



School Plan for Student Achievement (SPSA) Template

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary	01-61291-6002455	May 29, 2025	June 17, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to

achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Plan Purpose

School-wide Program

The 2025–26 School Plan for Student Achievement (SPSA) for Washington Elementary School in San Leandro, California, is designed to align local educational strategies with federal and state priorities under the Every Student Succeeds Act (ESSA) and California’s Local Control and Accountability Plan (LCAP). As a Title I school operating a schoolwide program, our SPSA serves as the single, comprehensive plan to improve student outcomes by supporting all learners—particularly our most underserved populations, including English learners, socioeconomically disadvantaged students, and students with disabilities.

Washington Elementary is proud to offer a Dual Language Immersion (DLI) program in Spanish, which serves as a cornerstone of our commitment to bilingualism, biliteracy, and multicultural competence. This program not only supports the academic achievement of both native English and native Spanish speakers but also fosters strong cross-cultural understanding and community connections.

This plan is rooted in data-driven decision-making, guided by a comprehensive needs assessment and input from educational partners, including staff, families, and community members. Our goals and strategies focus on improving academic achievement in English Language Arts and Mathematics, enhancing biliteracy through our DLI program, fostering social-emotional learning, and strengthening parent and community engagement. Evidence-based practices and coordinated use of federal, state, and local resources ensure that all students have equitable access to high-quality instruction and support services.

Plan Description

This plan is being used to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs, aligning to the San Leandro Unified School District LCAP Goals:

Goal 1: Universally Designed Teaching and Learning for College and Career Success

Goal 2: Positive School Climate and School Connectedness

Goal 3: Equity and Inclusion with Families and Employee Engagement

Our School Plan for Student Achievement (SPSA) for the 2025–2026 school year is focused on strengthening mathematics instruction and advancing academic English proficiency for all students by implementing integrated and designated English Language Development (ELD) routines across all content areas. To support this effort, teachers will receive targeted professional development led by the Instructional Leadership Team (ILT) to ensure alignment and effective instructional practices. This plan underscores our commitment to advancing educational equity and ensuring all students have access to high-quality instruction, resources, and support tailored to their academic needs—so every learner has the opportunity to thrive.

Goal 1: Universally Designed Teaching and Learning for College and Career Success

We are strengthening Tier 1 instruction and small group supports to ensure all students have access to high-quality, grade-level content. Our targeted focus is on students from low socioeconomic backgrounds, English Learners, African American students, and students with learning disabilities. We are working to improve academic outcomes for all of these student groups. For English Learners specifically, we will focus on consistent implementation of integrated and designated ELD, improved progress monitoring, and the creation of language-rich learning environments.

Goal 2: Positive School Climate and School Connectedness

We are prioritizing social-emotional learning for our upper grade students—especially in grades 3–5—as they navigate internal changes and external pressures tied to identity, peer dynamics, and increased exposure to social media. SEL instruction is embedded into daily classroom routines, supported by our counselor, wellness team, and peer connection strategies.

Goal 3: Equity and Inclusion with Families and Employee Engagement

Family and staff partnership remains central. We are expanding outreach through Parent Coffee Chats, School Smarts Academy, and family participation in ELAC, SSC, and various parent groups on campus. Professional development for staff focuses on math, continued English and Spanish language arts writing focus, English Language Development routines and

data-driven collaboration.

Education Partner 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

Washington Elementary engaged a broad range of educational partners in the development of the 2025–26 SPSA. Input was gathered through regular School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, staff meetings, and Parent-Teacher Organization (PTO) gatherings. The site’s Instructional Leadership Team (ILT) supported data review and instructional planning. Students had the opportunity to share their perspectives through both the California Healthy Kids Survey (CHKS) 5th grade results and direct input from the student council. Insights from these engagement activities were used to inform the needs assessment, identify priorities, and shape the goals and strategies outlined in the plan.

Date	Community Partner Group	Engagement Description
February 7, 2025	Principal Coffee Chat - Families	Conducted feedback sessions on performance data
February 14, 2025	PTO Meeting - Families	Conducted feedback sessions on performance data
February 27, 2025	SSC Meeting - Families and Staff	Conducted feedback sessions on performance data

February 14, 2025	ELAC Meeting - Families	Conducted feedback sessions on performance data, English Learner Needs Assessment survey data
April 21, 2025	Instructional Leadership Team (ILT) - Staff	Input and review of new Strategic Plan and Washington Goals
April 24, 2025	SSC Meeting - Families and Staff	SSC Review and input, and Finalize Site Plan
May 5, 2025	Staff Meeting - Staff	Whole Staff input and review of new Strategic Plan and Washington Goals
May 16, 2025	ELAC Meeting - Families	ELAC review, advisory, and input and approval on Washington Goals
May 29, 2025	SSC Meeting - Families and Staff	SSC Approval of Site Plan

Comprehensive Needs Assessment

Student Demographics 2024-25

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
425	117	13	152	127			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
33	51	270	27	10	0	3	24

