



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 21, 2026	June 16, 2026

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 2026–27 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 2026–2027 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.

SLUSD LCAP Goals:

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 2026–27 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 6, 2026	Principal Coffee Chat - Families	Conducted feedback sessions on performance data
February 12, 2026	PTO Meeting - Families	Conducted feedback sessions on performance data
February 26, 2026	SSC Meeting - Families and Staff	Conducted feedback sessions on performance data

February 13, 2026 March 13, 2026	ELAC Meeting - Families	Conducted feedback sessions on performance data, English Learner Needs Assessment survey data
March 24, 2026 March 31, 2026	Instructional Leadership Team (ILT) - Staff	Input and review of new Strategic Plan and Washington Goals
April 30, 2026	SSC Meeting - Families and Staff	SSC Review and input, and Finalize Site Plan
April 20, 2026	Staff Meeting - Staff	Whole Staff input and review of new Strategic Plan and Washington Goals
April 17, 2026	ELAC Meeting - Families	ELAC review, advisory, and input and approval on Washington Goals
May 21, 2026	SSC Meeting - Families and Staff	SSC Approval of Site Plan

Comprehensive Needs Assessment

Student Demographics 2025-26

# Students	# English Learners	# Newcomers	# Socioeconomically Disadvantaged	# Students with Disabilities			
429	112	13	286	56			
# Black/African American	# White	# Hispanic/Latino	# Asian	# Filipino	# Pacific Islander	# American Indian/Alaskan Native	# Two or more races
33	55	271	25	10	0	3	26

CA School Dashboard 2025

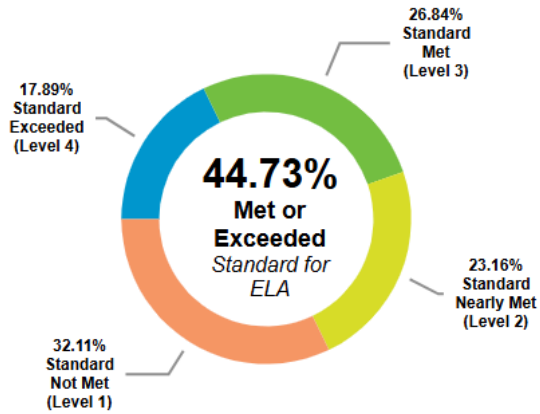
Washington Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension
All Students	-12 pts ↓ 3.6 pts 190	-29.7 pts -0.9 pts 191	52.5 pts -0.9 pts 59	16.6% ↓ 4.4% 433	0.7% ↓ 0.9% 440
English Learners	-58.5 pts -0.1 pts 66	-53.1 pts 1.3 pts 67	43.9 pts ↓ 2.2 pts 21	17.9% ↓ 9.2% 123	0.8% ↑ 0.8% 127
Long-term EL	**	**	**	**	**
Foster Youth	**	**	**	**	**
Homeless	**	**	**	**	**
Socioeconomically Disadvantaged	-41.3 pts -2.5 pts 130	-58.1 pts ↑ 5 pts 131	44.4 pts ↓ 2.9 pts 41	22.1% ↓ 3.8% 280	0.7% ↓ 1.8% 285
Students with Disabilities	-57.5 pts ↓ 15.5pts 35	-43.7 pts ↑ 4 pts 35	48.1 pts ↓ 5 pts 12	28.1% ↓ 5.8% 64	4.6% ↓ 0.5% 65

Washington Student Group	ELA	Math	Science	Chronic Absenteeism	Suspension
All Students	-12 pts ↓ 3.6 pts 190	-29.7 pts -0.9 pts 191	52.5 pts -0.9 pts 59	16.6% ↓ 4.4% 433	0.7% ↓ 0.9% 440
African American	-29.6 pts ↑ 13.6 pts 16	-87.8 pts ↓ 5.8 pts 16	**	22.9% ↓ 8.4% 35	0% ↓ 8.8% 36
American Indian or Alaska Native	**	**	**	**	**
Asian	**	**	**	3.7% ↑ 3.7% 27	0% 0% 28
Filipino	**	**	**	**	**
Hispanic	-29.9 pts 1.2 pts 124	-47.4 pts 1.1 pts 124	48.2 pts 0.2 pts 41	19.6% ↓ 4.9% 276	0.7% ↓ 0.4% 280
Native Hawaiian or Pacific Islander	**	**	**	**	**
White	43.8 pts ↓ 7.4 pts 23	44.8 pts 2.5 pts 23	**	9.8% ↓ 4.7% 51	0% ↓ 1.8% 52
Two or more races	**	**	**	0% ↓ 7.4% 31	0% 0% 31

