



SCHOOL PLAN  
FOR  
STUDENT ACHIEVEMENT

YEAR 3 REVISION  
(SY 2019-2020)

WASHINGTON ELEMENTARY

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School Year: 2019-2020 - Revision

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary	39686766104665	Original – 04/27/2018 Revision –	Original – 05/08/2018 Revision – 06/25/2019

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

In January 2019, Washington Elementary was identified as a Comprehensive Support and Improvement (CSI) school.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Washington Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

## Stakeholder Involvement

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

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 developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 16, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Washington Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions

focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the December 20th, 2018, School Site Council meeting.

In school year 2018-2019, also Year 2, Washington Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. There were a total of four meetings: March 26th, 2019, April 2nd, 2019, April 16th, 2019, and April 17th, 2019.

The first two meetings were an opportunity for all stakeholders to review school wide data and discuss the purpose of the planning team. During the third and fourth planning meetings, the team discussed the root causes of the gaps identified through our data analysis, a goal for each specific area of need, action steps needed to ensure the success of the actions steps and the process for monitoring and evaluating each goal.

Barriers for Washington include, the size of the school and the lack of support staff to support the school. For example, for Goal 3, Meaningful Partnerships, Washington was unable to fill the open position for a community assistant during the 2018-2019 school year.

As a result of the stakeholder involvement and data reviews, Washington Elementary has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019. The Decision Making Model includes a review of the following components: Current Performance Level, Gap Analysis, Cause Analysis Results, Design & Improvement, Success Assurances, and Implementation/Evaluation.

## Resource Inequities

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

Washington Elementary is a small school with less than 300 students and only 9 teachers. Due to the size of the school, Washington Elementary receives limited funding and resources. Due to the limited funding, inequities exist in staffing, for example, there is only a part-time assistant principal and the budget does not allow for adding .5 FTE. Another example of staffing inequities, based on collaborative discussions with Comprehensive Planning Team and Leadership Team, is for support in coordinating curriculum, technology, testing, and EL programs on site.

# 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 – Student Achievement

ELA/ELD SMART Goal: 35% of our students will meet or exceed the standards in ELA on the SBAC Exam.

By June 30, 2020, decrease the distance from 3 in ELA for all students by 3 points.

Math SMART Goal: 30% of our students will meet or exceed the standards in Math on the SBAC exam in 2020.

By June 30, 2020, decrease the distance from 3 in Math for all students by 3 points.

**Identified Need**

ELA/ELD: 2018: -73.7 points with a change of -13 Red for all students

English Learner Progress:

Level 4 - Well Developed - 22.2%

Level 3 - Moderately Developed - 48.6%

Level 2 - Somewhat Developed - 23.6%

Level 1 - Beginning Stage - 5.6%

Math: 2018: -89.1 points with a change of -13 Orange for all students

**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard-ELA (All students)	73.7 points below	70.7 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard-Math (All students)	89.1 points below	86.1 points below

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students, sub group: Tier 2 & 3

### Strategy/Activity

Academic Conferences will be held to identify specific student needs as well as teacher support needs. Teachers will use SBAC, ELPAC, and ongoing formative and summative curricular assessments. Substitutes will provide staff with release time to actively participate. (9 days)

Substitute Pay Calculation: 9 days X \$200 = \$1,800

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$1,800 – 11700 (Teacher Substitute)

Title I - 50643

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students, sub group: English Learners

### Strategy/Activity

Increase teacher collaboration strategies to focus on PLCs, English Learners, AVID strategies, and the district’s adopted curriculum for ELA and Math.

#### Additional Hourly Pay:

##### Teacher (Staff) Pay Calculation

9 teachers x 4 hours x 60 = \$2,160

Professional learning using the coaching model to review data and alignment of instructional strategies with the district’s adopted curriculum. Substitutes will provide time for teachers to participate in professional learning activities.

#### Substitute (Staff) Pay Calculation:

Substitutes X 25 days X \$200 = \$5,000

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,160 – 11500 (Teacher Additional Hourly)	Title I - 50643
\$5,000 – 11700 (Teacher Substitute)	LCFF - 23030



### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

To increase literacy and writing proficiency by providing students with print rich environments and text.

