

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:



Typed Name of School Principal

Signature of School Principal

Date



School Plan for Student Achievement (SPSA)

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	05/23/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Washington Elementary is implementing a Schoolwide Program.

Description

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)/activity(ies)) can be referenced to the LCAP's intent.

Engaging Educational Partners

Engaging Educational Partners

Washington Elementary School engaged our parents through surveys, our parents of English Learners through a survey, our students through Climate and Culture surveys, our ELAC parent committee, our School Site Council and the Washington Faculty. All notes are uploaded in the District Crate and our Washington Google Folder for inspection.

Resource Inequities

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

Through our surveys, we did not find inequities. All students are receiving equitable education, including our English Learners and our Special Education students. At this time, K - 5, our student population is 54% English Learners. One of our focus next school year will be professional development from our Language Development Office in meeting the language needs of our English Learners to ensure an equitable education, and the best pedagogy to help language acquisition and reclassification.

What we did find:

Parents want more communication from their teachers.

Parents want to have more educational classes of their own. They are asking for English classes to learn English themselves, parenting

classes in how to support their child at school especially with homework when they do not speak the language, and any other parent class to help their child be successful. Ideas we have come up with are the homework class, teach the parents about the curriculum used in the classroom, teach the parents about the computer-based tutorial programs, the importance of attendance, etc.

Our student surveys brought two concerns to light; school safety and feeling listened to by adults. The adults will have to discuss and work on how we approach students, and how we effectively listen to their needs. As for school safety, our students hear too much negative news, and other events that have occurred in the City of Stockton. Student groups will be formed to bring about issues and concerns throughout the year. One of our goals is to get an active PBIS and PLUS Team going, and this will be a perfect environment to listen to the voices of students.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

During the 2022 - 2023 school year, parents of English Learners took a survey designed by our LDO (Language Development Office).

During the 2022 - 2023 school year, ALL parents were sent home a survey, with 52 families returning the survey.

During the 2022 - 2023 school year, students took the Climate and Culture survey at the beginning of the year, during the winter (January), and at the end of the year in late April.

Classroom Observations

Permanent teachers are evaluated every other year, and after ten years, and given their last evaluation was Satisfactory or Commendable, may be evaluated every five years. There are several Washington teachers at this time on the 5-year evaluation cycle.

Non Permanent teachers are evaluated every year.

Evaluations include an announced observation and an unannounced observation, with a formal evaluation by the end of April.

The Principal also conducts random classroom walks to look at instruction, routines and procedures, and classroom management.

Analysis of Current Instructional Program

Meeting Dates:

Teachers: 1 hour faculty meetings, 1st and 3rd Tuesday of each month.

Teachers: 1 1/2 hour collaboration meetings, 2nd and 4th Tuesday of each month.

Teachers: 1 hour collaboration meetings every Thursday. They are optional, voluntary, but compensated.

English Learner Advisory Committee (ELAC): 9/8/22, 10/12/22, 12/8/22, 1/18/23, 3/2/23, 4/13/23, 5/18/23

School Site Council (SSC): 9/20/22, 10/14/22, 10/18/23, 2/7/23, 3/7/23, 4/18/23, 5/23/23

What data analysis has Washington Elementary done?

Washington looks at the following subgroups: ALL students, Hispanic, English Learners, African American, Students with Disabilities, male and female.

Washington has consistently looked at three hard types of data: i-Ready reading and math (D1, D2, D3), CAASPP 2021 - 2022 scores, and school attendance. Other data observed are teacher assessments.

The i-Ready data - we have compared the D1 (first diagnostic) to D2 (second diagnostic), and will compare the D1 to the D3 (3rd diagnostic) at the end of the year to look at total growth.

Surveys. The parents have taken two surveys this school year. One survey was targeted to our English Learners and provided to us by the Language Development Office, and the second survey came from a list of questions covering multiple categories from the District. The students take a school climate and culture survey given three times per year. ALL survey results have been uploaded into the addendums.

Overview:

The Stockton Unified School District and the STA Bargaining Agreement provide for three Professional Development days each year. PD is conducted by the Stockton Unified Professional Development Center and held at one of our comprehensive high schools. Teachers have an opportunity to select PD that best fits their own professional needs. Washington Elementary has one full-day professional development at the beginning of the school year. Throughout the school year, the Washington teachers look at opportunities to bring in District personnel to provide additional training or support. At this time, with our English Learner population greatly growing, a greater focus will be needed on that population to ensure Language Acquisition needs are met.

Washington Elementary is a very small school community consisting of nine (9) core curriculum teachers (K - 8th grades are self-contained with one teacher per grade level). Washington has a morning prekindergarten class, one 7th/8th grade physical education teacher and shares an Instructional Coach with Stockton High School. We have a part-time resource specialist teacher, a part-time resource specialist assistant, a part-time speech pathologist, and a full-time bilingual assistant.

