SPSA Year ☒ 2017–18

Single Plan for Student Achievement (SPSA) Template

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

School Name	Washington Elementary School		
CDS Code	01-61291-6002455		
Revision Date	June 14, 2017		
Contact Name and Title	Elisa Alvarez Principal	Email and Phone	ealvarez@slusd.us (510) 618-4360
The District Governing Board approved this revision of the SPSA on	September 12, 2017		

The School's Mission & Vision Statements

Dear Families,

It is a true honor to be a part of the Washington community! It is a postcard beautiful school with classic and stately architecture surrounded by lush park grounds that draw families who walk from nearby apartments, bungalows and sprawling homes, all where cherry orchards once stood. The diversity in architecture reflects the myriad faces in this community. The culturally and linguistically rich backgrounds, the inviting neighborhood, and an inspired staff are just some of the key elements that make Washington Elementary a coveted school in this district.

Our dedicated teachers provide a rigorous academic curriculum based on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) to ensure access to all of our students. We incorporate Project Based Learning throughout the school day to help solidify the standards in a meaningful and memorable way. We collaborate and analyze data regularly to produce deeper and individualized learning pathways for every student.

We have worked especially hard to create a true home-school connection, where families are welcome to be on our campus before, during and after school. On any given day you will find our Parent Center and our classrooms bustling with volunteers. We have a dedicated parent facilitator who welcomes and guides parents in supporting their child's education.

Washington School has a robust Spanish Biliteracy Pathway program from first through fifth grade. Beginning August, 2017, we will transition our Spanish Biliteracy Pathway program into a Two-Way Bilingual Immersion(TWBI) program that

will begin with two Kindergarten classes. We believe that these programs promote the benefits of learning two languages, lead to increased friendships among multiple language groups and affirm all of our students' heritage, leading to increased academic achievement for all students.

We also believe that our students must have access to enrichment opportunities to help maintain focus on their future aspirations and dreams. This belief was the basis for the development of a substantial after school program. In addition to a traditional extended learning after school program, we offer a variety of outside of school classes each year. Examples include classes such as,Theater, Robotics, Coding, Ballet Folklórico, Jazz Band, Creative Arts, Hip Hop Dance, Science in the Garden, Spanish, and a Girls' Running program. We also open our library before and after school to instill the love of reading and allow access to computers and technology.

There are so many unique and amazing opportunities available for Washington students and their families. It would take pages to capture them all here! We offer tours to prospective families the first Monday of each month at 9:00 AM. I can be reached directly at (510) 618-4363 or via email at ealvarez@slusd.us.

With Warm Regards,
Elisa Alvarez
Principal

School Mission Statement
The Washington School Community is dedicated to providing equal access to learning for all students, where race, gender or socio-economic status does not predict which students achieve at school. Through culturally responsive instructional practices we recognize the varied learning styles and intelligence of all students while maintaining high expectations. We strive to provide a nurturing, respectful, and safe learning environment that will empower children with skills and knowledge that will lead to their success in a changing world. Our commitment to the implementation of state standards through the use of board-adopted curricula will ensure that all students achieve high levels of proficiency as determined by grade level, school, district, and state measures.

Note: Washington School will participate in a year-long, school-wide Project Based Learning endeavor to rewrite the Washington Mission and Vision statements. This project will include students, staff and families. At the completion of the 2017-2018 school year a new Mission and Vision statement will be developed collaboratively and will represent our entire community and incorporate our District goals. Upon completion it will be published on our website.

SCHOOL PROFILE

Washington Elementary School is committed to meeting the academic, developmental, and social needs of its diverse student population. During the 2016-17 school year, Washington student demographics reflected the surrounding diversity of the San Leandro community. Our student population includes 63.75% Hispanic, 12.25% African American, 6.75% White, 5.75% Asian, 3.75% Filipino, .5% Native Hawaiian, .25% Native American, and 7% two or more races or unknown.

During the 2016-17 school year, Washington had 164 students classified as English Learners. This represents 41% of our total population of 400 students. Our English Learners are diverse and represent a variety of languages; however, the majority of our English Learners' primary language is Spanish. Our students are demonstrating mastery of the English language as demonstrated by their increased progress in English language proficiency levels. During the 2016-17 school year 29 students were reclassified to Fluent English Proficient.

Washington School staff represents a wonderful mix of new teachers and the most veteran teachers in the district. Together the years of experience and cutting edge education provides a wealth of resources and exciting collaboration opportunities. This group of dedicated professionals believes in working together to continuously improve our ability to meet the varied academic and social emotional needs of our students. For the past two years, Washington teachers have had focused professional development in the areas of Common Core State Standards, Next Generation Science Standards(NGSS), Project Based Learning, Eureka Math, and Designated and Integrated English Language Development. This training has resulted in school-wide teaching and learning practices that have supported the transition to implementing the Common Core State Standards that have allowed for deeper learning opportunities for students at each grade level. In addition to our core academic program of Language Arts, Mathematics, Science, Social Studies, and English Language Development, students in first through fifth grade receive instruction in Physical Education, Art and Music. Our students have access to the school library and mobile Chrome books or iPad carts in every classroom.

Washington School staff believes in building a strong home-school connection. A dedicated Parent Center is the hub of the school. Our full time Parent Facilitator ensures that this space is welcoming to all families throughout the school day and after school during our after school programming. Many volunteer and parent involvement opportunities exist during the school year. We have many evening events including a Fall carnival, Soul Food Night, movie nights, concerts and much more. Parents participate in our Parent Teacher Association (PTA), English Language Advisory Committee (ELAC), and School Site Council (SSC). In addition to these groups, each Wednesday morning is an open forum for parents to work directly with the Principal on school needs. Through these opportunities, parents are able to take part in their child's education and influence the planning and direction of the school community. Parents also have the opportunity to participate in the California PTA School Smarts Academy, a seven week program that helps parents develop their leadership capacity, increase school engagement, and provided the tools to continue to support and advocate for their children throughout their education.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

1. In analyzing the CA Dashboard Equity Report, the Washington community is most proud of the increase in the number of students who improved their scores on the state summative assessments. In Mathematics, all students increased significantly. Our English Learner's scores increased by 27.5 points and our Reclassified English Proficient student scores increased by 18.8 points. Socioeconomically disadvantaged students increased by 24.1 points and Students with Disabilities increased by 39.5 points. In English Language Arts our English Language Learners gained 15.1 points, Reclassified Students gained 19.5 points, Socioeconomically disadvantaged students gained 13.4 points and Students with Disabilities gained 23.8 points.

