016-17**	**2017-18**
	Number	**Number**	**Number**
Long Term English Learners (6 + Years)	7	6	3
At Risk of Becoming LTEL (4-5 Years)	15	8	9

Appendix G: School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
98	40.8%	31.6%	22.4%	5.1%

Appendix G: School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	3	0
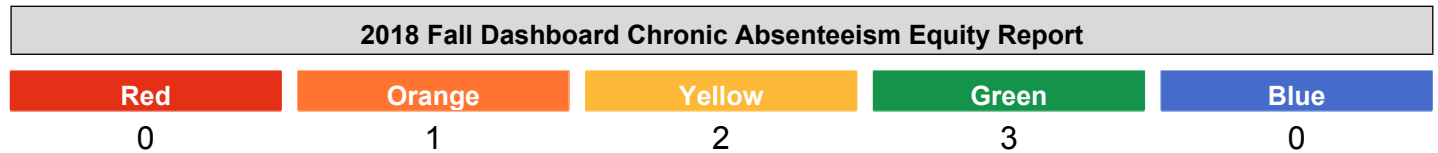
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
4.5% chronically absent	4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.1%	Increased 1.4%	2 students
598 students	100 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Green	Orange
4.3% chronically absent	5.7% chronically absent	9.1% chronically absent
Declined 7%	Declined 0.9%	Increased 1.4%
46 students	246 students	77 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
2 students	0 students	Maintained 0% 21 students	1 students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
5.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	4% chronically absent
Maintained 0% 245 students	8 students	0 students	Maintained 0.2% 321 students

Appendix G: School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	4	1
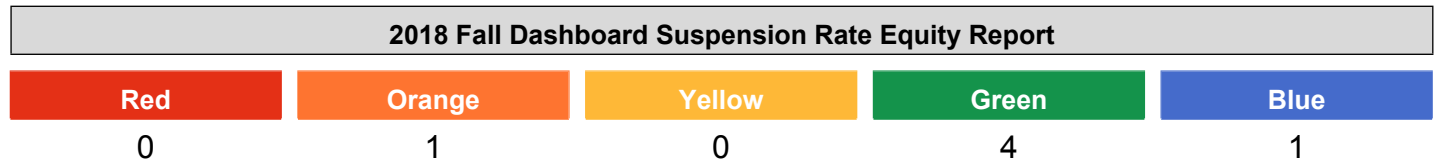
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
0.7% suspended at least once	1.9% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -2%	Declined -5.1%	2 students
609 students	105 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Green	Orange
2% suspended at least once	1.2% suspended at least once	5.1% suspended at least once
Declined -2.5%	Declined -4.1%	Maintained -0.1%
50 students	253 students	79 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
2 students		Maintained 0%	1 students
		21 students	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Green
0.8% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.6% suspended at least once
Declined -4.1%	9 students	1 students	Declined -0.8%
254 students			321 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.5% suspended at least once	2.7% suspended at least once	0.7% suspended at least once