CA School Dashboard 2024

Washington Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension	English Learner Progress
All Students	-8.4 pts 1 pt 194	-28.8 pts ↓ 4.5 pts 194	-10.6 pts ↑ 4.8 pts 68	21% ↓ 9.5% 423	1.6% ↓ 2% 429	
English Learners	-58.3 pts ↓ 3.3 pts 63	-54.3 pts -2 pts 63	-18 pts ↑ 6.8 pts 24	27% ↓ 5% 122	0% ↓ 3.7% 123	47.6% ↓ 2.4% 84
Long-term EL	**	**	**	**	**	
Foster Youth	**	**	**	**	**	
Homeless	**	**	**	**	**	
Socioeconomically Disadvantaged	-38.8 pts ↓ 3.6 pts 128	-63.2 pts ↓ 20.7 pts 129	-16.6 pts ↑ 3 pts 50	26% ↓ 8.4% 281	2.5% ↓ 1.9% 284	
Students with Disabilities	-42 pts ↓ 5.2 pts 29	-47.7 pts ↓ 41.5 pts 28	-10.9 pts 11	33.9% ↓ 11.6% 59	5.1% ↓ 1.9% 59	

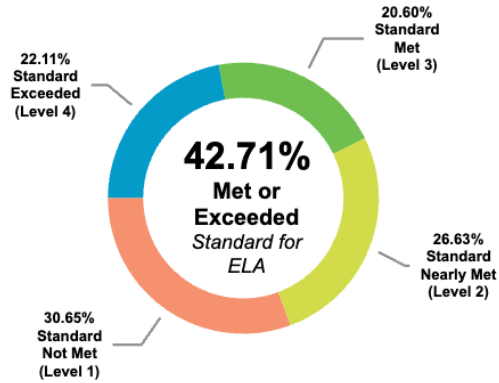
Washington Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension
All Students	-8.4 pts 1 pts 194	-28.8 pts ↓ 4.5 pts 194	-10.6 pts ↑ 4.8 pts 68	21% ↓ 9.5% 423	1.6% ↓ 2% 429
African American	-43.3 pts ↑ 14.6 pts 12	-82 pts ↓ 34.7 pts 12	**	31.3% ↓ 8.1% 32	8.8% ↓ 8.3% 34

American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	0% ↓ 13.3% 25	0% ↓ 3.3% 26
Filipino	**	**	**	18.2% 11	0% 11
Hispanic	-31.1 pts ↓ 3.7 pts 130	-48.5 pts ↓ 5.3 pts 130	-16 pts ↑ 3 pts 42	24.4% ↓ 11.6% 270	1.1% ↓ 1.1% 273
Native Hawaiian or Pacific Islander	**	**	**	**	**
White	51.2 pts ↑ 4.5 pts 25	42.3 pts ↑ 13.7 pts 25	3.7 pts 11	14.5% ↓ 1.8% 55	1.8% 0% 55
Two or more races	**	**	**	7.4% ↓ 4.1% 27	0% ↓ 7.7% 27

CAASPP/ELPAC Results

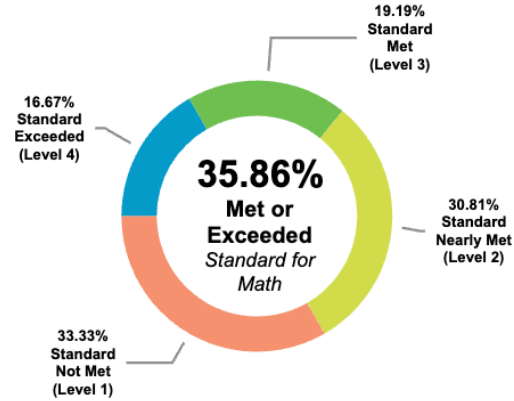
ELA

Percent of students within each achievement level



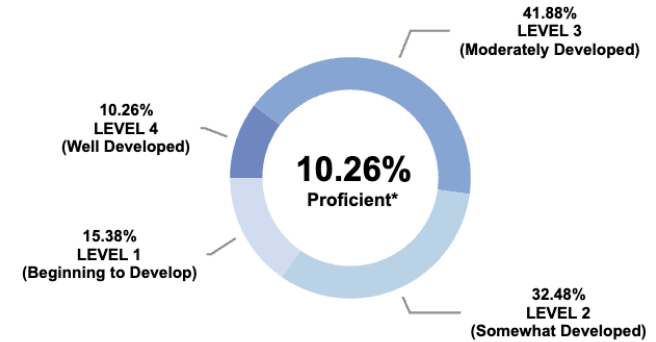
Mathematics

Percent of students within each achievement level



English Language Proficiency for Summative ELPAC

Percent of students within each performance level



California Healthy Kids Survey

Parent Surveys		All %
Parent Involvement		
• Promotion of parent involvement		45
• Parental Involvement in school		64
• School encourages me to be an active partner		48

