School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Washington Elementary School
Address	250 Dutton Ave. San Leandro, CA 94577
County-District-School (CDS) Code	01-61291-6002455
Principal	Elisa Alvarez
District Name	San Leandro Unified School District
SPSA Revision Date	April 4, 2019
Schoolsite Council (SSC) Approval Date	May 2, 2019
Local Board Approval Date	June 18, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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.

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

November 4: Whole Staff review of CA Dashboard and new goals
November 20: ELAC Review of CA Dashboard
March 4: Staff review site plan updates and provide input
March 7: SSC Review new goals and evaluate data
April 1: Staff Approves Site Plan
April 4: SSC Review and Revise Site Plan
April 22: ELAC Review & Approval of Site Plan
May 2: SSC Approval of Site Plan

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.3%	0.26%	1	1	1
African American	12.2%	11.2%	10.99%	47	43	42
Asian	5.5%	6.8%	6.81%	21	26	26
Filipino	3.9%	3.9%	3.66%	15	15	14
Hispanic/Latino	64.9%	64.5%	62.83%	250	247	240
Pacific Islander	0.5%	0.5%	0.52%	2	2	2
White	6.5%	7.1%	7.85%	25	27	30
Multiple/No Response	5.7%	0.8%	1.31%	22	3	5
			Total Enrollment	385	383	382

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	182	185	171	47.3%	48.3%	44.8%
Fluent English Proficient (FEP)	46	45	46	11.9%	11.7%	12.0%
Reclassified Fluent English Proficient (RFEP)	25	13	23	12.3%	7.1%	12.4%

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**
382	**73.6%**	**44.8%**	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	171	44.8%
Homeless	7	1.8%
Socioeconomically Disadvantaged	281	73.6%
Students with Disabilities	30	7.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	11.0%
American Indian	1	0.3%
Asian	26	6.8%
Filipino	14	3.7%
Hispanic	240	62.8%
Two or More Races	22	5.8%
Pacific Islander	2	0.5%
White	30	7.9%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

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	3	0	0	0

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
 Orange	 Orange	 No Performance Color
36.5 points below standard	37 points below standard	0 Students
Maintained -0.2 points	Declined -6 points	
170 students	96 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	45.4 points below standard	106.7 points below standard
5 students	Declined -4.8 points	Maintained -2.5 points
	138 students	22 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
69.8 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.4 points		8 students	9 students
27 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
36.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.3 points below standard
Maintained -0.8 points	7 students	2 students	Declined -9.2 points
105 students			11 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**
70.8 points below standard	8.4 points above standard	45.2 points below standard
Declined -16.4 points	Declined -11.5 points	Increased 8.4 points
55 students	41 students	68 students

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	2	1	0	0

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
 Yellow	 Orange	 No Performance Color
37.2 points below standard	28.8 points below standard	0 Students
Increased 3.7 points	Maintained 0 points	
169 students	96 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	41.2 points below standard	101.2 points below standard
5 students	Maintained 1.4 points	Increased 8.7 points
	138 students	21 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
75.9 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.6 points		7 students	9 students
27 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
32.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 10.9 points	7 students	2 students	10 students
106 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**
57.1 points below standard	9.2 points above standard	55.2 points below standard
Declined -9.9 points	Maintained -1.6 points	Increased 8.2 points
55 students	41 students	68 students

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**
146	24%	37.7%	19.2%	19.2%

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	0	1	4	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	 Green	 No Performance Color
9.8% chronically absent	8.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 3.3%	Declined 0.6%	0 students
396 students	171 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Green	 Green
Less than 11 Students - Data Not Displayed for Privacy	9.7% chronically absent	5.4% chronically absent
9 students	Declined 4.9%	Declined 9.6%
	298 students	37 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Yellow	No Performance Color	No Performance Color	No Performance Color
13.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	6.7% chronically absent
Declined 5.1%	1 students	Maintained 0%	Maintained 0.4%
44 students		27 students	15 students

Hispanic	Two or More Races	Pacific Islander	White
			
Green	No Performance Color	No Performance Color	No Performance Color
9.8% chronically absent	3.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	23.1% chronically absent
Declined 1.4%	Declined 26.7%	2 students	Increased 1.6%
254 students	27 students		26 students