CAASPP/ELPAC Results

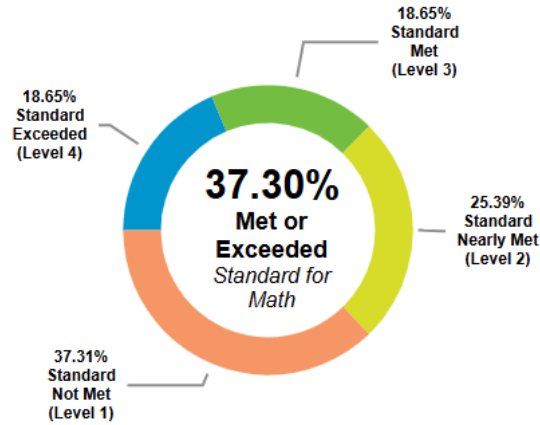
ELA

Percent of students within each achievement level



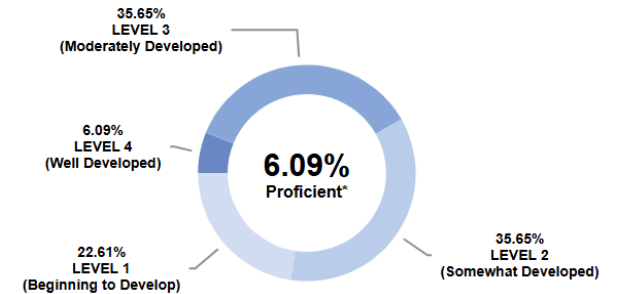
Mathematics

Percent of students within each achievement level



English Language Proficiency for Summative ELPAC

Percent of students within each performance level



CalSCHLS Survey Key Indicators 2025-2026

Parent Surveys		All %
Parent Involvement		
• Promotion of parent involvement		40
• Parental Involvement in school		57
• School encourages me to be an active partner		49

• School actively seeks the input of parents	27
• Parents feel welcome to participate at this school	45
School Supports for Students	
• Student learning environment	38
• School is a safe place for my child	47
• School motivates students to learn	37
• School has adults who really care about students	37
• Opportunities for meaningful student participation	35
• Communication with parents about school	43
• Teachers responsive to child's social and emotional needs	81
• School provides parents with advice and resources to support my child's social and emotional needs	70
Rules & Facilities	
• School enforces rules equally	35
• School treats all students with respect	49
• School promotes respect of cultural beliefs	46
• Substance use problems	9
• School disorder	25
• Harassment or bullying (Large problem)	12
• Clean and well-maintained facilities	30

5th Grade Student Surveys	All %
Student Engagement and Supports	
• School Connectedness	81
• Academic motivation	77
• School boredom	41
• Caring adults in school	80
• High expectations-adults in school	93
• Meaningful participation	54
• Facilities upkeep	87
• Parent involvement in schooling	77
• Social and emotional learning supports	83
• Anti Bullying climate	75
School Safety and Cyberbullying	
• Feel safe at school	88
• Feel safe on way to and from school	92
• Been hit or pushed	29
• Mean rumors spread about you	41

• Called bad names or target of mean jokes	41
• Saw a weapon at school	8
• Cyberbullying	26
School Disciplinary Environment	
• Rule clarity	81
• Students well behaved	57
• Students treated fairly when break rules	59
• Students treated with respect	89
Substance Use & Health	
• Alcohol or drug use	20
• Eating of breakfast	78
• Late bedtime (10 pm or later)	22
Mental Health	
• Frequent sadness	11
• Wellness (feel good and happy)	85