• School actively seeks the input of parents	28
• Parents feel welcome to participate at this school	50
School Supports for Students	
• Student learning environment	44
• School is a safe place for my child	53
• School motivates students to learn	46
• School has adults who really care about students	50
• Opportunities for meaningful student participation	45
• Communication with parents about school	51
• Teachers responsive to child's social and emotional needs	94
• School provides parents with advice and resources to support my child's social and emotional needs	72

5th Grade Student Surveys	All %
Student Engagement and Supports	
• School Connectedness	77
• Academic motivation	83
• School boredom	32
• Caring adults in school	80

• High expectations-adults in school	89
• Meaningful participation	46
• Parent involvement in schooling	76
• Social and emotional learning supports	85
• Anti Bullying climate	74
School Safety and Cyberbullying	
• Feel safe at school	85
• Feel safe on way to and from school	88
• Been hit or pushed	27
• Mean rumors spread about you	27
• Called bad names or target of mean jokes	41
• Saw a weapon at school	3
• Cyberbullying	21
School Disciplinary Environment	
• Rule clarity	76
• Students well behaved	42
• Students treated fairly when break rules	48
• Students treated with respect	88

Staff Surveys		All %
School Supports for Students		
• Caring adult relationships		55
• High expectations-adults in school		56
• Student meaningful participation		37
• Promotion of parental involvement		39
• Student learning environment		51
• Support for social emotional learning		35
• Provides adequate counseling support services		27
• Anti Bullying climate		50
School Supports for Staff		
• Staff working conditions		45
• Staff collegiality		42
School Safety		
• Is a safe place for staff		54
• Is a safe place for students		43
• Has sufficient resources to create a safe campus		14
Fairness, Rule Clarity and Respect for Diversity		
• Fairness and rule clarity		33
• Respect for Diversity		50

Academic Motivation and Student Behavior	
• Students are motivated to complete schoolwork	27
• Students readiness to learn	18
• Cutting classes or being truant moderate/severe problem	8
• Harassment/bullying moderate/severe problem	4

Percentage based on “*Strongly Agree*” across survey questions that comprise the scale.

Data Analysis

Washington Elementary School utilized a range of state and local data sources to inform the development of this SPSA. 2024 CAASPP results show that 42.71% of students met or exceeded standards in English Language Arts (ELA), and 35.86% did so in Mathematics. English Learners, African American students, and socioeconomically disadvantaged students continue to perform significantly below their peers. ELPAC data reveal that only 10.26% of English learners reached Level 4 (Well Developed), while over half scored at early proficiency levels (Levels 1 and 2). California School Dashboard indicators confirm these trends, with Orange ratings in both ELA and Math, and an Yellow rating for Chronic Absenteeism, pointing to attendance as a contributing factor. The school maintains a Green rating for Suspension Rate, reflecting a positive school climate.

This data, along with input from the California Healthy Kids Survey (CHKS), School Site Council (SSC), English Learner Advisory Committee (ELAC), the Instructional Leadership Team (ILT), and other stakeholder groups, guided the root cause analysis and the development of targeted goals, strategies, and resource allocations in this plan.

Resource Inequities

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

Washington Elementary School serves a diverse student population, with 88% identifying as non-white or Hispanic and 60% qualifying for free or reduced-price meals . As a Title I school, Washington Elementary receives additional federal funding to support programs aimed at closing achievement gaps. However, challenges persist in ensuring equitable access to resources and opportunities for all students.

To address these inequities, Washington Elementary is committed to leveraging available resources strategically. This includes advocating for increased funding to hire additional support staff, investing in professional development focused on equity and inclusion, and seeking partnerships with community organizations to expand enrichment opportunities. By identifying and addressing these resource gaps, the school aims to create a more equitable learning environment that supports the success of all students.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school’s goals. Duplicate the table as needed.

Goal 1

LCAP Goal 1: Universally Designed Teaching and Learning for Lifelong College and Career Success
<p>School Goals:</p> <p>ELA: By the end of the 2025-26 school year, Washington Elementary School will increase the average Distance from Standard (DFS) in English Language Arts from 8.4 points below standard (2023 Dashboard) to 1.6 points above standard, achieving a minimum 10-point gain. This growth will be achieved through schoolwide implementation of Universal Design for Learning (UDL) strategies, tiered literacy interventions, and the consistent use of formative assessment data to drive instruction, with a focus on historically underserved student groups.</p>

ELD: By the end of the 2025-26 school year,, Washington Elementary will increase the percentage of English learners achieving Level 4 (Well Developed) on the ELPAC Summative Assessment from 10.84% (2024 baseline) to 15%, as measured by the California Department of Education ELPAC data. Additionally, the school will increase the percentage of English learners making progress toward English language proficiency, as reflected in the California School Dashboard EL Progress Indicator, from the current performance level (as reported in the 2023 Dashboard) to Green by the 2025 Dashboard release.