As a site, we believe these increases in scores are a result of better teacher and student understanding of the Common Core, ELD Standards, and online summative tests. The increase was also influenced by a more rigorous and aligned mathematics curriculum, online blended learning platforms that serve as individualized learning pathways for students and differentiated instruction as a means of immediate intervention. We also believe that our emphasis on Mathematics instruction and Project Based Learning had a significant impact on our scores. We used site funds to add classroom support to implement projects that strategically incorporated the Common Core Standards. We also used site funds to increase our Math professional development opportunities and collaboration time with Instructional Coaches.

During the 2015-16 school year, all Washington teachers completed a three-day training in implementing the new ELD standards, not just during designated ELD, but throughout the entire instructional day across all content areas as defined by integrated ELD. Washington teachers have also implemented Imagine Learning, a special online platform that supports EL students in acquiring English. During the 2016-17 school year, all Washington teachers participated in Project Based Learning training and have implemented projects that they developed during the training sessions and during collaboration time. In addition to the increase in student achievement scores, we have also seen an increase in the number of parents engaged in their students' education. Attendance and membership in parent advisory groups, PTA, and Wednesday morning Principal conversations has increased. We believe that this is related to better communication with families, more engaging/relevant parent education topics, and the work of our Parent Facilitator.

2. We believe that providing a smaller teacher to student ratio with the addition of a para-educator in the Kindergarten classroom, as well as a classroom teacher in grades 1 - 5, helped staff provide more in-class interventions for students in need. These conclusions are drawn from having fewer students scoring in the "need for urgent intervention" category on our district assessments. Also, identifying the students who scored in the urgent need of intervention in Language Arts or Math through the STAR Renaissance assessments assisted staff in making decisions on which students to serve in the learning academies. Staff also utilized the district blended learning suite more frequently since we moved to a 2:1 student device ratio in Kindergarten and a 1:1 ratio in 1st-5th grades. In addition, we provided more science learning opportunities through use of Mystery Science and the Next Generation Science Standards (NGSS). With assistance of an additional online platform, Ellevation, the site administrator has used the features to support the teachers in monitoring the academic progress that English Learners are making in their instructional program. It has supported intentional monitoring of progress being made and identifying which students who are currently identified as English Learners may need intervention services.

3. As a Title 1 School, we made the decision to allocate the majority of our funding to support additional staff to supplement our instructional programs. We provided a 2 hour para-educator in our Kindergarten classes and we provided a .20 FTE certificated classroom teacher to provide specialized in-class co-teaching of Project Based Learning in grades 1 - 5. We also used Title 1 funds to enhance our enrichment program. We believe that by providing diverse opportunities for enrichment after school helps students stay focused and motivated during the school day and increases their connection to the school. Students who develop a love for an extracurricular activity such as art, music, theater, coding, dance, etc., will improve academically due to the increased number of positive relationships developed in the school community. We believe that as a result of the majority of our students being enrolled in an enrichment activity, this positively impacted our academic scores. Title 1 funding also supported collaboration with instructional coaches and other experts on the new Eureka Math curriculum. It supported our efforts to streamline Project Based Learning projects to ensure that each project had an impact and strengthened students' understanding of the Common Core Standards.

GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that need significant improvement based on the school's review of local performance indicators or other local indicators.

1. What are the areas of greatest need in which the overall performance was in the "Red" or Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating?

Washington's greatest needs, according to the CA School Dashboard, is English Learner Progress, where we are in the red performance level. During the 2016-17 school year we focused our attention on this area and we were able to double the number of students who were reclassified in this school year. This growth will be evident on next year's report.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Washington School is committed to providing individualized English Language Development (ELD) to all English Learners. Teachers will implement the new ELD standards not just during Designated ELD but throughout the entire instructional day across all content areas as defined by Integrated ELD. Washington teachers will continue to implement Imagine Learning, a special online platform that supports EL students in acquiring English. Teachers will incorporate Project Based Learning into their lesson plans to support English Language Learners.

The English Proficiency Levels (EPL) of every EL student will be provided to the staff prior to the first day of school in order to begin English Language Development instruction at the start of the school year and provide accurate Designated ELD leveled instruction. Included in this list will be Long Term English Language Learners (LTEL), to raise the awareness of this issue and so that the appropriate academic interventions can be implemented by staff for these students.

Reclassified Fluent English Proficient (RFEP) students names will be provided to staff prior to the first day of school in order to begin RFEP monitoring process at the start of the school year and provide any intervention services that may be needed.

Washington staff will provide supports for EL students across all content areas of the curriculum by providing integrated ELD, which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and supports the delivery of the required thirty minutes of daily Designated ELD instruction. This includes the use of blended learning platforms designated for EL students, such as Imagine Learning and/or primary language para educator support. Teachers will also monitor the progress of the EL students and provide intervention to those students.

Teachers will ensure that EL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet district criteria for reclassification in 1st through 5th grade. Teachers will regularly monitor the progress of their RFEP students to ensure they continue to make progress and provide intervention when needed.

Staff will conduct an annual evaluation to capture the progress of the EL programs to see how they are accomplishing the goals, including determining whether the needs of the students have been met by the strategies used.

Staff will provide ongoing K-5 parent education opportunities co-constructed with site leadership, parent facilitator and teacher and parent

leaders (i.e. Coffee and Conversation, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.