Washington teachers meet twice each month for a one-hour faculty meeting, and twice each month for a one and a half hour collaboration meeting. Teachers also have an option to meet every Thursday for one hour for PLC collaboration on a voluntary basis, but is financially compensated.

Washington Elementary follows the PLC process developed by Solution Tree. The data process we follow is Plan-Do-Study-Act. This Data Cycle allows teachers to plan their standards-based curriculum around targeted learning goals, to teach the curriculum, study the results through assessments (formal and informal assessments), and then identify the need for either interventions or enrichment depending upon the data analysis.

Washington teachers meet as a whole (9 core teachers), and may split-up by primary and intermediate (K - 3, and 4 - 8) to collaborate and plan using the Data Cycle. Data may include, but not limited to: i-Ready (D1, D2 and D3), assessment data from the core curriculum, and absenteeism. Collaboration looks at subgroups: Hispanic, English Learners, African American, Students with Disabilities, and males and females. The data that has been collected and disseminated has been attached in the addendum.

Committees:

Due to our small size, Washington Elementary does not have committees and subcommittees. All teachers meet together twice each week for collaboration. The Principal holds a parent coffee hour, ELAC and School Site Council once each month. A sample of SSC minutes have been attached to the addendum to show how data is reviewed and discussed every month. Washington prides itself on being data driven, and looking for its root causes of either student success, or lack of. All our meetings and minutes are kept in Google Folders that are accessible for all to see. Data is a frequent topic and it is evident in our meeting minutes (notes).

What has the data analysis told us?

Looking at the most recent i-Ready data comparison (D1 to D2), we can see that our male and female students are succeeding at an equal rate. When comparing our African American subgroup to ALL students, the two are succeeding at an equal rate. When comparing our Hispanic subgroup to the African American subgroup, both are succeeding at an equal rate. Our two subgroups that are not succeeding at an equal rate are our English Learners and our Students with Disabilities (SWD). Our Students with Disabilities subgroup is very small, only 13 students. This subgroup is not a factor at the State level, but monitored here at the site level. It is our English Learner population is growing at a rapid rate, and needs a direct attention. At this time, kindergarten through 5th grade is made up of 54% English Learners, as compared to 6th through 8th grades making up 22%.

So, what is the root cause of English Learners not acquiring the English language and succeeding at a pace equal to that of their peers?

We believe there are significant factors that have been directly linked (root causes) to our English Learners not acquiring the English language at an equal pace of their peers, or also know as language acquisition.

1. Our Stockton Unified Language Development Office, also know as LDO, has not had a consistent Director for several years. The lack of a high-quality, well versed Director in Language acquisition, guiding our school district and our schools in how to best meet the Language acquisition needs of English Learners is of concern. Through the LDO, Stockton Unified schools would receive routine visits to monitor the English Language Development (ELD) instructional time, monitor curriculum and instruction in the classroom, and help guide administrators in meeting the needs of their students. During District level planned staff development, courses would be offered in EL pedagogy, the current EL learning theories, EL curriculum and its' use, etc. Our Stockton Unified teachers have not had this on any type of consistent basis in years.

2. The adopted curriculum, in our opinion at Washington Elementary, does not support Language acquisition. The current adopted curriculum does not provide English Learners with multiple, real-life examples. Students need to see it, hear it, and experience the language. English Learners need time to practice the language (speak the language), hear the language spoken to them, and be able to connect the language to real life. The EL curriculum does not match that of our testing system, and student experiences between the curriculum and assessment are not aligned.

3. As a small learning community here at Washington Elementary School, English Learners, at each individual grade level, are all together during their ELD time. In any given classroom you may have a level 2 (Early Production) student with a level 4 (Fluency) student. These two students have completely different language acquisition needs. There is a need to differentiate learning for our ELs as well.

Language Acquisition:

Language acquisition for a second language learner occurs in four stages: Pre-Production (students are usually silent and are doing a lot of listening), Early Production (students learning to speak one word at a time), Speech Emergence (students beginning to form sentences, and short conversations), and finally fluency.

There are also factors to consider that affect the stages of Language acquisition for English Learners. These factors are: age, Immersion Level, Setting, and First Language Proficiency.

As Washington Elementary analyzes the data, and determines the best next steps, it has to take into account the following: a rapidly growing EL population, ELD curriculum adopted by Stockton Unified, the studies of Language Acquisition by second language learners, and how to meet the needs of students attending a small school of having only one classroom per grade level which makes differentiation more difficult.

We believe one very significant strategy is the adoption of Imagine Learning, including its' ELD program. Imagine Learning has an on-line instructional program in both English Language Arts and mathematics that will meet the learning needs of English Learners, students who are behind academically, and also for those students who are approaching or at grade level. Imagine Learning will provide Language Acquisition, remediation and intervention for students academically behind, and enrichment for students at or above grade level.