Math: By the end of the 2025-26 school year, Washington Elementary School will increase the percentage of students meeting or exceeding the standard in English Language Arts on the CAASPP from 47.04% (2023) to 55%, reflecting a 7.96 percentage point increase. This improvement will be achieved through the implementation of Universal Design for Learning (UDL) strategies, targeted Tier 1 and Tier 2 ELA interventions, and consistent use of formative assessment data to inform instruction, with a focus on supporting historically underserved student groups.

Identified Need:

Based on the California School Dashboard and local assessment data, only 42.71% of students met or exceeded standards in ELA on the 2023 CAASPP. There are significant achievement gaps for English Learners, students with disabilities, and socioeconomically disadvantaged students. There is a need for schoolwide professional development on Universal Design for Learning (UDL) and differentiated instruction to enhance tiered supports and core instructional quality.

According to the 2023 CAASPP results, 35.86% of Washington Elementary students met or exceeded the standard in Mathematics. California School Dashboard data shows that English learners, socioeconomically disadvantaged students, and African American students—experiencing the largest gaps. There is a need to strengthen Tier 1 instruction through Universal Design for Learning (UDL), ensure alignment of Tier 2 interventions with student data, and expand the use of formative assessment tools to inform and differentiate instruction. Addressing these instructional gaps is essential to improve overall proficiency and reduce disparities among student groups.

California School Dashboard data and 2024 ELPAC results indicate that a significant portion of English learners at Washington Elementary are not making adequate progress toward English language proficiency. Only 10.84% of ELs scored at Level 4 (Well Developed) on the ELPAC, while over half remain at Levels 1 and 2. These trends highlight the

need for strengthened designated and integrated ELD instruction, focused support for early proficiency levels, and ongoing monitoring of EL growth to accelerate language acquisition and academic achievement.

These findings underscore the necessity for enhanced English Language Development (ELD) instruction, particularly for students at the early stages of proficiency and those at risk of becoming LTELs. Strengthening both designated and integrated ELD programs, providing targeted support, and implementing ongoing progress monitoring are essential steps toward accelerating language acquisition and academic achievement for ELs at Washington Elementary.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
ELA.1	<p>Funding allocated to provide teacher release time to conduct additional assessments to evaluate student reading levels</p> <p>The administrator will track the effectiveness of interventions across student groups and work with staff to ensure historically underserved students receive timely, targeted support.</p>	<p>Teachers will continue with targeted formative and summative foundational reading and comprehension skills assessments to inform on-going adjustments to Tier 1, Tier 2 and Tier 3 instructional practices. Teachers will be offered release time in order to conduct, review and analyze these assessments for the beginning of the year, in the middle of the year and at the end of the year.</p>	<p>Teacher student data collection and calibration, Teacher collaboration notes</p> <p>Assessment Schedules and Completion Logs: Documentation of BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year) administration of foundational reading and comprehension skills assessments.</p>	<p>Title 1 \$5,000</p>
ELA.2	<p>Provide professional development for review/revisiting the practice of Interactive Read</p>	<p>Teachers will identify key vocabulary from texts, use mentor texts, highlight comprehension strategies,</p>	<p>Agendas and notes from grade level teams, classroom observations</p>	

	Alouds	Teachers will integrate ELA vocabulary into their designated and designated ELD, as needed		
ELA.3	Pre and Post On-Demand Writing assessment time allocated, 6 Wednesdays will be dedicated to the review of the student writing samples, grade level collaboration, vertical articulation. Guiding coaching structures will be provided	Pre and Post on-demand writing data analysis will be used to inform on-going adjustments to Tier 1, Tier 2 and Tier 3 instructional practices. Teachers will meet six times throughout the year to review pre and post writing assessments and collaborate around instructional best practice. Dual Language Immersion and Sheltered English Immersion programmatic meetings will be held to ensure vertical articulation with the purpose of giving teachers the opportunity to discuss sitewide instructional efficacy. Standard based rubrics for writing will be used to evaluate student skill development and acquisition. Data will be used to guide instructional best practices.	Teacher collaboration notes, CA standards-based writing rubrics data collection, student writing samples	
SLA.1	Dual Language Immersion Professional Development,	Teachers will participate in professional development to	Collaboration notes, teacher daily lesson plans	

	District funded, administration will secure substitutes for teachers to be released and attend the professional development	support best practices in a DLI classroom supporting multilingual learners		
ELD.1	Integrated and Designated ELD instruction for Writing, administration will allocate staff meeting and/or Wednesday collaboration time for professional development	Use CA Common Core standards based writing rubrics to evaluate student writing samples. Analyze the writing to identify next steps instructional support for integrated and designated ELD	Teacher Daily Lesson plans and classroom schedules reflecting ELD time, collaboration notes	
ELD.2	Integrated and Designated ELD instruction for Math, administration will allocate staff meeting and/or Wednesday collaboration time for professional development	Teachers will design math lessons and analyze student responses to word problems and identify instructional support during integrated and designated ELD	Teacher Daily Lesson plans and classroom schedules reflecting ELD time, collaboration notes	
ELD.3	Integrated and Designated Vocabulary focus across all subject areas, administration will allocate staff meeting and/or	Teachers will implement targeted vocabulary instruction during designated and integrated ELD using structured routines that	Teacher Daily Lesson plans and classroom schedules reflecting ELD time, collaboration notes	