In addition to the instructional day, Washington is committed to providing enrichment activities to all English Learners. These after school enrichment activities support English Language Development and provide a multitude of opportunities to use the English language with students and staff from a variety of linguistic backgrounds. During the 2016-17 school year, Washington offered Theater, Science in the Garden, Coding, Jazz Band, Ballet Folklorico, Hip Hop, Track and Field, and Library/Computer. The staff members who provided these courses are either familiar with Integrated ELD standards or are classroom teachers, who have been thoroughly trained in implementing ELD standards. Priority enrollment was given to English Learners.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance?

While all of our students scored within the yellow performance level for English Language Arts and Mathematics, our African American students declined by 7.1 points in English Language Arts and increased in Mathematics by the smallest margin (15.4 points). In addition, our African American students declined slightly on the performance level for the Suspension Rate Report. There was a 3.8% decline (However, African American students still remain in the green performance level).

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

We will focus on differentiated instruction in the classroom for our African American students. Reports will be generated using Renaissance Learning and SBAC results. Use of assessments will be monthly and will inform instruction and differentiated learning groups in both Mathematics and English Language Arts. Teachers will use blended learning platforms to provide unique learning pathways during the school day and access after school. Compass Learning, the online platform that best meets the individual student's needs will be used on a daily basis to extend student learning. Compass Learning access will be provided to all students in the after school programs (both ASES and Library/Computer program). Special directions will be provided to families for summer access and incentives will be provided to all students who use the program during vacations, including summer.

We will provide ongoing K-5 parent education opportunities (i.e. Coffee and Conversation, Annual Title 1 Meeting, School Site Council, School Smarts Academy, and African American Parent Group Meetings) for parents to deepen their knowledge about school and outside resources to support student academic and social emotional development. At these meetings parent education is provided regarding access to online platforms, healthy study environments, goal setting, and an overall development of a home-school connection. Our parent facilitator will focus on building healthy connections with our African American parents by personally inviting parents to school events and opportunities. In addition, our parent facilitator will support parents and teachers with protocols on volunteering in the classroom and on field trips, thus eliminating any barriers to being a positive partner in their child's education.

We will utilize a multitiered intervention framework for academic and behavioral support to provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom) and tracked disciplinary actions (i.e. number of Office Reflections, Office Referrals, behavior contracts, in-house or out of school suspension).

We will continue to implement Toolbox Social Emotional Learning (SEL) curriculum and Positive Behavior Intervention Support (PBIS).

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

Services previously addressed for these sub groups.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

1. At Washington, 349 students, about 78% of our total enrollment, are Socioeconomically Disadvantaged. Our families may have more fiscal challenges in having students participate in enrichment opportunities and or extra curricular activities that are not provided through the school.

2. We will continue to make it a priority to provide high quality after school programming that includes both enrichment and intervention for all of our students. Our after school programming is provided by current staff (both ASES and classroom teachers) in order to improve the home-school connection after school hours. The After School staff has been trained in Positive Behavior Intervention Support, Toolbox, and has direct access to differentiated lesson plans through Renaissance Learning, and access to Compass Learning and other online learning platforms. The school day and after school program represents a seamless relationship, creating rich extended learning opportunities for all of our students.

Our parent facilitator and principal will continue to do an annual needs assessment regarding basic needs including access to food, clothing, school supplies and computer access. Home visits will be conducted annually to our highest need families. Families will be connected with resources as needed to eliminate barriers minimizing effectiveness of the provided services. The work of the parent facilitator is crucial in developing a strong home-school connection and will serve to minimize these challenges students face during the school day and extended school day.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X Parents have received a copy of the Parent Involvement Activities.

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS** – Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The SPSA was developed with input from all stakeholder groups on the following timeline from March to June.
March: Staff meeting and cooperative work sessions regarding the SLUSD Strategic Plan, goals and budget.
April: Instructional Leadership Team, SSC, and ELAC, and additional staff meeting analysis of school-wide data, Community Survey developed and made accessible online, District Strategic Plan approved by BOE and Washington SPSA goals aligned to it based on site data and the community survey and the EL parent survey.
May: Draft of SPSA approval from Staff
June: Draft approval from SSC
September : Recommendation made to Board of Education to approve Washington SPSA plan.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

The Washington staff, SSC, and ELAC all review the SPSA goals and budget at the start of each school year. All subsequent actions and/or purchases are aligned to the SPSA goals throughout each year. At the close of each school year the same stakeholders review effectiveness of the goals and budget and have input on whether modifications need to be made.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Washington School provides these parent involvement events throughout the school year:
PTA Membership and Volunteering for ongoing school-wide events such as Book Fairs, Family Movie Nights, Dances, Fall Carnival and Festival, Soul Food Night, Field Trips, Outdoor Education, Beautification Day, etc.
School Smarts Academy
Back to School Night
Open House
Parent Teacher Conferences
Weekly Coffee and Conversation with the Principal
English Language Advisory Committee
English Language Learner Parent Survey
School Site Council
Annual Title 1 Meeting

IV. ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable.

Not Applicable.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	79	78	78	77	78	77	98.7	98.7
Grade 4	64	71	61	71	61	71	95.3	100
Grade 5	65	59	64	58	64	58	98.5	98.3
All Grades	208	208	203	206	203	206	97.6	99

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2381.4	2364.8	3	3	15	16	44	21	38	61
Grade 4	2412.6	2442.1	8	8	11	25	26	34	54	32
Grade 5	2442.9	2488.0	8	12	11	31	30	22	52	34
All Grades	N/A	N/A	6	7	13	23	34	26	47	44

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	11	47	37	47	53
Grade 4	7	6	39	55	54	39
Grade 5	9	17	34	45	56	38
All Grades	7	11	41	45	52	44

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	4	49	39	46	57
Grade 4	5	11	51	63	44	25
Grade 5	6	24	41	47	53	29
All Grades	5	12	47	50	48	38