Standards, Assessment, and Accountability

Washington teachers post daily lesson objective for ELA, math, science, social studies and ELD on their white board. Teachers teach to the Common Core State Standards using the SUSD adopted curriculum. Teachers use the assessments with the SUSD adopted curriculum, and i-Ready D1, D2, and D3. Teachers also have the option of writing their own assessments to determine student learning. Students in grades 3 - 8 take the CAASPP in English and mathematics, and students in grades 5 and 8 take the State state test (CAST). English Learners take the Initial ELCAP within 30 days of school entry, and/or the ELCAP starting in January of the current school year.

Staffing and Professional Development

Staffing and Professional Development Summary

Status of meeting requirements for highly qualified staff (ESEA)

Not all teachers within Washington Elementary meet the No Child Left Behind definition of highly qualified but all are in required course work or taking tests to comply with the requirements. Our fourth grade teacher taught on a PIP credential and was supported by our fifth grade teacher. Our kindergarten teacher is enrolled in a teaching program and is currently supported by another kindergarten mentor teacher, and a college program mentor. All other teaching staff meets the NCLB highly qualified status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers and students have sufficient access to approved instructional materials.

- Common Core State Standards (CCSS)
- Site and program specific PD (Professional Learning Communities (PLC), i-Ready math and reading, Lexia reading, SIPPS, IXL math)
- National Grade-level Science Standards (NGSS)
- English Language Development (ELD) PD
- Technology Integration PD
- Common Core SUSD adopted core curriculum

Alignment of staff development to content standards, assessed student performance and professional needs (ESEA)

The Stockton Unified School District and Washington Elementary places great value on Professional Development. Professional Development takes on many forms at Washington Elementary.

Teacher Collaboration Meetings: Twice each month, for one and a half hours, all teachers participate in collaboration meetings after school. The aim is to improve teaching and learning using the PLC process. Teachers collaborate in multi-grade level groups as Washington houses one class per grade level. Our Resource Specialist (RSP) participates in all Washington Team meetings and collaborations.

Staff (Team) Meetings: Twice a month, for one hour, to ensure that all staff are aware of variety of administrative requirements and plan and prepare for future trainings, schedule various programs, etc.

The Stockton Unified School District and Washington Elementary recognizes that our greatest resource in Stockton is our outstanding teaching force. We are committed to investing in our students' success by investing in the growth of their teachers.

- Common Core State Standards (CCSS)
- Next Generation Science Standards (NGSS)
- Site specific PD such as ELD, i-Ready data, Solution Tree Professional Learning Communities, Social/Emotional Learning, Health needs, etc.
- i-Ready reading, i-ready math
- SIPPS
- Lexia reading (4 - 8th)
- Professional Learning Communities (PLCs), Solution Tree
- English Learner Program PD
- Technology Integration
- PBIS and PLUS

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

- New teacher Induction Program.
- Instructional Coach four days per week. Our Instructional Coach works with all teachers, K - 8th.
- Counselor (5 days/week)
- Principal (Washington is too small for an Assistant Principal)
- Curriculum Department
- Language Development Office (LDO)
- Research and Accountability Department
- Multiple Directors of K - 12 Education
- Assistant Superintendent of K - 12 Education

Teacher collaboration by grade level (kindergarten through grade eight (K - 8)) (EPIC)

In addition to collaboration that may take place during a staff meeting (2x/month) or the PLC Collaboration (2x/month), staff also have additional time for one hour per week (Goal #1, Strategy #1.1.6). Teachers use Thursday's collaboration time to work together in small groups and all together in a whole group to discuss the needs of the school, classroom and students. Collaboration is focused around student data and student success. Teachers collaborate around curriculum and instruction, and how to best meet the students' needs. Thursday's collaborations are teacher driven with input from the site principal.

- Required (per bargaining agreement) monthly PLC meetings, 2nd and 4th Tuesdays
- Extra one-hour paid collaboration time each week (Goal #1, Strategy 1.1.6)
- Optional PD (library use, PLC, i-Ready, Lexia reading)

STAFFING AND PROFESSIONAL DEVELOPMENT

Teaching Staff:

1st year: 1

2 – 5: 2

6 – 10: 1

11 – 15: 0

16 – 20: 2

20+: 4

Principal:

33 years

Professional Staff Development

Teachers participated in the following professional development opportunities this year:

Two Tuesdays each month teacher participate in 1 ½ hours of collaboration. During our collaboration, we work on our PLC development, Curriculum and Instruction, and Student Achievement. Our Instructional Coach meets with both Primary and Intermediate Teachers each Collaboration Tuesday offering support.

Teachers participated in four District provided staff development days.