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	3	1	0	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
 Orange	 Blue	 No Performance Color
2.7% suspended at least once	0% suspended at least once	0 Students
Increased 0.5%	Declined -0.5%	
413 students	173 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Yellow
Less than 11 Students - Data Not	3.3% suspended at least once	5.1% suspended at least once
9 students	Increased 0.9%	Declined -1.2%
	305 students	39 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
11.4% suspended at least once	Less than 11 Students - Data 1 students	7.1% suspended at least once	0% suspended at least once
Declined -0.6%		Increased 3.6%	Maintained 0%
44 students		28 students	16 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
1.1% suspended at least once	3.4% suspended at least once	Less than 11 Students - Data 2 students	0% suspended at least once
Increased 0.4%	Increased 3.4%		Maintained 0%
263 students	29 students		30 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
1.2% suspended at least once	2.2% suspended at least once	2.7% suspended at least once

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal #1 Teach Learn and Achieve

Goal Statement

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.

Goal was informed by

Goal I strategies and activities were informed by District LCAP actions and services, CA Dashboard academic data and results of District assessments.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year.

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

All students

Timeline

2019- 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Centralized services to support programs at the school site

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

ALL students

Timeline

2019- 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Centralized services to support programs at the school site.

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

ALL

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support implementation of programs at the school site to support ELA, Math, ELD, Science and Social Studies standards.

Strategy/Activity 4

1.4 Continue to implement Project Based Learning so that every student experiences at least two project based learning units every academic year. Incorporate experiential learning and field trips into every project. 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.

Students to be Served by this Strategy/Activity

ALL

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	9,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute teacher to support 3 full collaboration days per grade level
Amount	1,286
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PBL related field trip professional learning excursions

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

ALL

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0

Description	Centralized services to support implementation of programs at the school site to support blended learning suite in language arts and mathematics.

Strategy/Activity 6

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.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Centralized services to support programs at the school site.

Strategy/Activity 7

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.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title III
Description	Centralized services to support programs at the school site.

Strategy/Activity 8

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.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title III
Description	Centralized services to support programs at the school site.

Strategy/Activity 9

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

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	This funding will be used to purchase classroom materials and office supplies that support the implementation of action items in the SPSA plan.

Strategy/Activity 10

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).
1.10a Provide after school enrichment and intervention to targeted students, including ELPAC bootcamp for students in the 3rd - 5th grade.

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

All

Proposed Expenditures for this Strategy/Activity

Amount	3,500.0
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher hourly pay for after school programming.

Strategy/Activity 11

1.11 Provide site general education paraeducator support to students in need of urgent intervention (based on district assessments) in Kindergarten classrooms with our newest learners to promote a healthy and successful entry into the educational system. The paraeducator will support small group instruction, PBL, blended learning and guided reading, and support in the Dual Language Immersion Kindergarten and first grade classes. DLI 2nd grade will be supported if necessary.

Students to be Served by this Strategy/Activity

Students in DLI, Kindergarten and in need of intervention

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	14,083
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Para educator to support DLI Kinder identified for intervention

Strategy/Activity 12

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Principal, Teachers, , support staff

Proposed Expenditures for this Strategy/Activity

Amount	2,200
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute pay for teachers to attend COST and SST meetings

Strategy/Activity 13

1.13 Provide diverse enrichment and intervention experiences to enhance learning outside of the classroom in conjunction with Washington staff, independent vendors and Boys and Girls Club after-school care program staff.
1.13a Provide annual ELPAC bootcamp to 3rd - 5th grade students who have not passed the ELPAC.

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	12,420
Source	Supplemental and Concentration"
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Boys & Girls Club Additional staff member to provide Annex
Amount	2,475
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide services for enrichment and intervention

Amount	4,500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional teacher hourly to provide after school intervention/enrichment
Amount	5,500
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Library Book and Supplies allocation to support goal 1

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal #2 Equity and Inclusion Through College and Career Readiness

Goal Statement

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.

Goal was informed by

District LCAP, CA Dashboard Academic Data, District Assessments, CA Healthy Kids Survey and El Parent Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

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 Dual Language Immersion Program.