Staff Surveys	All %
School Supports for Students	
• Caring adult relationships	43

• High expectations-adults in school	50
• Student meaningful participation	25
• Promotion of parental involvement	31
• Student learning environment	35
• Facilities upkeep	39
• Support for social emotional learning	35
• Provides adequate counseling support services	17
• Anti Bullying climate	48
School Supports for Staff	
• Staff working conditions	36
• Staff collegiality	39
School Safety	
• Is a safe place for staff	35
• Is a safe place for students	35
Fairness, Rule Clarity and Respect for Diversity	
• Fairness and rule clarity	25
• Respect for Diversity	45
Academic Motivation and Student Behavior	
• Students are motivated to complete schoolwork	22
• Students readiness to learn	12

• Harassment/bullying (Mod/Severe problem)	4
• Student depression (Mod/Severe problem)	13
Training Needs	
• Positive behavioral support/management	26
• Creating a positive school climate	30
• Meeting social/emotional/dev. needs	61
• Supporting students exposed to trauma	78

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. 2025 CAASPP results show that 44.73% of students met or exceeded standards in English Language Arts (ELA), and 37.30% did so in Mathematics. English Learners, African American students, and socioeconomically disadvantaged students continue to perform significantly below their peers. 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 87% identifying as non-white or Hispanic and 67% 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

School Goals:

Washington is an 80/20 Spanish Dual Language Immersion school with a Structured English Immersion program. Washington Elementary will implement high-quality instruction in both English and Spanish to ensure students develop biliteracy, bilingualism, and academic achievement while accelerating English language development for multilingual

learners.

ELA: By June 2027, Washington Elementary will increase the percentage of students meeting or exceeding standards in ELA from 44.7% (2025 CAASPP) to 49.0%, through high-quality bilingual literacy instruction, targeted interventions, and differentiated support for all student groups.

ELD: By June 2027, Washington Elementary will increase the percentage of English Learners progressing toward English proficiency, as measured by the Summative ELPAC and local language assessments, with at least 15% of English Learners achieving ELPAC Level 4 (Well Developed), up from 10.8%.

Math: By June 2027, Washington Elementary will increase the percentage of students meeting or exceeding standards in Mathematics from 37.3% (2025 CAASPP) to 42.0%, through rigorous mathematics instruction, implementation of Silicon Valley Math Initiative (SVMI) practices, and targeted intervention and enrichment.

Identified Need:

Based on 2025 CAASPP results and the priorities identified in San Leandro Unified School District’s LCAP, Washington Elementary School needs to improve student achievement in English Language Arts and Mathematics and accelerate English language development for multilingual learners. In 2025, 44.7% of students met or exceeded standards in ELA and 37.3% met or exceeded standards in Mathematics, indicating a continued need to strengthen core instruction, targeted intervention, and academic language development across both the 80/20 Spanish Dual Language Immersion and Structured English Immersion programs. Performance data indicate that English Learners, socioeconomically disadvantaged students, students with disabilities, Hispanic/Latino students, and African American students require additional support to close achievement gaps and ensure equitable access to grade-level standards and improved academic outcomes. To address these needs, the school will implement research-based practices and prioritize strong Tier 1 instruction, supported by targeted interventions and ongoing professional learning to ensure all students receive high-quality, standards-aligned instruction.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source
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				and Amount
ELA / SLA.1	Dual Language Immersion Professional Development, District funded, administration will secure substitutes for teachers to be released and attend the professional development	Teachers will create unit maps integrating grade level standards	Agendas, sign-in sheets, and unit maps as evidence	District funded
ELA / SLA .2	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 (DLI) and Structured English Immersion (SEI) 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	Teacher collaboration notes, CA standards-based writing rubrics data collection to monitor growth, student writing samples	N/A