	Wednesday collaboration time for professional development	promote academic language development across all content areas.		
Math.1	<p>Community of Practice & Professional Development</p> <p>Establish a Community of Practice to enhance math instruction and improve student achievement through collaborative lesson planning, observation, and refinement.</p>	<p>Teachers will engage in a four part Community of Practice series where they will identify areas of need for development around their tier 1 math instruction. Each cycle will be co-created and facilitated to enhance their on-going conversations around improving their math instruction.</p> <p>Through collaborative lesson design, educators will co-develop and implement at least one research-based math lesson per semester, aligned with state standards and student learning needs.</p> <p>Teachers will observe each other's lessons, collect student learning data, and engage in reflective discussions to refine instructional practices.</p> <p>Use formative assessment</p>	<p>100% of participating teachers will complete the four part Community of Practice Series</p> <p>Collaboration notes, classroom observations and student work analysis.</p>	<p>Title 1 \$5,000</p>

		results to track student progress and adjust lesson strategies to address gaps in mathematical understanding.		
Math.2	Action Research - Cycles of Inquiry, administration will allocate staff meeting and/or Wednesday collaboration time for action research focus	Teachers will engage in a cycle of inquiry related to their math instruction with the goal of improving the effectiveness of their teaching practice with measurable outcomes. They will meet monthly to explore their progress with their research question and will engage in collaboration throughout the action research process in order to strengthen practices and inform vertical articulation.	Teachers will submit monthly Action Research Logs, data, collaboration highlights and findings, culminating end of year presentation of findings.	
Math.3	Intervention & Small Group Instruction, administration will allocate staff meeting and/or Wednesday collaboration time for professional development	Through small group instruction teachers will use a three-step process where students use manipulatives (concrete), draw models (representational), and solve abstract equations. Helps build a deep understanding of math	Purchase Order, supplemental materials	Title 1 \$3,852

		<p>concepts and bridges the gap between conceptual and procedural learning.</p> <p>Small Group instruction One-on-one or small-group intervention focusing on number sense, place value, and early arithmetic strategies.</p> <p>Targets foundational numeracy skills using diagnostic assessments.</p>		
All	Purchase supplies for teachers, administration will support teachers with instructional materials and supplies	Use purchase materials to effectively teach students	Purchase orders	Unrestricted \$9,000 LCAP \$8,500
All	Academic Intervention and Enrichment, administration will support the staff with extra hours compensation and preparation	Teachers will provide after school interventions and /or enrichment	Timecard, Student Attendance	Title 1 \$10,000

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 CAASPP Overall Distance from standard	ELA: 8.4 points below standard (+1) African American 43.3 points below standard (+14.6) Hispanic 31.1 points below standard (-3.7) White 51.2 points above standard (+4.5) MATH: 28.8 points below standard (-4.5) African American 82 points below standard (-34.7) Hispanic 48.5 points below standard (-5.3) White 42.3 points above standard (+13.7)	ELA: 1.6 points above standard African American - increase by 10 points Hispanic - increase by 10 points White - increase by 10 points MATH: 18.8 points below standard African American - increase by 10 points Hispanic - increase by 10 points White - increase by 10 points
2024 CAASPP Students with Disabilities distance from standard	ELA: 42 points below standard (-5.2) MATH: 47.7 points below standard (-41.5)	ELA: increase by 10 points MATH: increase by 10 points
2024 CAASPP English Learners distance from standard	ELA: 58.3 points below standard (-3.3) MATH: 54.3 points below standard (-2)	ELA: increase by 10 points MATH: increase by 10 points
2024 CAASPP Socioeconomically Disadvantaged	ELA: 38.8 points below standard (-3.6) MATH: 63.2 points below standard (-20.7)	ELA: increase by 10 points MATH: increase by 10 points
English Learner Reclassification	Reclassification during Spring ELPAC was 14%	Increase the percentage of English learner reclassification to 19%

Goal 2

LCAP Goal 2: Positive School Climate and School Connectedness

School Goal: By **June 2026**, Washington will increase overall school connectedness by 5%, as measured by the California Healthy Kids Survey (CHKS) school connectedness scale and a reduction in chronic absenteeism rates. Strategies will include implementing targeted student engagement initiatives, strengthening adult-student relationships, and promoting inclusive school activities to foster a greater sense of belonging. Progress will be monitored annually through CHKS data and attendance reports.