Principal is participating in Solution Tree PLC training, one Wednesday each month (3 hours each Wednesday).

Resource Specialist has been trained in Read-180 to provide reading intervention and support during RSP pull-out time.

Primary (K - 3) teachers participated in SIPPS reading training, and implemented SIPPS as part of reading intervention and support.

Intermediate (5 - 7) teachers implemented Lexia reading to support reading intervention and support.

7th Grade teacher implemented IXL math.

Washington's Instructional Coach presented a session on using the Math Discourse cards to increase student to student interaction and speaking during math.

Washington's Instructional Coach and school principal spent two days, one in the fall, and one in the spring, with Curriculum Specialist from the math i-Ready adopted curriculum walking the classrooms, observing instruction and learning how to support our teachers and the curriculum.

CPI training (De-escalating students in crises), all teachers and administration, January, 2023.

Our SUSD Research Department presented to all teachers in how to read the i-Ready data, pull student reports, read the CA dashboard, etc. on March 28, 2023.

Counselor and Principal participated together in "Hatching Results", March 29, 2023

Loan Tran from our SUSD Research Department is training on the CA State Testing, April 6, 2023

Professional Learning Communities by Solution Tree - Las Vegas, NV, June 7 - 9, 2023

Staffing and Professional Development Strengths

STAFFING AND PROFESSIONAL DEVELOPMENT

Staff Experience:

1 to 5 years: 15

6 to 10 years: 4

11 to 20 years: 8

Teaching Staff - specifically

1st year: 1

2 – 5: 2

6 – 10:

11 – 15:

16 – 20: 2

21 – 30: 1

31+: 2

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Staffing Strengths:

- Washington Elementary consists of one teacher per grade level, kindergarten through eighth grade.
- Washington Elementary has been fully staffed with highly qualified teachers with two exceptions: our kindergarten teacher is in a teaching program and our current fourth grade teacher is a brand new college graduate, and is teaching on a PIP Credential. She has many years of experience as a daily and long-term substitute teacher. Our fourth grade teacher held a long-term substitute position with Washington during the 2021 - 2022 school year, and subsequently, we hired her on a PIP Credential for the 2022 - 2023 school year.
- We have a full-time bilingual assistant to support our English Learners in the classroom.
- We have an Instructional Coach who is on campus every day to support all teachers, K - 8th.
- We hired a part-time library media assistant and opened the library to students. Sadly though, she recently (February, 2023) took another full-time position.

- Washington students are served by a Mental Health Clinician two days per week. Any adult in a child's life may recommend a child for mental health counseling to the elementary school counselor for review and consideration. Mental Health Clinicians support students who have faced trauma in their life, and that trauma is having a negative impact on their current life and education.
- Washington Elementary is supported by having a registered nurse one day per week, and a nursing health assistant one day per week.
- Washington Elementary is home to a high population of Spanish speakers. Washington's parents are supported by two bilingual Spanish speakers in the front office.
- Washington students have an opportunity to attend an afterschool program called ELOP (Extended Learning Opportunities Program) until 6 PM. Students are offered tutoring throughout the week, and extracurricular sports activities with our PE teacher. Students in grades 5 - 8 compete with other SUSD schools in various sporting events.
- Washington 5th - 8th grade students have an opportunity to participate in MESA experiencing real-life science activities. This year a female student team has made it to the Regional competition.

Staffing Weakness:

- Washington Elementary's fourth grade teacher is a new college graduate working on a PIP credential. While she is working very hard to be the best teacher she can be for her students, it can be challenging without having the instructional/pedagogy classes taken in a teacher credential program.
- Washington Elementary School has been without an Elementary School Counselor on numerous days this year which has seriously hampered the effectiveness of our SAP and SST process. Without consistent counseling services, teachers and staff cannot rely on services for students struggling with behaviors and/or social/emotional issues. The Site Principal has had to schedule SSTs and Follow-up SSTs to ensure struggling students are properly identified, interventions are recommended, and recommendations are made to the school psychologist for testing consideration when academic growth is not evident after many interventions are tried.

Professional Development Strengths:

- Washington Elementary has focused on developing and implementing Professional Learning Communities. Teachers meet two Tuesdays each month per the bargaining agreement for one and one-half hours, and every Thursday for one-hour with financial pay. Our focus is student achievement, the 4 PLC questions, and the Data Cycle using the format developed by Solution Tree. Seven (7) of nine (9) teachers will be attending Professional Learning Communities by Solution Tree - Conference in Las Vegas, NV, June 7 - 9, 2023.
- Academic Conferences were held in the winter and spring trimesters to review student data. During the academic conferences, strategies were discussed for not only student academic intervention, but also student academic enrichment.