		used to evaluate student skill development and acquisition. Data will be used to guide instructional best practices.		
ELA / SLA.3	Calendar and monitor monthly Ren Star Assessment administration for 2nd - 5th grade	Teachers will administer assessment monthly and progress monitor in both math and language arts, for EL students monitor for progress towards reclassification benchmark and use the data to provide interventions and progress monitoring	Review of assessment results as evidence	N/A
ELA / SLA.4	Schedule monthly Wednesday DLI and SEI Kindergarten team collaboration to review progress monitoring of formative assessments for early literacy to reach end of year benchmarks	ELA: UFLI, Heggerty, LTRS, writing samples SLA: Estrellitas, Heggerty, writing samples	Observation of classroom routines, small group instruction, grade level collaboration notes, student work samples, on-going progress monitoring using daily formative assessments, district benchmark assessments	N/A
ELD.1	Calendar ELPAC Interim assessment at the end of Trimester 1	Teachers will administer the ELPAC Interim assessment Special Ed Teachers will monitor and evaluate IEP goals and assessment accommodations	Review of assessment results as evidence	N/A

ELD.2	Integrated and Designated Vocabulary focus across all subject areas, with a specific focus in math via Math Lab School, partnering with the Silicon Valley Math Initiative (SVMI)	Teachers will focus on ways to increase math language discourse, preparation before, during, and after a lesson	Classroom schedules reflecting ELD time, collaboration notes, formative assessment to monitor growth in language use in mathematical discourse	N/A
Math.1	Partnership with Silicon Valley Math Initiative (SVMI) for Washington to serve as a Math Lab School, providing teachers with professional development, instructional coaching, and opportunities to observe and refine high-quality mathematics instruction.	Teachers will analyze student work, implement research-based mathematics tasks (MARS Tasks), and refine instructional strategies to strengthen students' conceptual understanding, mathematical discourse, and problem-solving skills. This collaborative cycle of planning, teaching, reflecting, and adjusting instruction will improve the quality and consistency of mathematics instruction across the school.	Professional development agendas and sign-in sheets, teacher release-time schedules, substitute time records, lesson plans and collaboratively developed math tasks, classroom observation notes, PLC agendas and minutes, student work samples, teacher reflection logs, and coaching feedback documenting the use of SVMI strategies in classroom instruction, MARS Tasks student response reviews	Title 1 \$23,040 LCAP \$3,000 Unrestricted \$2,852
Math.2	Math Professional Development, two sessions per trimester, including MARS Tasks assessment data collection	All TK-5th grade teachers in both DLI and SEI will participate in professional development during monthly staff meetings or Wednesday collaboration time	Agendas, sign-in sheets, student MARS tasks formative reflection data collection as evidence of implementation	N/A

Math.3	Release teachers for the Action Research, cycles of inquiry embedded during the teacher release days once a trimester for the Math Lab School days	In partnered grade level spans teachers will collaborate and engage in lesson design, a classroom will be used as a lab for the teachers to observe, implement the lesson and receive group coaching, the in service focuses on how to best deliver math lessons and instruction	Teachers will submit monthly Action Research Logs, data, collaboration highlights and findings, culminating end of year presentation of findings.	LCAP \$14,000 Substitutes for 19 teachers, one day per trimester
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 \$2,000
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	LCAP \$5,305 Unrestricted \$5,000

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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2025 CAASPP Overall Distance from standard	ELA: 12 points below standard (-3.6) African American 29.6 points below standard (+13.6) Hispanic 29.9 points below standard (+1.2) White 43.8 points above standard (+7.4) MATH: 29.7 points below standard (-0.9) African American 87.8 points below standard (-5.8) Hispanic 47.4 points below standard (+1.1) White 44.8 points above standard (+2.5)	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
2025 CAASPP Students with Disabilities distance from standard	ELA: 57.5 points below standard (-15.5) MATH: 43.7 points below standard (+4)	ELA: increase by 10 points MATH: increase by 10 points
2025 CAASPP English Learners distance from standard	ELA: 58.5 points below standard (-0.1) MATH: 53.1 points below standard (+1.3)	ELA: increase by 10 points MATH: increase by 10 points
2025 CAASPP Socioeconomically Disadvantaged	ELA: 41.3 points below standard (-2.5) MATH: 58.1 points below standard (+5)	ELA: increase by 10 points MATH: increase by 10 points

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 93% of students report that adults hold high expectations, only 54% feel they have opportunities for meaningful participation, and 11% 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:

- 93% 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.
- 77% of students expressed strong academic motivation, showing resilience and persistence in their learning.
- 88% of students feel safe at school, and 92% feel safe on the way to and from school.
- 83% reported access to strong social-emotional learning supports, including lessons in conflict resolution, empathy, and responsibility.
- 75% 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.