Identified Need:

CHKS data indicates a need to strengthen student engagement and connectedness, particularly in promoting meaningful participation and emotional well-being. While 89% of students report that adults hold high expectations, only 46% feel they have opportunities for meaningful participation, and 15% report frequent sadness. This highlights the need to foster inclusive, supportive learning environments that empower student voice and address social-emotional needs.

Staff will use the data below to leverage opportunities for improving the above identified needs:

- 89% of students reported that adults at school have high expectations for them, believing in their potential and encouraging them to do their best.
- 80% of students said there are caring adults at school who listen to them and make an effort to get to know them.
- 83% of students expressed strong academic motivation, showing resilience and persistence in their learning.
- 85% of students feel safe at school, and 88% feel safe on the way to and from school.
- 85% reported access to strong social-emotional learning supports, including lessons in conflict resolution, empathy, and responsibility.
- 74% of students reported feeling the school has an anti bullying climate “Yes, most of the time” or “Yes, all of the time”

These results reflect a positive and supportive school climate where students feel encouraged, emotionally supported, and safe—an excellent foundation for continued growth and success.

According to the 2025 California Healthy Kids Survey (CHKS), only 4% of students at Washington Elementary School reported that harassment or bullying is a “moderate” or “severe” problem. In comparison, statewide data for elementary schools indicates that 42% of students perceive harassment or bullying as a “moderate” or “severe” problem. This significant difference suggests that Washington Elementary students perceive their school environment as considerably safer regarding bullying and harassment compared to the state average.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
2.1	Provide time, training and materials for the Toolbox Project	Teach/implement Toolbox strategies with students through the first 15 day protocols	Toolbox materials in classrooms, students using their tools	
2.2	Submit socioemotional contract service agreements for board approval	Socioemotional learning, self regulation techniques, conflict management, mindfulness movement	Observation of sessions, student surveys	LCAP \$10,000
2.3	Provide time for the Climate Team to reevaluate the school behavior standards	Teach and reinforce behavior standards through the first 15 day protocols	Display of school behavior standards throughout the school for use during all times the school is open including after school programs	
2.4	Provide collaboration and planning time for Student Council Teacher Leaders	Student Council Teacher Leaders guide and facilitate student council members to design and lead student climate assemblies and activities	On going student surveys to provide feedback to the student council and staff	
2.5	Schedule and provide time for the Student of the Month (SOTM) Assemblies tied to the graduate profile,	Nominate SOTM recipients monthly	Parent SOTM assembly attendance	Unrestricted \$3,062

	attendance and student growth			
2.6	Schedule intervention teacher to provide SEL support for students	Create SEL groups for students to work on: taking turns, appropriate social language, conscious choices, solving conflict, recognizing non-verbal cues, negotiating/navigating social interactions	COST referrals for social groups, Lunch Bunch	
2.7	Secure funding and contracts for Outdoor Education	Plan and take students on Outdoor Education experience	Outdoor Education experience for all 4th grade students	Outdoor Ed \$25,000
2.8	Funding for field trips		Purchase orders	Unrestricted \$2,500
2.9	Secure funding and oversight for after school classes	Plan and teach after school enrichment and intervention classes	After School class rosters	LCAP \$9,500
2.10	Educate parents on Independent Study Contract (ISC)	Prepare lessons for students during the ISC	Returned and completed ISC	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	All students 21%	Decrease chronic absenteeism to 16%

2024-2025 P2 Attendance Rate	94.47%	Increase P2 attendance rate to 96%
California Healthy Kids Survey (CHKS) - Students	<p>Caring adults in school <i>Average reporting “Yes, most of the time” or “Yes, all of the time” 80%</i></p> <p>High expectations-adults in school <i>Average reporting “Yes, most of the time” or “Yes, all of the time” 89%</i></p> <p>School connectedness <i>Average reporting “Yes, most of the time” or “Yes, all of the time” 82%</i></p>	<p>Increase each category by 5%</p> <ul style="list-style-type: none"> • Caring adults (85%) • High expectations (94%) • School connectedness (87%)

Goal 3

LCAP Goal 3: Equity and Inclusion with Families and Employee Engagement

School Goal: By **June 2026**, Washington Elementary will increase parent involvement and perceptions of caring adult relationships by 5%, as measured by the California Healthy Kids Survey (CHKS). This will be achieved through enhanced family engagement efforts, including regular communication, inclusive school events, and expanded opportunities for parent participation. Staff will also implement strategies to strengthen connections with students and families, with progress reviewed annually through CHKS and family feedback

Identified Need:

Survey results show that 64% of students report parent involvement in school, and 51% feel communication with parents is effective. However, only 48% strongly agree the school promotes parental involvement, and just 39% of staff share that view. While 56% of students strongly agree that adults hold high expectations, only 55% strongly agree that caring relationships are present. These findings highlight strengths in engagement and expectations, with opportunities to deepen relationships and improve parent-school collaboration.