Professional Development Weakness:

- There has not been any true weakness in regards to our Professional Staff Development this school year.
- The primary teachers were trained in the SIPPS reading program, and implemented the program with some success. Implementation of SIPPS was not perfect, but implementation did occur. The primary teaching team worked very hard to ensure student success. As the primary teaching team continues to develop and implement the SIPPS reading program, student success will continue to shine.
- The intermediate teaching team chose to implement a new reading intervention program as well. The reading intervention program is called Lexia reading. Teachers have seen success, and the i-Ready reading data supports this success.

So, where do we go from here in terms of Professional Staff Development for the 2023 - 2024 school year?

- Washington will need to focus on English Learners and how to support and improve their academic success and development of English. To do this, we are planning to implement Imagine Learning as our intervention and our enrichment program.
- Washington needs more support with the ELD curriculum. Our LDO (Language Development Office) has seen leadership turnover, but we will be reaching out for more guided support, and staff development.
- Washington has not attended the CAFE (California Association for Bilingual Education) Conference in a few years. It will be good to send a few teachers to the conference to learn the newest in bilingual education, and bring the information back to the team.
- Washington will look towards our own San Joaquin County Office of Education (SJCOE) for support in English Learners and how to best meet their academic needs. By utilizing what our own SJCOE has to offer, the costs of staff development should be much more tolerable within our limited school budget.
- Washington's English Learner population is growing substantially. At this time, K - 5th grade has a English Learner population of 54% with 6th - 8th at only 22%.
- As our Teams look at current writing samples, Washington students are struggling with the writing process of semantics, grammar, and the construction of sentences, paragraphs and essays. We will look towards the SUSD curriculum office and SJCOE for possible PD in writing instruction.
- Our primary classes are seeing more active student behaviors. PD in the area of meeting the instructional needs of active children, and providing flexible learning environments that promote healthy engagement and active learning.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Looking at the most recent i-Ready data comparison (D1 to D2), we can see that the Hispanic, African American, male and female subgroups are learning and succeeding at an equal level. Our two subgroups that are not succeeding at the same level are our English Learners and Special Education students. **Root Cause/Why:** We believe there are 3 root causes: Our LDO has not had a consistent Director and Professional Staff Development has not occurred, our EL curriculum is not meeting student needs, and our students are not receiving ELD at their Language Acquisition level.

Needs Statement 2 (Prioritized): A 2022 CAASPP Data Analysis comparing Washington Elementary, Stockton Unified and the State of California revealed that Washington Elementary is exceeding the Stockton Unified percentage of students meeting or exceeding Standards in mathematics, but fell below the percentage in English Language Arts. Washington Elementary scored below the State average in mathematics and English Language Art. **Root Cause/Why:** A data analysis comparing our 2022 CAASPP results to Stockton Unified and the State of California reveals the need to focus efforts and increase the rigor of English Language Arts. Our math results are above the District's average, but far below the State. Washington will also need to focus efforts and increase the rigor of mathematics.

Teaching and Learning

Teaching and Learning Summary

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA).

All students continue to be engaged in a rigorous, relevant and coherent curriculum that supports the achievement of the expected school-wide learning results and common core standards. Courses are planned so that knowledge and concepts are built upon each other. (ESEA)

- Curriculum Mapping, Year at a Glance.
- Common Core adopted curriculum.
- High Quality First Instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

- CORE Instruction Time
- Strategic Support Time
- ELD Dedicated Instructional Time
- Physical Education Time
- Enrichment and/or Interventions (as needed), but scheduled in 7th and 8th grades.

Lesson pacing schedule (K - 8) (EPC)

- Master Schedule
- Six-period Day (7th & 8th)
- CORE Instruction
- Strategic Support
- Common Core Adopted Curriculum

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

- Common Core Adopted Curriculum
- Technology support (teacher station - laptop, document camera, projector, and neck microphone)
- Technology support (Chromecarts with Chromebooks in each classroom, Chromebooks at home)

Use of SBE-adopted and Common Core aligned instructional materials, including intervention materials (EPC)

- Common Core Adopted Curriculum
- ELD adopted curriculum

Curriculum Implementation (EPC)

- Equitable, culturally relevant and responsive
- Rigorously engaging and differentiated through the principles of MTSS (multi-tier systems of supports)
- Accessible to all learners
- Aligned to standards
- Data-driven, research and evidence-based

Teaching and Learning Strengths

How are we doing right now compared to the same time last school year?