An identified need is to increase student engagement by improving students’ sense of meaningful participation and excitement for learning, as measured by the California Healthy Kids Survey (CHKS) from 54% meaningful participation to 64%, and increase zest/excitement for learning from 40% to 50% during the 2026-27 school year.

Action #	Leadership Actions	Teaching Actions	Evidence of Implementation	Proposed Expenditure Funding Source and Amount
2.0	Calendar Washington Community Mural Project	Year long SEL project co-facilitated by lead	Community celebration event for the completion of the mural	\$26,850 Prop 28

	facilitated by artists with Precita Eyes Muralists	teachers, assemblies, painting		PTO SLED Site Discretionary
2.1	Strengthen student leadership and activities ensuring every student has a voice in shaping the community, allocate funding for additional teacher hours	Lead teachers will support students with opportunities during and after school for leadership activities	Assemblies, multimedia activities for videos, photographs, and podcasts	Prop 28 Funding \$5,000
2.2	Provide time to review Toolbox SEL materials with grade level	Teachers will review Toolbox self regulation strategies with students	Toolbox materials in classrooms, students using their tools	N/A
2.3	Submit socioemotional contract for Certified Wellness Coach for Tier 1-3 supports	Will be able to provide, individual counseling, group counseling, family engagement session, crisis intervention and follow-up	Collection of interaction data log for student, staff, administration, and parents	District Funded
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	N/A
2.5	Schedule and provide time for the Student of the Month (SOTM) Assemblies	Nominate SOTM recipients monthly	Parent SOTM assembly attendance	Unrestricted \$1,000

	tied to the graduate profile, 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	N/A
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	PTO Funding
2.9	Attendance campaign and student celebrations			Unrestricted \$780
2.10	Educate parents on Independent Study Contract (ISC)	Prepare lessons for students during the ISC	Returned and completed ISC	N/A

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	Caring adults in school <i>Average reporting “Yes, most of the time” or “Yes, all of the time” 80%</i> High expectations-adults in school <i>Average reporting “Yes, most of the time” or “Yes, all of the time” 89%</i> School connectedness <i>Average reporting “Yes, most of the time” or “Yes, all of the time” 82%</i>	Increase each category by 5% • 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 promote parent involvement and increase 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 77% of students report parent involvement in school, and 98% of students report adults at home hold high expectations for them. Only 40% of parents strongly agree the school promotes parental involvement, and just 31% of staff share that view. While 93% of students strongly agree that adults hold high expectations at school, only 80% 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.

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 \$3,375
3.2	Secure and plan outdoor education experience	4th grade teachers to plan outdoor education experience	Timesheets	Unrestricted \$1,050
3.3	Encourage staff members to sign up to attend, at a minimum, one school PTO community event to strengthen staff relationships and opportunities to promote parental involvement	Staff members sign up to attend one PTO community event	Attendance, increase parent volunteer opportunities	
3.4	Provide Classified Extra Hours	Additional hours for office team members, playground supervisors, paras	Playground Supervisor timesheets	LCAP \$1,679
3.5	Allocate funding for school library books in Spanish and English to support	Librarian will offer regular community access to students and families before	Collect schedules, expand promotion and communication with families, collect visitation	LCAP \$6,500

	student literacy campaign and equitable access to texts	and after school to borrow books, in addition students will have access during lunch time and during their regular weekly scheduled time to borrow books	logs as data for improving accessibility	
3.6	Provide parent group liaisons: PTO, Fall Festival Sub Committee, African American Community Group, English Learner Advisory Committee (ELAC), Parent Support Group for Neurodivergent Students	Attend parent group meetings to get information on how we as a staff can support parent groups thus strengthening parent/staff relationships	Attendance at parent group meetings; notes (report updates/activities at staff meetings, staff bulletins)	
3.7	Monthly Principal/Parent coffee chats	Food & childcare to support parent participation	Calendared events; parent attendance sheets; and, notes	LCAP \$1,750
3.8	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	
3.9	Conferences, Professional Development, funding has been allocated to support conference / professional development	Staff allocation for professional development, conferences	Staff to share information learned or gathered at collaboration or staff meeting	Unrestricted \$3,000