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site to support parent engagement

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

Special Education Students

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 4

2.4Continue to 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.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site. to monitor Ellevation

Strategy/Activity 5

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. This dollar amount will be included in office supplies.

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 6

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

Students to be Served by this Strategy/Activity

All students in the DLI program

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal #3 Collaborative and Engaged District Culture

Goal Statement

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.

Goal was informed by

District LCAP, CA Healthy Kids Survey, CA Dashboard, District Assessments

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0

Description	Centralized services to support programs at the school site.

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	2,600
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Supplies to support consistency of communication between school and home

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal #4 Family and Community Engagement

Goal Statement

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.

Goal was informed by

District LCAP, CA Dashboard, District Assessments, CA Healthy Kids Survey, ELPAC, EL Parent Survey.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	• Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

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).

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Parent Facilitator and Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site via the parent facilitator

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

Multilingual students

Timeline

2019 2020

Person(s) Responsible

Translation unit staff

Proposed Expenditures for this Strategy/Activity

Amount	2,088
Source	Translation Budget
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Translation to support communication to multilingual families

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2019 2020

Person(s) Responsible

Principal and Parent Facilitator

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site via the parent facilitator

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Principal Teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 5

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).

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Teachers, support staff and principal

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Support for student leadership capacity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal #5 Facilities

Goal Statement

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.

Goal was informed by

CA Healthy Kids Survey, Parent and Community Member feedback, Measure J1 Planned Improvements, District LCAP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

5.1 The parent facilitator and principal will facilitate opportunities that create access to internet and devices at home for students and their families.

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Principal and Parent Facilitator

Proposed Expenditures for this Strategy/Activity

Amount	0.0
Description	Centralized services to support programs at the school site via to support tech family nights