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	6	72	62	24	31
Grade 4	7	6	57	82	36	13
Grade 5	8	12	59	53	33	34
All Grades	6	8	64	67	31	26

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	1	7	69	34	29	59
Grade 4	10	15	48	54	43	31
Grade 5	8	28	63	55	30	17
All Grades	6	16	61	47	33	38

Conclusions based on this data:

1. The overall ELA achievement percentages for all students scoring "Standard Exceeded" or "Standard Met" increased or stayed the same from 2014-15 to 2015-16.
2. The percentage of 3rd grade students scoring "Below Standard" increased from 2014-15 to 2015-16 in every subcategory.
3. We will continue to identify students scoring in the below or standard nearly met area in order to increase student achievement overall.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	79	78	79	77	78	77	100.0	98.7
Grade 4	64	71	61	71	61	71	95.3	100
Grade 5	65	59	64	58	64	58	98.5	98.3
All Grades	208	208	204	206	203	206	98.1	99

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2386.7	2394.1	1	4	9	12	46	38	43	47
Grade 4	2419.0	2450.1	2	7	15	14	43	54	41	25
Grade 5	2418.7	2467.0	0	3	2	16	25	40	73	41
All Grades	N/A	N/A	1	5	8	14	38	44	52	38

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	9	38	35	58	56
Grade 4	5	13	34	39	61	48
Grade 5	2	5	8	40	91	55
All Grades	3	9	28	38	69	53

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	6	55	56	38	38
Grade 4	7	8	46	63	48	28
Grade 5	0	7	27	45	73	48
All Grades	4	7	43	55	52	37

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	4	10	64	62	32	27
Grade 4	5	6	38	56	57	38
Grade 5	0	3	41	53	59	43
All Grades	3	7	49	58	48	35

Conclusions based on this data:

1. The percentage of students scoring "Below Standard" for all grades and subcategories decreased from 2014-15 to 2015-16 except for one (3rd grade Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems) which remained the same.
2. 5th graders showed the biggest gains in Mathematics from 2014-15 to 2015-16.
3. We will continue to identify students scoring in the below or standard nearly met area in order to increase student achievement overall.

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K			***					***				***			***
1	5	3		32	21	43	37	30	29	20	18	14	7	27	14
2	6	12		32	17	36	48	46	33	8	15	18	6	10	12
3	3	2	6	33	38	34	35	47	46	25	6	14	5	6	
4	15		7	33	32	38	24	54	34	21	11	17	6	4	3
5	13	16	20	38	28	50	50	40	30		12			4	
Total	7	6	6	33	27	38	38	44	35	16	12	14	6	10	6

Conclusions based on this data:

1. There has been a decrease in the number of students scoring at the Intermediate level from 2014-15 to 2015-16.
2. There has been an increase in the number of students scoring Advanced from 2014-15 to 2015-16.
3. We need to continue to monitor students progress at each level and provide instruction to result in language proficiency growth to support achieving English proficiency at the early advanced or advanced levels in order to meet reclassification criteria. This growth will be aligned to the new levels outlined in the English Language Proficiency Assessment for California (ELPAC) once implemented.

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K			2	10		7	21	30	22	18	35	29	51	35	39
1	4	3	4	31	20	39	36	29	26	18	20	17	11	29	13
2	6	12		31	19	35	47	44	35	8	16	18	8	9	12
3	2	4	5	30	39	35	35	43	43	23	6	16	9	8	
4	14		6	31	30	38	23	53	31	20	10	16	11	7	9
5	13	16	20	38	28	50	50	40	30		12			4	
Total	6	6	5	28	25	32	34	41	32	16	15	18	16	14	14

Conclusions based on this data:

1. The majority of our Kindergarteners entering Washington are level 1s on the CELDT. This places emphasis on consistent delivery of English Language Development to support at least one proficiency level growth in one academic year.
2. There are no students at fifth grade who have scored at the Beginning or Early Intermediate levels.
3. The majority of students in grades third to fifth are scoring primarily at the Intermediate to Early Advanced levels. An emphasis on providing differentiated instruction will be necessary to support reclassification and prevent any students from being identified as Long Term English Learners(LTELs) .

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	**Number Reclassified**	**Percent of previous year's ELs Reclassified**
2016-17	29	13.1%
2015-16	25	12.3%
2014-15	15	6.8%

Conclusions based on this data:

1. There was an increase in the number of students who were ready for reclassification to RFEP every year.
2. We will continue to focus on getting more students reclassified to RFEP status. This will involve monitoring students' progress of those that are meeting or close to meeting the set criteria for reclassification. Clearly defining the process regarding reclassification for parents of current EL will also be improved to maintain the increase year after year.

Stakeholder Engagement

SPSA Year ☒ 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Analysis?

March: Staff meeting and cooperative work sessions regarding Strategic plan, goals and budget.
April: Instructional Leadership Team, SSC, and ELAC, and additional staff meeting analysis of school-wide data; Community Survey developed and made accessible online; District Strategic Plan approved by BOE and Washington SPSA goals aligned to it based on site data and the community survey and the EL parent survey.
May: Draft of SPSA approval from Staff
June: Draft approval from SSC
September: Recommendation made to the Board of Education to approve the Washington SPSA plan.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

The Washington staff, SSC, and ELAC all reviewed the SPSA goals and budget at the start of the school year. All subsequent actions and/or purchases were aligned to the SPSA goals throughout the year. Washington staff and community were given opportunity to give input to the 2017-18 SPSA goals. PD was provided for all stakeholders as to how the SPSA goals were aligned to the District strategic goals. Input sessions and feedback are a result of a careful academic and language data analysis that guided the programatic decisions and made the timelines and activities outlined above. Our ELAC families provided input to our EL goals, which are more robust than in previous years and based on student achievement data and language development data. We believe that the goals outlined in the SPSA will improve EL student achievement at our school and will reflect an analysis of how the goals were met as a result of our annual evaluation.