Survey results show that 76% of students report consistent parent involvement in their education, such as checking homework and asking about school. Additionally, 89% of students report that adults at school hold them to high expectations, and 80% feel there are caring adults on campus. These findings reflect a strong foundation of support and high standards. However, only 46% of students report meaningful participation in school activities, signaling an opportunity to deepen student engagement and belonging through inclusive practices and expanded enrichment opportunities

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
3.1	Secure translator/interpreter for parent meetings	Request translation for parent meetings	Translator services billing	Translation \$3,396
3.2	Secure and plan outdoor education experience	4th grade teachers to plan outdoor education experience	Timesheets	Unrestricted \$1,050
3.3	Provide Classified Extra Hours	Additional hours for office team members, playground supervisors, paras	Playground Supervisor timesheets	LCAP \$1,675
3.4	Office communication with families, mail correspondence		Parent survey	Unrestricted \$1,500
3.5	Provide parent group liaisons: PTO, Fall Festival Sub Committee, African American Community	Attend parent group meetings to get information on how we as a staff can support parent groups thus	Attendance at parent group meetings; notes (report updates/activities at staff meetings, staff bulletins)	

	Group, English Learner Advisory Committee (ELAC), Parent Support Group for Neurodivergent Students	strengthening parent/staff relationships		
3.6	Monthly Principal/Parent coffee chats	Food & childcare to support parent participation	Calendared events; parent attendance sheets; and, notes	LCAP \$1,200
3.7	PTO/School partnership parent survey for proposals of school events, clubs, activities, etc.	PTO, Teacher Liaison, and Principal will review the proposals	Parent and staff surveys, calendared events/activities	
3.8	Conferences, Professional Development, funding has been allocated to support conference / professional development	Staff allocation for professional development, conferences	Purchase Orders	Unrestricted \$3,000
3.9	Dual Language Immersion Cultural Competency, funding has been allocated to support activities/events	Events/activities supporting biculturalism	Purchase Orders	LCAP \$1,000
3.10	Dual Language Immersion, Teacher Leader Additional Hours, funding has been allocated to support the extra hours	Teacher will take a leadership role in facilitating programmatic meetings	Staff sign-in sheets, agendas, meeting notes	Unrestricted \$1,100

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS) - Parents	Promotion of parental involvement <i>Average reporting “strongly agree” 45%</i> Communication with parents about school <i>Average reporting “strongly agree” or “Very well” 51%</i> Parental involvement in School <i>Average reporting “yes” 64%</i>	Increase each category by 5% <ul style="list-style-type: none"> • Promotion of parental involvement (50%) • Communication with parents about school (56%) • Parental involvement in school (69%)
California Healthy Kids Survey (CHKS) - Staff	Caring relationships <i>Average reporting “strongly agree” 55%</i> High Expectations-adults in school <i>Average reporting “strongly agree” 56%</i> Promotion of parental involvement <i>Average reporting “strongly agree” 39%</i>	Increase each category by 5% <ul style="list-style-type: none"> • Caring relationships (60%) • High Expectations (61%) • Promotion of parental involvement (44%)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Based on the strategies and activities outlined in the previous School Plan for Student Achievement (SPSA), the academic data demonstrates both progress and areas needing further attention:

ELA Performance:

- Overall, students are 8.4 points below standard, though this reflects a slight increase from last year (+1 point).

- **African American students:** 43.3 points below standard, with a significant increase of (+14.6)
- **Hispanic Students:** 31.1 points below standard, with a slight decrease (-3.7)
- **White students:** 51.2 points above standard, with a slight increase (+4.5)
- **English Learners (EL):** 58.3 points below standard (-3.3), signaling a need for stronger support in language acquisition.
- **Students with Disabilities:** 42 points below standard, with a decrease of (-5.2)
- **Socioeconomically Disadvantaged:** 38.8 points below standard, with a slight decrease of (-3.6)

Math Performance:

- Overall, students are 28.8 points below standard, with a minor decline from last year (-4.5 points).
 - **African American students:** 82 points below standard, with a decrease of (-34.7)
 - **Hispanic Students:** 48.5 points below standard, with a decrease of (-5.3)
 - **White students:** 42.3 points above standard, with a significant increase of (+13.7)
 - **English Learners (EL):** 54.3 points below standard (-2), signaling a need for stronger support in language acquisition.
 - **Students with Disabilities:** 47.7 points below standard, with a significant decrease of (-41.5)
 - **Socioeconomically Disadvantaged:** 63.2 points below standard, with a significant decrease of (-20.7)

ANALYSIS

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

To achieve the articulated goal of improving instructional quality and student outcomes, especially in early literacy and assessment-informed instruction, a multifaceted approach was implemented:

1. Action Research - Writing Focus Implementation:

Teachers collaborated on Wednesdays in grade levels and cross-grade levels to review their data using the agreed upon standards-based rubrics in Spanish and English.