Library Media Clerk will provide students with support and direction in learning and accessing library resources. Library Media Clerk will also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read alouds. In addition, the Library Media Clerk will support the use of Accelerated Reader. Accelerated Reader will be used to supplement and enrich reading for all students. This web based program also helps us in collecting data useful to level our kids according to their reading skill level.

Purchase additional books/novels to provide students with grade level and culturally relevant reading materials to supplement district curriculum. Including 6 double sided shelving units (\$1,300 x 6 = \$7,800) for purchased books.

Support standards based ELA/ELD and Math instruction with project materials, instructional materials, manipulatives, and appropriate technology. Materials will be used to support differentiated instruction (based on individual student need) and enrichment activities (tiered assignments: challenging and more complex assignments (high-level math problems, more complex vocabulary, more challenging texts, etc.) identified through grade level PLC collaborative process.

Appropriate materials/equipment to enhance/support ELA and Math instruction will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, computers, document cameras, projectors, color ink, pens, rulers, post it notes, SmartBoard (1), etc.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$15,213 – 24101 (.4375 FTE Library Media)	LCFF – 23030
\$4,845 – 30000 (Statutory Benefits)	LCFF – 23030
\$10,000 – 42000 (Books)	LCFF – 23030
\$22,800 – 44000 (Equipment)	LCFF – 23030
\$4,000 – 58450 (License Agreement)	Title I – 50643
\$15,056 – 43110 (Instructional Materials)	Title I – 50643
\$2,000 – 57150 (Duplicating)	Title I – 50643
\$5,000 – 56590 (Maintenance Agreements)	Title I – 50643

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All students: including sub group: English Learners

### Strategy/Activity

Students identified needing Tier 2 and Tier 3 intervention will receive supports such as tutoring, one-on-one/small group instruction supporting district adopted curriculum focusing on concepts taught during the instructional day on reading, writing, and mathematics. Students identified will be provided pre/post assessment to verify growth. Support provide may be for 2 days per week based on student needs.

Substitute Pay Calculation: 66 days X \$200 = \$13,200

Provide students scheduled time with the bilingual assist to increase reclassification rate. Provide students with extra support through small group instruction to support early literacy with focus on letter recognition and sounds through the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc. Bilingual assist will work collaboratively with teachers to identify areas of need to support EL students.

Material to support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$11,653 – 21101 (.4375 FTE Bilingual Assist)	LCFF – 23020
\$3,711 – 30000 (Statutory Benefits)	LCFF – 23020
\$3,000 – 43110 (Instructional Materials)	LCFF – 23030
\$13,200 – 11700 (Teacher Substitute)	Title I – 50643

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker.

Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$3,421 – 43110 (Instructional Materials)	LCFF – 23030
\$5,000 – 44000 (Equipment)	LCFF – 23030

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

### Strategy/Activity

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- \*attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Centralized Service.

Title I

# Annual Review – Goal 1

## SPSA Year Reviewed: 2017-2018

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

### Analysis

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

#### Implementation

Due to changes in leadership, the leadership team began working on the foundational pieces first, including identifying norms, and collective agreements. One of the collective agreements was to send 4 staff members to the PLC conference in the summer of 2018.

#### Effectiveness

PLCs was the primary focus of the implementation and laid the groundwork for an effective team. The effectiveness can be evidenced by common agreements to our school goals and improved student instruction. The four staff who attended the PLC conference collaboratively shared the key learnings at a meeting for all staff which resulted in additional staff participating in the PLC Process.

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

#### Material Changes

N/A

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.

#### Future Changes

Streamline collaboration focusing on PLCs through continuing to support a deeper understanding of PLCs and the use of shared collaborative protocols.

## Goal 2 – School Climate

Suspension – Goal for 2019-2020 is to decrease suspensions by 1%.

Attendance/Chronic Truancy – Goal for 2019-2020 is reduce chronic absenteeism by 9.9%.