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Principal, Teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site to outreach to families and community businesses.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year.	LCFF Priority 1 - Basic Conditions • Maintained 100% Williams Audit • Maintained 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintained a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups slightly decreased by 0.2 points • Academic ELA status for SPED students slightly decreased by 2.5 points • Academic Math status for all students and student groups increased by 3.7 points • English Learner Progress status Level 4 = 24%, Level 3 = 37.7%, Level 2 = 19.2% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee by 3.3%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	• Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	1.1 Supported the effective, consistent implementation of newly adopted standards in ELA, Math, ELD, Science and Social Studies and provided time for staff to collaborate on newly adopted programs during staff meetings and/or collaboration times and promoted 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 increased to the proficient and advanced range and many were reclassified. This included the support of having access to an instructional coach with expertise in language acquisition strategies and offered professional development for staff, administration and parents to address the diverse needs of English Language Learners.	Centralized services to support programs at the school site 1000-1999: Certificated Personnel Salaries Title III 0	Centralized services to support programs at the school site 1000-1999: Certificated Personnel Salaries Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	1.2 Assessed student learning through a robust, balanced assessment system that included formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and responded to students' needs and analyzed District, and State data on an ongoing basis to ensure that students' needs (strengths and/or challenges were identified with special attention to students who were 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 Identified students who are ELs and have not met minimum growth targets to prioritize intervention for academic and language proficiency achievement. Used Ellevation online platform to support the monitoring of student academic progress to facilitate opportunities for teachers to provide feedback on student performance that informed intervention services.	Centralized services to support programs at the school site. 5000-5999: Services And Other Operating Expenditures Title III 0	Centralized services to support programs at the school site 5000-5999: Services And Other Operating Expenditures Title III 0
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	1.3 Improved 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	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	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.		
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.	1.4 Continued to implement Project Based Learning so that every student experiences at least two project based units every academic year. Provided 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. Provided opportunities to visit other schools implementing PBL within the district and at neighboring districts. 1.4a We provided opportunities to support ELs in the implementation of Project Based Learning by providing PD for staff that includes an emphasis on ELD standards and language acquisition strategies. This PD was applied to both during the school day staff and after school staff.	Implementation of PBL 1000-1999: Certificated Personnel Salaries Title I 9,600	Implementation of PBL 1000-1999: Certificated Personnel Salaries Title I 9,600
1.5 Integrate technology consistently through the district adopted blended learning suite; Utilize the	1.5 Integrated technology consistently through the district adopted blended learning suite; Utilized the	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	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.		
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.	1.6 A focus was placed on ensuring access to systematic language development instruction throughout the instructional day for our English Learners. Identified and implemented best practices to support the delivery of Designated and Integrate ELD Instruction. Prioritized time during staff meetings and collaboration time for teachers to collaborate and have access to instructional coaches that have expertise with language acquisition strategies.	Centralized services to support programs at the school site. 1000-1999: Certificated Personnel Salaries Title III 0.0	Centralized services to support programs at the school site. 1000-1999: Certificated Personnel Salaries Title III 0
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	1.7 Provided 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 Provided names of students who are close to meeting the set criteria for becoming Reclassified Fluent English Proficient (RFEP) and also provided teachers with rosters of students to staff prior to the first day of the school	Centralized services to support programs at the school site. Title III 0	Centralized services to support programs at the school site. Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	year in order to begin the RFEP monitoring process at the start of the school year. This was facilitated by utilizing the ELLevation platform by the administrator. 1.7b Provided 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. Appropriate academic interventions were implemented by staff for these students. Provided opportunities to analyze student achievement data as reported on CA Dashboard and locally developed dash board in order to discuss implications for continuing EL status and determined appropriate interventions.		
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	1.8 Provided 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 included the use of blended learning platforms designed for EL students such as Imagine Learning, and/or primary language paraeducator ELD support, teachers also monitored the progress of their EL students and provided	Centralized services to support programs at the school site. Title III 0	Centralized services to support programs at the school site. Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
provide intervention to those students.	intervention to those students.		
1.9 Utilize site discretionary funds to purchase materials that support the implementation of the school-wide instructional program.	1.9 Utilized site discretionary funds to purchase materials that support the implementation of the school-wide instructional program.	This funding will be used to purchase classroom materials and office supplies that support the implementation of action items in the SPSA plan. 4000-4999: Books And Supplies Base 3,802	This funding will be used to purchase classroom materials and office supplies that support the implementation of action items in the SPSA plan. 4000-4999: Books And Supplies Base 3,802
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 disciplinary actions (i.e. number of reflection forms, office referrals, behavior contracts, in-house suspension or out of school suspensions).	1.10 Utilized a multitiered intervention framework for academic and behavioral support; Provided Tier 1 instructional and behavioral supports in all classrooms for all students; developed and implemented 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 reflection forms, office referrals, behavior contracts, in-house suspension or out of school suspensions).	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
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	1.11 Provided site general education paraeducator support to students in need of urgent intervention (based on district assessments) in Kindergarten classrooms with our newest learners to promote a healthy and successful entry into the educational system. The paraeducator supported small group instruction, PBL, blended learning and guided reading, and support in the Dual Language Immersion Kindergarten and first	Para educator support 2000-2999: Classified Personnel Salaries Title I 12,600	Para educator support 2000-2999: Classified Personnel Salaries Title I 12,600

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
the Dual Language Immersion Kindergarten classes.	grade classes. 4th and 5th graders were supported by the intervention teacher (a new full time position). Added support was specifically needed in the DLI classroom because the intervention teacher could not provide Spanish language support.		
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.	1.12 Utilized 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.	Substitute pay for teachers to attend COST and SST meetings 1000-1999: Certificated Personnel Salaries Title I 1,600	Substitute pay for teachers to attend COST and SST meetings 1000-1999: Certificated Personnel Salaries Title I 1,600
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.	1.13 Provided diverse enrichment and intervention experiences to enhance learning outside of the classroom in conjunction with Washington staff and ASES after-school care program staff.	Boys & Girls Club Additional staff member to provide Annex 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 12,820	Boys & Girls Club Additional staff member to provide Annex 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration" 12,820
		Enrichment and Intervention 5000-5999: Services And Other Operating Expenditures Base 1,875	Enrichment and Intervention 5000-5999: Services And Other Operating Expenditures Base 1,875
		Additional teacher hourly to provide after school intervention/enrichment 1000-1999: Certificated Personnel Salaries Base 3,500	Additional teacher hourly to provide after school intervention/enrichment 1000-1999: Certificated Personnel Salaries Base 3,500

Analysis

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

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were highly effective, thus helping us achieve our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