Effectiveness:

Teachers reported a positive shift in mindset and greater clarity regarding the developmental progression of student writing. As a result, pre-writing strategies were implemented to support students in producing more structured and effective writing. Many educators began adjusting their instructional approaches to align with evidence-based practices. To assess the impact of this shift, samples of scored student work across grade levels were reviewed to evaluate consistency and alignment in rubric use. Additionally, trends in both formative and summative assessment scores—across English and Spanish—were analyzed to monitor student progress and instructional effectiveness.

2. Dual Language Immersion Professional Development Series

Implementation:

Teachers were provided four days of professional development with fellow Dual Language Immersion colleagues across the district. This collaboration led to deeper understanding of content and language allocation content based instruction.

Effectiveness:

Follow up professional learning spaces were requested by teachers, and supported by administration. This led to the beginning articulated curriculum maps and alignment of grade level expectations across the school district.

3. Language Arts Literacy Student Data Progress Review

Implementation:

First through third grade teachers meet every trimester to review data, progress, and establish literacy goals for students. Data is reviewed in Spanish and English. This data provides information for the regrouping of students to target areas of instructional focus and growth for each student. Students are identified for Wildcat Academy to receive intervention during the school day.

Effectiveness:

Effectiveness was measured through ongoing progress monitoring and analysis of student growth, such as increases in reading

levels. Intervention groups remained fluid, with students being exited based on demonstrated progress and data-driven decisions made by their teachers. This approach ensured targeted support and responsive instruction aligned to student needs.

4. LETRS (Language Essentials for Teachers of Reading and Spelling) Training

Implementation:

Teachers participated in LETRS training to deepen their understanding of the science of reading. The training was phased in, with support sessions(huddles) and collaborative learning opportunities embedded throughout the year to support implementation in daily instruction.

Effectiveness:

Teachers reported a shift in mindset and increased clarity around how reading develops. Many began adjusting their instructional approaches to align with evidence-based practices. The LETRS training helped build a strong foundation for sustainable literacy improvement and informed decision-making when using phonics and phonemic awareness programs.

Overall Effectiveness

A combination of these strategies contributed to a unified and well-supported professional learning environment. Teachers felt equipped to tailor instruction to student needs, using both evidence-based practices and real-time data. Improvements were observed in early literacy benchmarks, and teacher input highlighted greater confidence and collaboration. The alignment of these efforts helped drive progress toward the shared goal of high-quality instruction and improved student outcomes.

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

None

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

We plan to continue to improve K-2 UFLI Foundations and Heggerty phonemic awareness curricula (ELA.1), Academic Vocabulary Toolkit (ELA.2), Coffee and Conversessment (Math.1), instructional rounds (Math.2), Afterschool enrichment classes (2.2), Extend

office hours for Office Assistant (3.1) and extend playground supervisor hours. We will start using the English 3D curriculum in all grades K-5. We will stop using the Heggerty Writing program and focus writing on Being a Writer, Fishtank and Expeditionary Learning curriculums.

Proposed School Site Budget

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

Budget Summary

Unrestricted	Title I	LCAP Initiatives	Secondary Graduation	Secondary Athletics	Translation Budget	Outdoor Ed	Total Site Allocation
0000	3010	0888	0000	0000	0000	0999	
403	320	001	112	133	155	001	
\$21,212	\$23,852	\$31,875	n/a	n/a	\$3,396	25,000	\$105,335

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$81,483

Total Federal Funds Provided to the School from the LEA for CSI

\$23,852

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$105,335

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title 1	\$23,852

Subtotal of additional federal funds included for this school: \$ 23,852

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

State or Local Programs	Allocation (\$)
LCAP Initiatives	\$31,875
Unrestricted	\$21,212
Outdoor Education	\$25,000
Translation Budget	\$3,396

Subtotal of state or local funds included for this school: \$ 81,483

Total of federal, state, and/or local funds for this school: \$105,335

School Site Council Membership

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

Name	Role
Monica Manriquez	Principal
Francisco Leon Sicairos	Teacher
Olivia Pinedo	Teacher
Leah Martin	Teacher
Mariana Perez	Classified Staff
Christina Chavez-Johnson	Parent
Tyson Nichols	Parent
Rene Benavides	Parent
Jessica Ortiz	Parent
Abbey Kerins	Parent

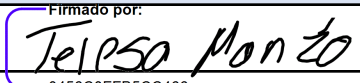
Recommendations and Assurances

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.

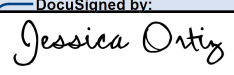
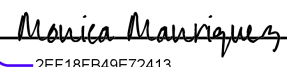
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Name	Signature	Committee
Teresa Manzo	<small>Firmado por:</small>  <small>0456C0FFB5CC466...</small> 6/6/2025	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 29, 2025.

Name	Signature	Date	Role
Jessica Ortiz	<small>DocuSigned by:</small>  <small>394C227DA63C4D2...</small>	6/6/2025	SSC Chairperson
Monica Manriquez	<small>Signed by:</small>  <small>2EF18FB49E72413...</small>	6/6/2025	Principal