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

DISTRICT GOAL: Goal #1: Teach, Learn, and Achieve
Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Washington Elementary School will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
1.1 We want to continue to develop an engaging and rigorous curriculum in order for students to gain mastery of the standards in all subject areas. Many of our students are still scoring at the nearly met standard and below standard range on state summative assessments and we need to increase the number of students in the proficient or advanced range.	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data
1.2 We want to continue to identify students in need of urgent intervention so we can provide the needed services to those students. 1.2a Identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement.	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data
1.3 Same as 1.1	Same as 1.1	Same as 1.1
1.4 We need to provide opportunities for deeper learning through the use of Project Based Learning and provide planning time for staff in order to accomplish this. 1.4a We need to provide opportunities to support ELs in the implementation with project based learning by providing PD for staff that includes an emphasis on ELD	N/A	District Strategic Plan Action Item CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data

standards and language acquisition strategies.		
1.5 We need to utilize the blended learning suite and student devices to provide intervention and/or enrichment opportunities for students. This also helps staff to differentiate instruction to help meet the needs of our diverse learners.	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data
1.6 We need to increase the overall achievement of our EL students and the rates of reclassification prior to our students entering middle school.	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data
1.7 Same as 1.6	Same as 1.6	Same as 1.6
1.8 Same as 1.6	Same as 1.6	Same as 1.6
1.9 There is an ongoing need in order for staff to implement the curriculum.	Budget Allocations	Budget Allocations
1.10 We need to continue to implement and expand the options in our PBIS and SEL programs as well as academic interventions.	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data, MIISS Handbook Tiers 1, 2 and 3 expectations for sites.
1.11 Washington staff is committed to closing the achievement gap. We believe providing additional support for students with limited resources prior to the start of school and prior to the start at middle school will have the biggest impact on closing the achievement gap.	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data Parent group input at all parent meetings.	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data
1.12 Same as 1.10	Same as 1.10	Same as 1.10
1.13 Washington staff believes that extracurricular activities and exposure to music, arts, science, math, etc, will increase academic confidence and achievement, self-esteem, and an overall understanding of college and career options. We believe that intervention should be woven into enrichment. We believe that ELLs will increase their English Proficiency levels at a faster pace, thus increasing the overall reclassification rate. The majority of Washington School students are socioeconomically disadvantaged, therefore many students would benefit from programming provided by the school.	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data Parent group input at all parent meetings.	CA Dashboard Student Achievement Data, CELDT Results, District Assessment Data Parent group input at all parent meetings, Washington Community survey

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☒ Modified ☐ Unchanged

1.1 Support the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies and provide time for staff to collaborate on newly adopted programs during staff meetings and/or collaboration times and promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem-solving, communication, collaboration, and creativity).
1.1a Many of our EL students are still scoring at the nearly met standard and below standard range on state summative assessments and we need to increase students to the proficient and advanced range. This will include the support of having access to an instructional coach with expertise in language acquisition strategies and can offer professional development for staff, administration and parents to address the diverse needs of English Language Learners.

2017-18

Source	Title III
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Centralized services to support programs at the school site

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.2 Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs and analyze State, District, and State data on an ongoing basis to ensure that students' needs (strengths and/or challenges are identified with special attention to students who are in the opportunity gap) and addressed through differentiated classroom instruction at the Tier 1 level and/or intervention services at the Tier 2 level.
1.2a Identify students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. The use of Ellevation online platform to support the monitoring of student academic progress to facilitate opportunities for teachers to provide feedback on student performance that will inform intervention services.

Amount	12,600
Source	Title III
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Centralized services to support programs at the school site.

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

2017-18

☒ New ☐ Modified ☐ Unchanged

1.3 Improve performance outcomes for students in the area of mathematics through systematic implementation of the board adopted math curriculum by identifying key standards across the Eureka Math curriculum in order to better understand the grade level expectations/common core standards in the grade below and above each level (i.e. A first grade teacher understands Kindergarten standards, the first grade standards and the second grade standards and plans lessons so he/she can expand on a student's prior knowledge and also make connections to/plans for future learning.

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

2017-18

☐ New ☒ Modified ☐ Unchanged

1.4 Continue to implement Project Based Learning so that every student experiences at least two project based units every academic year. Provide time for staff to collaborate on grade level and school-wide Project Based Learning projects during staff meetings, during collaboration Wednesdays and during all day collaborative work days. Provide opportunities to visit other schools implementing PBL within the district and at neighboring districts.

1.4a We need to provide opportunities to support ELs in the implementation with Project Based Learning by providing PD for staff that includes an emphasis on ELD standards and language acquisition strategies. This PD should apply to both during the school day staff and after school staff.

2017-18

Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.5 Integrate technology consistently through the district adopted blended learning suite; Utilize the connection between STAR Renaissance Assessments and Compass Learning and other blended learning platforms to provide individualized pathways to help narrow students' skills gaps in Language Arts and Mathematics.

BUDGETED EXPENDITURES

2017-18

Action **6**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.6 A focus will be placed on ensuring access to systematic language development instruction throughout the instructional day for our English Learners. Identifying and implementing best practices to support the delivery of Designated and Integrate ELD Instruction. Prioritize time during staff meetings and collaboration time for teachers to collaborate and have access to instructional coaches that have expertise with language acquisition strategies.

BUDGETED EXPENDITURES

2017-18

Source	Title III
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Centralized services to support programs at the school site.

Action 7

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.7 Provide student academic achievement data and roster of English Learners (EL) and English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin Designated English Language Development (ELD) instruction at the start of the school year.

1.7a Provide names of students who are close to meeting the set criteria for becoming Reclassified Fluent English Proficient (RFEP) and also provide teachers with rosters of students to staff prior to the first day of the school year in order to begin the RFEP monitoring process at the start of the school year. This will be facilitated by utilizing the ELLevation platform by the administrator.