1.11 The para educator's primary role will be to support the Dual Language Immersion Kindergarten and 1st grade classrooms. If necessary, she will also support the DLI second grade. We want to prioritize additional Spanish language support and feel this is essential for our new DLI program to be successful.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups slightly decreased by 0.2 points • Academic ELA status for SPED students slightly decreased by 2.5 points • Academic Math status for all students and student groups increased by 3.7 points • English Learner Progress status Level 4 = 24%, Level 3 = 37.7%, Level 2 = 19.2% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee by 3.3%

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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 Dual Language Immersion Program.	2.1 Provided learning experiences for students that inspired them to plan their college and career pathway options. Developed a school-wide PBL that chronicles students' understanding of their future options including college and career choices. Infused elements of college and career to other PBLs. Incorporated community partners into PBLs and increased the number of field trips students attended that included exposure to career and college choices. 2.1a Provided 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 was placed on the development and expansion of the Dual Language Immersion Program.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0
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 parents to learn about college and career options and how SLUSD	2.2 Provided K-5 parent education opportunities (i.e Coffee and Conversation, Annual Title 1 Meetings, ELAC, School Site Council, School Smarts Academy) for parents to learn about college and career options and how SLUSD	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site.

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
pathways work to support them.	pathways work to support them.		
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.	2.3 Strengthened the connection between general education and special education services to improve options for our students with special needs and provided ongoing professional development for staff on co-teaching and inclusion strategies for our diverse learners.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site.
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.	2.4 Ensured 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. Monitored and completed the reclassification process for 30 students with the support of the ELLevation online platform.	Centralized services to support programs at the school site. Title III	Centralized services to support programs at the school site. Title III
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.	2.5 Provided 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.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site.
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	2.6 Promoted prevention and intervention programs that focused on health, wellness and positive personal, social development by implementing opportunities for movement throughout the day, Toolbox Social Emotional Learning (SEL) curriculum and Positive	Materials to support prevention and intervention 4000-4999: Books And Supplies Base 800.00	Materials to support prevention and intervention 4000-4999: Books And Supplies Base 800.00

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Behavior Support (PBIS). "Pawprints" will be used as incentives following the PBIS handbook. Students used 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.		
2.7 Washington will implement and expand the specialized Dual Language Immersion Program that will enhance learning and provide students with a competitive edge when considering college and career opportunities.	2.7 Washington implemented and expanded the specialized Dual Language Immersion Program that will enhance learning and provide students with a competitive edge when considering college and career opportunities.	Centralized services to support programs at the school site. 1000-1999: Certificated Personnel Salaries Title III 0	Centralized services to support programs at the school site. 1000-1999: Certificated Personnel Salaries Title III 0

Analysis

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

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were highly effective, thus helping us achieve our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

No proposed changes are planned in this goal and we will continue to increase and chronicle our outcomes for each of our actions and services.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups slightly decreased by 0.2 points • Academic ELA status for SPED students slightly decreased by 2.5 points • Academic Math status for all students and student groups increased by 3.7 points • English Learner Progress status Level 4 = 24%, Level 3 = 37.7%, Level 2 = 19.2% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee by 3.3% LCFF Priority 6 - School Climate • Decreased the Suspension rate status by 0.3% to 2% from the previous year. • Maintained the district expulsion rate at or below the state average for all students and student groups.

Metric/Indicator	Expected Outcomes	Actual Outcomes
• SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	• Maintained a high rating for Student Engagement and Supports and report findings from Student Survey.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	3.1 Promoted health and wellness efforts for students, families and employees that supported improved teaching and learning in the classroom and provided 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. We did not have a Girls on the Run coach this school year. We hope to participate next year.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0
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,	3.2 Continued to develop/implement best practices in communicating information between all stakeholder groups in the Washington community (i.e. website, social media, Google classroom,	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	Remind text, teleparent messages, staff newsletters, classroom newsletters, school-wide newsletters, home visits etc.) 3.2a Provided all communications in English and Spanish. Provided multilingual communication whenever possible for diverse language groups represented at the school.		
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.	3.3 We provided all students with a sturdy folder in order to maintain a consistent flow of communication between home and school in addition to supporting communication electronically.	Centralized services to support programs at the school site. 4000-4999: Books And Supplies Base 2,400	Centralized services to support programs at the school site. 4000-4999: Books And Supplies Base 2,400