2021 - 2022 D2 i-Ready Reading compared to 2022 - 2023 D2 i-Ready Reading (see plan addendum):

ALL students:

- On grade level: 18.6% compared to 17%
- 1 grade level below: 35.8% compared to 34%
- 2 or more grade levels below: 45.6% compared to 49%

English Learners:

- On grade level: 5.2% compared to 0%
- 1 grade level below: 39% compared to 30.4%
- 2 or more grade levels below: 55.8% compared to 64.5%

2021 - 2022 D2 i-Ready math compared to 2022 - 2023 D2 i-Ready math (see plan addendum):

ALL students:

- On grade level: 13.4% compared to 8%
- 1 grade level below: 45% compared to 44%
- 2 or more grade levels below: 41.6% compared to 48%

English Learners:

- On grade level: 6.6% compared to 0%
- 1 grade level below: 40.8% compared to 10%
- 2 or more grade levels below: 52.6% compared to 90%

2021 - 2022 School Year - How did we do?

2022 CAASPP Results (see plan addendum):

Percentage (%) of students who Met or Exceeded Standards:

English Language Arts:

All Students = 23.97%

Economically Disadvantaged (EconD) = 24%

NOT Economically Disadvantaged - 23.81%

Males = 19.48%

Females = 29.41%

Hispanic NOT EconD = 31.25%

Hispanic EconD = 24.11%

English Only speakers = 26.09%

IFEP, RFEP, EOs = 34.04%

English Learners = 5.88%

Disability = 6.25%

No Disability = 26.16%

Mathematics:

All Students = 17.57%

Economically Disadvantaged (EconD) = 23.81%

NOT Economically Disadvantaged - 16.53%

Males = 19.48%

Females = 15.72%

Hispanic NOT EconD = 31.25%

Hispanic EconD = 14.92%

English Only speakers = 21.74%

IFEP, RFEP, EOs = 23.41%

English Learners = 7.84%

Disability = 12.50%

No Disability = 18.18%

Student Achievement Goals as stated on the 2021 - 2022 SPSA:

To close the ELA achievement gap, Washington will reduce the number of students falling two or more grade levels behind by 5% and increase the number of students on grade level by 10% as measured by Fall to Winter i-Ready scores for the 2021 - 2022 school year.

To close the mathematics achievement gap, Washington will reduce the number of students falling two or more grade levels behind by 5% and increase the number of students on grade level by 10% as measured by Fall to Winter i-Ready scores for the 2021 - 2022 school year.

How did we do for the 2021 - 22 school year? (see plan addendum)

English Language Arts:

D1 to D2:

On grade level: 7.81% to 18.6% (+10.79%), SPSA goal met.

2 or more grade levels below: 60.94% to 45.6% (-15.34%), SPSA goal met.

D1 to D3:

On grade level: 7.81% to 21% (+13.19%), SPSA goal met.

2 or more grade levels below: 60.94% to 42% (-18.94%), SPSA goal met.

Mathematics:

D1 to D2:

On grade level: 5.29% to 13.4% (+8.11%), SPSA goal not met.

2 or more grade levels below: 62.96% to 41.6% (-21.36%), SPSA goal met.

D1 to D3:

On grade level: 5.29% to 21% (+15.71%), SPSA goal met.

2 or more grade levels below: 62.96% to 40% (-22.96%), SPSA goal met.

2022 - 2023 SPSA PLAN UPDATES

Student Achievement Goals as stated on the 2022 - 2023 SPSA:

To close the ELA achievement gap, Washington will reduce the number of students falling two or more grade levels behind by 5% and increase the number of students on grade level by 10% as measured by Fall to Winter i-Ready scores for the 2021 - 2022 school year.

To close the mathematics achievement gap, Washington will reduce the number of students falling two or more grade levels behind by 5% and increase the number of students on grade level by 10% as measured by Fall to Winter i-Ready scores for the 2021 - 2022 school year.

How are we doing for the 2022 - 23 school year? (see plan addendum)

English Language Arts:

D1 to D2:

On grade level: 11% to 17% (+6%), SPSA goal not met.

2 or more grade levels below: 60% to 49% (-11%), SPSA goal met.

Mathematics:

D1 to D2:

On grade level: 6% to 8% (+2), SPSA goal not met.

2 or more grade levels below: 65% to 47% (-18%), SPSA goal met.

School Counselor:

Washington Elementary School has been without an Elementary School Counselor on numerous days this year which has seriously hampered the effectiveness of our SAP and SST process. Without consistent counseling services, teachers and staff cannot rely on services for students struggling with behaviors and/or social/emotional issues. The Site Principal has had to schedule SSTs and Follow-up SSTs to ensure struggling students are properly identified, interventions are recommended, and recommendations are made to the school psychologist for testing consideration when academic growth is not evident after many interventions are tried.

Mental Health Clinician (MHC):

Washington Elementary has been very fortunate to have a MHC two days per week. At this time, our clinician's case load is not full, but faculty and staff make referrals as needed.

Goal #1, Strategy 1: Academic Conferences

Academic conferences were held in the winter, and a second round will be held in the spring. During the spring academic conferences teachers will be expected to bring their student data, and make recommendations for ELOP Tutoring (after-school program).