1.7b Provide names to staff of students who are at risk for becoming Long-term English Language Learners (LTEL) to raise the awareness and address the issue so appropriate academic interventions can be implemented by staff for these students. Provide opportunities that analyze student achievement data as reported on CA Dashboard and locally developed dash board in order to discuss implications for continuing EL status and determine appropriate interventions.

BUDGETED EXPENDITURES

2017-18

Amount	12,600
Source	Title III
Budget Reference	

Expenditure Description	Centralized services to support programs at the school site.

Action 8

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.8 Provide supports for EL students across all content areas of the curriculum by providing integrated ELD which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and support the delivery of the required thirty minutes of daily Designated ELD instruction. This includes the use of blended learning platforms designed for EL students such as Imagine Learning, and/or primary language paraeducator ELD support, teachers will also monitor the progress of their EL students and provide intervention to those students.

BUDGETED EXPENDITURES

2017-18

Amount	18,000
Source	Title III
Budget Reference Expenditure Description	Centralized services to support programs at the school site.

Action 9

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

1.9 Utilize site discretionary funds to purchase materials that support the implementation of the school-wide instructional program.

BUDGETED EXPENDITURES

2017-18

Budget Reference Expenditure Description	4000-4999: Books And Supplies This funding will be used to purchase classroom materials and office supplies that support the implementation of action items in the SPSA plan.

Action **10**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.10 Utilize a multitiered intervention framework for academic and behavioral support; Provide Tier 1 instructional and behavioral supports in all classrooms for all students; develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments (i.e. progress on state, district, classroom) and tracked discpilinary actions (i.e. number of reflection forms, office referrals, behavior contracts, in-house suspension or out of school suspensions).

BUDGETED EXPENDITURES

2017-18

Action **11**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.11 Provide site general education paraeducator support to students in need of urgent intervention (based on district assessments) in grades 4 and 5 and to support Kindergarten classrooms with our newest learners to promote a healthy and successful entry into the educational system. The paraeducator would support small group instruction, PBL, blended learning and guided reading, and support in the Two Way Bilingual Kindergarten class.

BUDGETED EXPENDITURES

2017-18

Amount	12,600
Source	Title I
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries

Action **12**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☒ At Risk/Urgent Intervention

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.12 Utilize COST process to provide site, district, and community resources for students and their families in need of Tier 3 interventions (i.e. Student Success Team meetings, on-site counseling, special education referrals.

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Substitute pay for teachers to attend COST and SST meetings

Action **13**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☒ At Risk/urgent Intervention

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

1.13 Provide diverse enrichment and intervention experiences to enhance learning outside of the classroom in conjunction with Washington staff, independent vendors and ASES after-school care program staff.

BUDGETED EXPENDITURES

2017-18

Amount	12,820
Source	Supplemental and Concentration
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Boys & Girls Club Additional staff member to provide Annex
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Additional teacher hourly to provide after school intervention/enrichment

Action **14**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **15**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **16**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **17**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **19**

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

DISTRICT GOAL: GOAL #2: Equity and Inclusion through College and Career Readiness
Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career reaciness and positive personal development.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Washington Elementary School staff will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
2.1 We want to develop a college-going and career development culture at Washington. Students and parents need to know that elementary school is not too early to start thinking and planning for the future for students. 2.1a We want to continue develop a clear definition for parents around the EL pathways that students can experience as an EL learner in elementary school and those available to them as secondary students. 2.1b We want to educate families on the importance of bilingualism as it pertains to college and career and the positive impact it has on their children's future.	ELAC, SSC, and Staff input	ELAC, SSC, staff input, Washington Community survey, and EL parent survey.
2.2 Same as 2.1	Same as 2.1	Same as 2.1
2.3 We are seeing increased numbers of students coming to Washington with spectrum-like behaviors and/or ADD. These students are in General Education with Special Education Support. Staff needs more professional development in this area to improve instruction in order to support these students.	COST and SST Referral Rates	COST and SST Referral Rates, and staff input
2.4 We need to continue to increase our EL reclassification rates in order for students to be on the	EL Reclassification Rates, CA Dashboard for EL Students	EL Reclassification Rates, CA Dashboard for EL Students

RFEP path prior to entering middle school. We want to identify students at risk for Long Term English Language status and provide interventions so they can meet the reclassification criteria.		
2.5 We will provide parents with opportunities to increase their knowledge about which strategies will best support their students at home.	ELAC, SSC, and Coffee and Conversation input from families	ELAC, SSC, and Coffee and Conversation input from families
2.6 We want to continue and strengthen our wellness messaging to students and their families.	Health and Wellness Coordinator Logs, Physical Education Tests Criteria, Staff input	The Alliance for a Healthier Generation awarded the Bronze National Healthy Schools Award to Washington, Physical Education Tests criteria, CA Dashboard School Climate Data
2.7 We will develop,a high quality Two Way Bilingual Immersion Program, through research and professional development beginning with Kindergarten in 2017-18 and expanding one grade level per year until there are at least 2 classes per grade level in Kindergarten through 5th grade.	Parent surveys and input at parent group meetings.	CA Dashboard School Climate Data

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.1 Provide learning experiences for students that will inspire them to plan their college and career pathway options. Develop a school-wide PBL that chronicles students' understanding of their future options including college and career choices. Infuse elements of college and career to other PBLs. Incorporate community partners into PBLs and increase the number of field trips students attend that include exposure to career and college choices.
2.1a Provide parents with a clear definition of the EL program pathways and college and career options and opportunities that may be available for their students at the elementary and secondary levels. An emphasis will be placed on the development and expansion of the Two Way Bilingual Immersion Program.

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2.2 Provide K-5 parent education opportunities (i.e Coffee and Conversation, Annual Title 1 Meetings, ELAC, School Site Council, School Smarts Academy) for parent to learn about college and career options and how SLUSD pathways work to support them.