Analysis

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

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were highly effective, thus helping us achieve our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

No proposed changes are planned in this goal and we will continue to increase and chronicle our outcomes for each of our actions and services especially as it pertains to capturing student engagement and articulating our success in reaching school climate goals.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	LLCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups slightly decreased by 0.2 points • Academic ELA status for SPED students slightly decreased by 2.5 points • Academic Math status for all students and student groups increased by 3.7 points • English Learner Progress status Level 4 = 24%, Level 3 = 37.7%, Level 2 = 19.2% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee by 3.3%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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).	4.1 Utilized the services of our parent facilitator and staff to help systematize parent engagement efforts at Washington and provided 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).	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
4.2 Utilize site and district resources to provide translation services to our parent community for Spanish and/or other identified languages (when possible).	4.2 Utilized site and district resources to provide translation services to our parent community for Spanish and/or other identified languages (when possible).	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
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.	4.3 Provided 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.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site.
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	4.4 Provided opportunities for parents to provide feedback on school-wide programs and procedures. 4.4a Provided opportunities for EL parents to co construct	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	their vision for best practices in encouraging input and feedback on EL programing and services. Developed 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.		
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).	4.5 Maintained an active student leadership group that participated 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).	Foster student leadership building capacity 1000-1999: Certificated Personnel Salaries Base 1000.00	Foster student leadership building capacity 1000-1999: Certificated Personnel Salaries Base 1000

Analysis

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

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were highly effective, thus helping us achieve our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

No proposed changes are planned in this goal and we will continue to increase and chronicle our outcomes for each of our actions and services especially as it pertains to highlighting the parent engagement and parent leadership building.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintained 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decreased the average completion rate times by 1% to 5% over the previous year.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual 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.	5.1 The parent facilitator and principal facilitated opportunities that create access to internet and devices at home for students and their families.	Centralized services to support programs at the school site. 0.0	Centralized services to support programs at the school site.
5.2 Continue to improve the appearance of our school site with staff, district, and community support. Plan thoughtful Beautification Day with all stakeholders.	5.2 Continued to improve the appearance of our school site with staff, district, and community support. Plan thoughtful Beautification Day with all stakeholders.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site.

Analysis

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

Overall implementation of the strategies and activities was successful and we achieved our articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were highly effective, thus helping us achieve our goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between proposed expenditures and actual expenditures.

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.

No proposed changes are planned in this goal and we will continue to increase and chronicle our outcomes for each of our actions and services as it pertains to our increased partnerships with community business during our beautification days.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	25,283
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	64,652.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	25,283	0.00
Base	24,861	0.00
Supplemental and Concentration"	12,420	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	24,861.00
Supplemental and Concentration"	12,420.00
Title I	25,283.00
Title III	0.00
Translation Budget	2,088.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	20,200.00
2000-2999: Classified Personnel Salaries	16,171.00
4000-4999: Books And Supplies	12,100.00
5000-5999: Services And Other Operating Expenditures	16,181.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Base	9,000.00
4000-4999: Books And Supplies	Base	12,100.00
5000-5999: Services And Other Operating Expenditures	Base	3,761.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration"	12,420.00
1000-1999: Certificated Personnel Salaries	Title I	11,200.00
2000-2999: Classified Personnel Salaries	Title I	14,083.00
	Title III	0.00
1000-1999: Certificated Personnel Salaries	Title III	0.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00
2000-2999: Classified Personnel Salaries	Translation Budget	2,088.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Elisa Alvarez	Principal
Rocio Ramirez	Classroom Teacher
Joan Bonsey	Classroom Teacher
Maria Ochoa	Other School Staff
Vanessa Litman	Parent or Community Member
Tyson Nichols	Parent or Community Member
Violeta German	Parent or Community Member
Parker Martineau	Parent or Community Member
Cristina Frias	Parent or Community Member
Cynthia Epps	Classroom Teacher

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04/04/19.

Attested:

	Principal, Elisa Alvarez on 05/02/19
	SSC Chairperson, Tyson Nichols on 05/02/19

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.
Goals, Strategies, & Proposed Expenditures

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? A school may number the goals using the "Goal #" for ease of reference.

Goal was informed by

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program