Goal #1, Strategy 2: Library Media Assistant

Washington has a 3 1/2 hour library media clerk position in its' SPSA to allow for our students to read books, have library time, and learn the joy of reading. Unfortunately, our library clerk left our position for a full-time librarian job. The District allowed us an opportunity to advertise, but due to a potential need to move some employees around within the District, Washington was not allowed to interview and hire. The position has remained vacant from approximately February through May, 2023. The unspent employee salary was moved and spent on library books for the classroom. This allowed students to have available books to read within their own classroom.

Goal #1, Strategy 3: Professional Staff Development

Washington's teachers will be participating in the Solution Tree PLC training this summer in Las Vegas, NV. The District has made a financial commitment to PLCs and has generously paid for us to attend. The money allocated for Professional Development was reallocated to the STEM strategy.

Goal #1, Strategy 4: English Learners

No money was allocated specifically for English Learners. This strategy is to recognize the importance of meeting the needs of our English Learners. At this time our English Learner population is rapidly growing. K - 5, our EL population is currently 54%, as compared to 6 - 8th grades of 22%. The District is paying for a full-time bilingual assistant to work with our ELs in small group settings. We are grateful for this opportunity for our small school would not be able to afford this. Through the STEM strategy, English Learners' needs are met with material and supplemental supplies purchased.

Goal #1, Strategy 5: STEM (Science, Technology, Engineering and Mathematics)

A large portion of our funds was allocated in the STEM strategy. Washington students are predominantly Hispanic, EconD, and English Learners. STEM allows for Washington to purchase supplemental learning materials to meet the diverse needs of these populations.

Goal #1, Strategy 6: Weekly Collaboration

Washington teachers meet each Thursday to collaborate for one-hour. Teachers have the freedom to create their own agenda, arrange for PD to come in, and/or study student data. Teachers meet voluntarily, but this strategy allows for their hourly compensation.

Strategy #1, Strategy 7: Instructional Assistant

Washington Elementary has a great desire to have an Instructional Assistant to help in the primary (K - 3) classrooms. Unfortunately, for reasons unknown, Washington has not been able to hire and fill this position. Stockton Unified has advertised repeatedly throughout the school year, yet we have not been successful.

Goal #1, Strategy 8: Student Field Trips

Over budgeted. Washington Elementary wanted our students to have an opportunity to travel via field trips, and have hands-on, live learning experiences. A budget of \$2,000 was allotted per class. Due to a bus driver shortage, and that our class sizes are small enough to put two classes on one bus, Washington did not spend \$2,000 per class. As the school year drew closer to an end, it was necessary to move and reallocate the field trip money to our STEM strategy. Our students did get to have a few great experiences and the faculty, staff and parents plan to include field trips into the 2023 - 2024 SPSA.

Goal #1, Strategy 9: Extended Year Program

We did not place money in this strategy waiting to hear from the District if Washington would be funded for a summer program. Washington did not have a summer program last year and it was very disappointing for our students and families. For this school year, Washington will be offering a summer program during the month of July, and it fully funding through the District.

Goal #1, Strategy 10: Lexia Reading

Lexia Reading is an on-line reading program used by multiple elementary schools within the Stockton Unified School District. This year, grades 5 - 7 used Lexia reading as an intervention program. Washington's students have verbally stated they like the program. The 6th and 7th grade data (attached in the addendum) indicates that the Lexia Reading program has made significant gains in students' reading ability in several areas.

The 6th grade data for grammar: Beginning Placement - 79% scored at the Foundational Level (K - 2) and 21% scored at the Intermediate Level (3 - 5). As of May 5, 2023, students are currently scoring - 21% Foundational, 47% Intermediate, and 32% of the class scoring at advanced (6 - 8). The 6th grade data for comprehension: Beginning Placement - 26% Foundational (K - 2), 68% Intermediate (3 - 5), and 6% Advanced (6 - 8). Currently, as of May 5, 2023, 58% of students are scoring Intermediate, and 42% Advanced (6 - 8). The 6th grade data for Word Study: Beginning Placement - 58% Foundational (K - 2), 37% Intermediate (3 - 5), and 5% Advanced (6 - 8). As of May 5, 2023, students are scoring 5% Foundational (K - 2), 37% Intermediate (3 - 5), and 58% Advanced (6 - 8).

The 7th grade data for Word Study: Beginning Placement - 60% scored at the Foundational Level (K - 2), 35% scored at the Intermediate Level (3 - 5), and 5% scored at the Advanced Level (6 - 8). As of May 5, 2023, students are currently scoring - 15% Foundational, 45% Intermediate, and 40% of the class scoring at Advanced (6 - 8). The 7th grade data for comprehension: Beginning Placement - 25% Foundational (K - 2) and 75% Intermediate (3 - 5). Currently, as of May 5, 2023, 5% of students are scoring at Foundational, 90% of students are scoring Intermediate (3 - 5), and 5% Advanced (6 - 8).