BUDGETED EXPENDITURES

2017-18

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ English Learners ☒ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.3 Strengthen the connection between general education and special education services to improve options for our students with special needs and provide ongoing professional development for staff on co-teaching and inclusion strategies for our diverse learners.

BUDGETED EXPENDITURES

2017-18

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English ☐ Students with ☐ Foster Youth ☐ Low Income ☐

Learners Disabilities

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2.4 Ensure that EL students continue to make growth on state and district assessments in order to reclassify them as RFEP as soon as they meet district criteria for reclassification in 1st through 5th grades. Monitor and complete the reclassification process with the support of the ELLevation online platform.

BUDGETED EXPENDITURES

2017-18

Amount	12,600
Source	Title III
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Centralized services to support programs at the school site.

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2.5 Provide K-5 parent education opportunities (i.e. Coffee and Conversation, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to learn about how to support their child's learning at home.

BUDGETED EXPENDITURES

2017-18

Action **6**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2.6 Promote prevention and intervention programs that focus on health, wellness and positive personal, social development by implementing opportunities for movement throughout the day, Toolbox Social Emotional Learning (SEL) curriculum and Positive Behavior Support (PBIS). "Pawprints" will be used as incentives following the PBIS handbook. Students will use the "Pawprints" to "shop" at the Pawprint Store on a weekly basis. Most items will come from donations, but some items and paper will be purchased throughout the year if donation balance exceeds costs of items to support incentives.

BUDGETED EXPENDITURES

2017-18

Amount	800.00
Budget Reference Expenditure Description	4000-4999: Books And Supplies

Action 7

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.7 Washington will implement and expand the specialized Two Way Bilingual Immersion Program that will enhance learning and provide students with a competitive edge when considering college and career opportunities.

BUDGETED EXPENDITURES

2017-18

Source	Title III
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Centralized services to support programs at the school site.

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 3

DISTRICT GOAL: GOAL #3: Collaborative and Engaged District Culture
Expectation: All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Washington Elementary School staff and District partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
3.1 We want to provide students with a social emotional learning curriculum, positive behavior role models and opportunities for movement throughout the day.	Health and Wellness Coordinator Logs, Discipline Logs, SST notes	The Alliance for a Healthier Generation awarded the Bronze National Healthy Schools Award to Washington, CA Dashboard Suspension Rates, SST and COST referral rates
3.2 We strive to improve communication between all stakeholder groups at Washington. We need to continue to improve our website and utilization of our school database and offer multilingual communication whenever possible in the languages represented at our school. 3.2a Provide all communication in English and Spanish. Provide multilingual communication whenever possible for other language groups represented at the school.	Staff input and parent surveys	EL Parent Survey Data
3.3 We would like to support parents request to maintain regular, consistent communication between their child's teachers through the use of folders and planners.	Coffee and Conversation, ELAC, SSC, and PTA meetings and staff input.	Coffee and Conversation, ELAC, SSC, and PTA meetings and staff input.

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

3.1 Promote health and wellness efforts for students, families and employees that support improved teaching and learning in the classroom and provide opportunities for all students to engage in activities in and out of the classroom that focus on movement (i.e. Toolbox Class Meetings, Brain Breaks, Participation in the District-Wide Track meet and participation in Girls on the Run.

BUDGETED EXPENDITURES

2017-18

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

3.2 Continue to develop/implement best practices in communicating information between all stakeholder groups in the Washington community (i.e. website, social media, Google classroom, Remind text, teleparent messages, staff newsletters, classroom newsletters, school-wide newsletters, home visits etc.)
3.2a Provide all communications in English and Spanish. Provide multilingual communication whenever possible for diverse language groups represented at the school.

BUDGETED EXPENDITURES

2017-18

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

3.3 We will provide all students with a sturdy folder and/or planner in order to maintain a consistent flow of communication between home and school in addition to supporting communication electronically.

BUDGETED EXPENDITURES

2017-18

Budget Reference
Expenditure Description 4000-4999: Books And Supplies

Action 4

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 4

DISTRICT GOAL: GOAL #4: Family and Community Involvement
Expectation: SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Washington Elementary School staff will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
4.1 We want to increase participation in parent education opportunities and work towards establishing parent focus groups and ensure that existing groups reflect the school's demographics.	Washington Community Survey, Event Attendance, Parent Facilitator Log	Washington Community Survey, Event Attendance, Parent Facilitator Log
4.2 We provide all documents and recorded messages in English and Spanish so that parents have a better understanding of school events, expected behaviors and procedures. We provide translation in other languages whenever possible.	Washington Demographics	Washington Demographics
4.3 Parents would like more information on EL programs and pathway in order to better support their student's learning.	Input from parent group meetings (PTA, ELAC, SSC, Coffee and Conversation)	Input from parent group meetings (PTA, ELAC, SSC, Coffee and Conversation) Washington community survey, and EL parent survey
4.4 We are always striving to improve communication between all stakeholder groups at Washington. 4.4a We are striving to improve communication and feedback loops with parents who have identified EL students and those who have RFEP students in order to continue to improve services.	Input from parent group meetings (PTA, ELAC, SSC, Coffee and Conversation) and input from staff	Input from parent group meetings (PTA, ELAC, SSC, Coffee and Conversation) Washington community survey, EL parent survey and input from staff
4.5 We believe that student leadership opportunities contribute to the overall home/school connection. Student voice helps keeps parents actively engaged in their child's education.	Input from parent group meetings (PTA, ELAC, SSC, Coffee and Conversation) and input from staff Attendance at community events	Input from parent group meetings (PTA, ELAC, SSC, Coffee and Conversation) and input from staff Attendance at community events

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☒ Modified ☐ Unchanged

4.1 Utilize the services of our parent facilitator and staff to help systematize parent engagement efforts at Washington and provide targeted outreach/support to families of students in the opportunity gap which include parents of English Learners (i.e. African American and Latino Support Groups).