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” 40%</i> Communication with parents about school <i>Average reporting “strongly agree” or “Very well” 43%</i> Parental involvement in School <i>Average reporting “yes” 57%</i>	Increase each category by 5% • Promotion of parental involvement (45%) • Communication with parents about school (48%) • Parental involvement in school (62%)
California Healthy Kids Survey (CHKS) - Staff	Caring relationships <i>Average reporting “strongly agree” 43%</i> High Expectations-adults in school <i>Average reporting “strongly agree” 50%</i> Promotion of parental involvement <i>Average reporting “strongly agree” 31%</i>	Increase each category by 5% • Caring relationships (48%) • High Expectations (55%) • Promotion of parental involvement (36%)

Annual Review

SPSA Year Reviewed: 2025-26

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 12 points below standard, though this reflects a slight decrease from last year (-3.6 point).

- **African American students:** 29.6 points below standard, with a significant increase of (+13.6)
- **Hispanic Students:** 29.9 points below standard, with a slight decrease (+1.2)
- **White students:** 51.2 points above standard, with a slight increase (+4.5)
- **English Learners (EL):** -58.5 points below status students:standard (-0.1), signaling a need for stronger support in language acquisition.
- **Students with Disabilities:** 57.5 points below standard, with a decrease of (-15.5)
- **Socioeconomically Disadvantaged:** 41.3 points below standard, with a slight decrease of (-2.5)

Math Performance:

- Overall, students are 29.7 points below standard, with a minor decline from last year (-0.9 points).
 - **African American students:** 87.8 points below standard, with a decrease of (-5.8)
 - **Hispanic Students:** 47.4 points below standard, with a decrease of (+1.1)
 - **White students:** 44.8 points above standard, with a significant increase of (+2.5)
 - **English Learners (EL):** 53.1 points below standard (+1.3), signaling a need for stronger support in language acquisition.
 - **Students with Disabilities:** 43.7 points below standard, with an decrease of (+4)
 - **Socioeconomically Disadvantaged:** 58.1 points below standard, with an increase of (+5)

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, Heggerty phonemic awareness, Estrellitas and Lunitas curriculum (ELA / SLA.4), Grade level and programmatic (SEI and DLI) student writing sample reviews of pre and post writing assessments (ELA/SLA

.4) SVMl Math Lab School (Math.1), and Certified Wellness Coach for student Tier 1 -3 supports (2.3).

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	
\$25,111	\$23,040	\$32,425	n/a	n/a	\$3,375	25,000	\$108,951

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$85,911

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

\$23,040

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

\$108,951

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	\$23,040

Subtotal of additional federal funds included for this school: \$ 23,040

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	\$32,425
Unrestricted	\$25,111
Outdoor Education	\$25,000
Translation Budget	\$3,375

Subtotal of state or local funds included for this school: \$ 85,911

Total of federal, state, and/or local funds for this school: \$108,951

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
Raul Castellanos	Teacher
Leah Martin	Teacher
Mariana Perez	Classified Staff
Christina Chavez-Johnson	Parent
Thuy-My Ong	Parent
Guadalupe Hernandez	Parent
Jessica Ortiz	Parent
Abbey Kerins	Parent

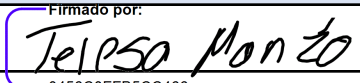
Recommendations and Assurances

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.

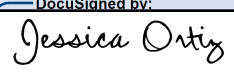
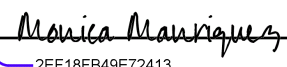
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Name	Signature	Committee
Teresa Manzo	Firmado por:  0456C0FFB5CC466... 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	DocuSigned by:  394C227DA63C4D2...	6/6/2025	SSC Chairperson
Monica Manriquez	Signed by:  2EF18FB49E72413...	6/6/2025	Principal