### Identified Need

Suspension:

California Dashboard: 2018-Condition & Climate Outcome Dashboard data-suspensions school-wide RED 6.2%

Attendance/Chronic Truancy:

California Dashboard: 2018-Chronic Absenteeism, school-wide RED 21.2%

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (All Student)	6.2%	5.2%
Chronic Absenteeism (All Students)	21.2%	9.9%

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All students and sub groups: African American and Hispanic

**Strategy/Activity**

Provide students with social and emotional supportive resources that positively impact student learning through implementation of Restorative Practices, PBIS, PLUS program, counseling, and structured student engagement activities.

Provide professional development opportunities to staff focusing on restorative practices and establishing schoolwide discipline practices that support awareness of student safety and well-being.

Conferences/Trainings/Workshops:

Restorative Practices - Fall 2019 - administrator, counselor, teachers

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$10,000 – 52150 (Conferences)

Title I – 50671



## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Teachers will conduct home visits for students who are not attending school to make connections with parents who may not be able to attend parent/teacher conferences.

9 teachers X 60 X 7 hours = \$3,780 (Allocating \$4,000)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$4,000 – 50671 (Teacher Additional Hourly)

Title I – 50671

# Annual Review – Goal 2

**SPSA Year Reviewed: 2017-2018**

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

## Analysis

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

### Implementation

A PBIS Team was created and began discussions on how to provide students with social emotional support.

All teachers were provided with the “Energy Bus” book and participated in collaborative conversations about school culture. 4 staff members attended a professional learning opportunity on positive school culture and shared with the teachers at a staff meeting.

### Effectiveness

The collaborative conversations and conference shifted the school culture in a positive direction. Teachers are now working more effectively in collaborative teams.

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

### Material Changes

N/A

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.

### Future Changes

PBIS activities have expanded with good citizen celebration as positive reinforcement, student store with College Bucks, attendance incentives, including super recess, classroom attendance celebrations.

## Goal 3 – Meaningful Partnerships

By June 2020, to increase the number of parent events one per trimester.

### Identified Need

8-10 Parent Coffee Hours

10-15 parents regularly attend Parent Coffee Hours

### Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

To be determined.

[Add baseline here]

[Add expected outcome here]

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Provide parents increased opportunities to participate in school events, such as academic focused family nights, parent/teacher conferences, and parent meetings.

Events\* may include:

Lunch on the Lawn

Donuts with Dad

Muffins for Mom

SSC - SPSA advisory

ELAC - English Learner Advisory Committee

Parent Coffee Hour Meetings

After School Program

End of the Year Carnival

Scholastic Book Fair

Provide outreach to parents to assist in the recruit of parent helpers and open communication lines to foster positive attendance and behavior habits.

Non-instructional material support topics that provide parents with techniques to help their child at home academically, such as books, reading manipulatives, math manipulatives.

\*There must be an agenda with appropriate topics to use parent involvement funds that is compliant with Title I regulations.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$633 - 43200 (Non-Instructional Materials) \$1,000 - 43200 (Non-Instructional Materials)	Title I – 50647 LCFF – 23035
\$500 - 43400 (Parent Meeting)	Title I – 50647
\$500 – 57150 (Duplicating)	LCFF – 23035

## Annual Review – Goal 3

### SPSA Year Reviewed: 2017-2018

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

### Analysis

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

#### Implementation

This goal was implemented and includes: English Learner Parents (6 meetings), School Site Council (10 meetings), Parent Coffee Hour (7 meetings), and Padres Comprometidos (Committed Parents) which was a 6-week parent class to build connections between schools and parents. A school wide community event planting trees was held in the fall of 2017.

#### Effectiveness

Parent Coffee Hour/EL parent meetings were very successful as evidenced by parent participation. School Site Council (SSC) had a total 5 parent members and 4/5 were actively involved in SSC. Additionally, a community tree planting event was held and over 50 people participated, including students, parents, staff, and community members.

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

#### Material Changes

N/A

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.

#### Future Changes

N/A

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$58,349
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$144,492

## 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 I	\$58,349

Subtotal of additional federal funds included for this school: \$58,349

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 (\$)
LCFF	\$86,143

Subtotal of state or local funds included for this school: \$86,143

Total of federal, state, and/or local funds for this school: \$144,492