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

4.2 Utilize site and district resources to provide translation services to our parent community for Spanish and/or other identified languages (when possible).

BUDGETED EXPENDITURES

2017-18

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.3 Provide K-5 parent education opportunities (i.e. Coffee and Conversation, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.

BUDGETED EXPENDITURES

2017-18

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

4.4 Provide opportunities for parents to provide feedback on school-wide programs and procedures.
4.4a Provide opportunities for EL parents to co construct their vision for best practices in encouraging input and feedback on EL programing and services. Develop multiple ways to gather parent input such as, but not limited to, EL Parent Survey and annual analysis of programs with the support and co facilitation of the site administrator and parent facilitator.

BUDGETED EXPENDITURES

2017-18

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

4.5 Maintain an active student leadership group that participates in school decision making, weekly school-wide announcements, community outreach at school events (i.e. school concerts, Soul Food Night, Open House, etc.) and the development of Project Based Learning. (This also supports Goal 2: students engaged in school leadership will be exposed to college and career information).

BUDGETED EXPENDITURES

2017-18

Amount	1000.00
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 13

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

5.1 The parent facilitator and principal will facilitate opportunities that create access to internet and devices at home for students and their families (i.e. Family Tech Nights).

BUDGETED EXPENDITURES
2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES
2017-18

☐ New ☐ Modified ☐ Unchanged

5.2 Continue to improve the appearance of our school site with staff, district, and community support. Plan thoughtful Beautification Day with all stakeholders.

BUDGETED EXPENDITURES
2017-18

Action **3**

ACTIONS/SERVICES
2017-18

BUDGETED EXPENDITURES

Action **4**

ACTIONS/SERVICES
2017-18

BUDGETED EXPENDITURES

Action **5**

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 5

DISTRICT GOAL: Strategic Plan Goal #5- Facilities: Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Washington Elementary School Staff will effectively maintain and improve the facilities and technology infrastructure in order to provide an optimal learning environment for all students.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
5.1 Families are in need of technology devices beyond a smart phone and access to low cost/no cost internet in their homes.	Needs assessment survey	Family Tech Night Attendance and Comments
5.2 Our school will need upgrades to facilities that include new portables, paint, HVAC, and an upgrade to our library and auditorium.	Washington Community Survey and parent engagement activities	Measure J1 Needs Assessment

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 6

DISTRICT GOAL: To achieve improvement in the overall educational program, district schools will include research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

2017-18

BUDGETED EXPENDITURES

Action **16**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **17**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 7

DISTRICT GOAL: To increase the percentage of students who meet the UC/CSU "a-g" requirements and graduate from high school college and career ready, the overall learning environment provides quality instruction and guidance in a broad course of study (e.g. English, math, social studies, science, visual and performing arts, health, physical education, world languages, etc.).

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action **11**

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 8

DISTRICT GOAL: To demonstrate student preparedness for college and career readiness, students will earn passing grades in a broad course of study, which include Career Technical Education (CTE) course pathway completion; access to Academic and CTE dual enrollment; and the opportunity to participate in programs related to magnet themes.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Eight State Priorities 2017-18

I. Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V. **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Funding Sources	70,746.00	0.00	105,797.00	105,797.00
	0.00	0.00	0.00	0.00
Base	800.00	0.00	13,377.00	13,377.00
Donations	250.00	0.00	0.00	0.00
Parent-Teacher Association (PTA)	2,000.00	0.00	0.00	0.00
Site Formula Funds	11,380.00	0.00	0.00	0.00
Supplemental and Concentration	0.00	0.00	12,820.00	12,820.00
Title I	56,316.00	0.00	23,800.00	23,800.00
Title III	0.00	0.00	55,800.00	55,800.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type				
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	70,746.00	0.00	105,797.00	105,797.00
	2,300.00	0.00	30,600.00	30,600.00
1000-1999: Certificated Personnel Salaries	39,716.00	0.00	15,700.00	15,700.00
2000-2999: Classified Personnel Salaries	15,100.00	0.00	12,600.00	12,600.00
4000-4999: Books And Supplies	13,630.00	0.00	7,002.00	7,002.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	39,895.00	39,895.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	All Funding Sources	70,746.00	0.00	105,797.00	105,797.00
		0.00	0.00	0.00	0.00
	Site Formula Funds	2,300.00	0.00	0.00	0.00
	Title III	0.00	0.00	30,600.00	30,600.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	4,500.00	4,500.00
1000-1999: Certificated Personnel Salaries	Title I	39,716.00	0.00	11,200.00	11,200.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	2,700.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	12,400.00	0.00	12,600.00	12,600.00
4000-4999: Books And Supplies	Base	800.00	0.00	7,002.00	7,002.00
4000-4999: Books And Supplies	Donations	250.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,000.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Site Formula Funds	6,380.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	4,200.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	1,875.00	1,875.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	12,820.00	12,820.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	25,200.00	25,200.00

* Totals based on expenditure amounts in goal and annual update sections.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Elisa Alvarez	X				
Yadira Silva		X			
Linda Ferreria		X			
Maria Ochoa			X	X	
Cristina Fuentes			X		
Jonnette Newey-Zane				X	
Jennifer Fitzgerald				X	
Todd White				X	
Cristina Frias				X	
Numbers of members of each category:	**1**	**2**	**2**	**5**	

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.

Total Expenditures by Goal		
Goal	**2017-18**	**2017-18 Total**
Goal 1	88,997.00	88,997.00
Goal 2	13,400.00	13,400.00
Goal 3	2,400.00	2,400.00
Goal 4	1,000.00	1,000.00
Goal 5	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Cristina Frias Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on 06/022/17.

Attested:

Elisa Alvarez Typed Name of School Principal	Elisa Alv Signature of School Principal	6/22/17 Date
Jennifer Fitzgerald Typed Name of SSC Chairperson	Jennifer Fitzgerald Signature of SSC Chairperson	6/22/17 Date