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Washington is in need of an intervention program that not only meets the needs of struggling students, but also the needs of students approaching, at or above grade level. While we recognize that we have a large number of struggling, below grade level students, we also have students who need academic challenge. **Root Cause/Why:** Washington's current i-Ready data in reading and math (see plan addendum) does not demonstrate the academic growth expected for the 2022 - 2023 school year. At this time, we have not met our goals. Washington teachers have chosen Imagine Learning as its intervention program for the 2023 - 2024 school year.

Parental Engagement

Parental Engagement Summary

Resources available from family, school, district and community to assist under-achieving students (ESEA)

Through analysis of school site, district and state assessment data, a number of sub-groups have been identified as being in need of additional support. Our low socio-economic (EconD), English Learners and Hispanic subgroups are three groups that have been historically shown an achievement gap in the test scores. At Washington Elementary, our English Learners are our lowest performing subgroup and identified as needing a great amount of support (see plan addendum). After identifying these three subgroups, faculty members have developed strategies to reduce the achievement gap.

These strategies include, but are not limited to:

- Designated ELD time of 45 minutes.
- Intervention programs: SIPPS (phonemic awareness), i-Ready reading, i-Ready math, Imagine Learning reading and math.
- K - 2 primary teachers are beginning to use centers in which students rotate, with one center being with the teacher.
- ELOP (Extended Learning Opportunities Program) for tutoring.

Under performing special education students are served by our Resource Specialist (RSP).

Washington Elementary values the input of parents during the development and implementation of programs. Our parent committees are essential to the functioning of our school.

- Parent Coffee Hour
- ELAC (English Language Advisory Committee)
- School Site Council
- Parent Conference
- Informal conversations in front of the school.

Parental Engagement Strengths

During the 2022 - 2023 school year, all Parent Coffees, School Site Council Meetings, and ELAC have been in person. Attached you will find documentation of parent communication in English and Spanish. Parents are only allowed on campus for these meetings, and beginning in March, we opened our campus for awards ceremonies.

Our 2022 - 2023 goal was to increase the number of parent events one per trimester. It was our hope to have a working relationship with El Concilio to provide parenting classes in both English and Spanish. It was our goal to work with the SUSD Family Center to offer parent opportunities on our campus as well. Neither of these goals happened, and therefore, we did not make our goal. The school principal began communications with El Concilio, but unfortunately, they never continued communication. We cannot stop trying to bring El Concilio on campus. They have once provided amazing classes for our Spanish speaking parent community and as indicated on two different parent surveys, parents want classes. Parents want to support their child's education and need more support in how to do that. As for our own SUSD Family Center, they are not responsive to email communications and they have proven to be unreliable. Therefore, Washington did not meet its goal of increasing parent involvement as measured by the number of events on campus. But, we will continue to work on this.

Parent involvement is occurring in regards to Parent Coffee and ELAC. While we are only required to hold four meetings each year, Washington holds a meeting every month.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Washington Elementary needs to offer its Spanish speaking parents classes in both parenting and in school support. Our parents want to help their child achieve in school even if they do not speak English. **Root Cause/Why:** There have not been parent classes since COVID. On two different surveys, parents have indicated a strong desire to learn how to support their child in school when they do not speak the English language.

School Culture and Climate

School Culture and Climate Summary

The School Culture and Climate Mid-Year Survey revealed the following:

Looking at the 4th and 5th grade mid-year 2023 survey results, with 55 students participating, there are a few survey questions that bring concerns and they will need to be addressed.

Question 4. If I knew there was going to be a fight on campus I would report it to a teacher or administrator. Only 65% or 36 out of 55 students said yes.

Question 6. I feel like I am part of this school. Only 73% or 40 out of 55 students said yes.

Question 7. I feel safe in my school. Only 67% or 37 out of 55 students said yes.

Question 12. I have friends my age that really care about me. Only 71% or 39 out of 55 students said yes.

Question 16. I feel like my voice matters to adults at my school. Only 62% or 34 out of 55 students said yes.

Question 17. The staff at my school treat students fairly. Only 76% or 42 out of 55 students said yes.

Looking at the 6th through 8th grade mid-year 2023 survey results, with 39 students participating, there are a few survey questions that bring concerns and they will need to be addressed.

Question 6. I feel like I am part of this school. Only 79% or 31 out of 39 students said yes.

Question 8. At my school, there is a teacher or other adult who really cares about me. Only 79% or 31 out of 39 students said yes.

Question 18. I feel as though there are activities at school like. Only 77% or 30 out of 39 students said yes.

Question 20. I feel like my voice matters to adults at my school. Only 64% or 25 out of 39 students said yes.

Question 21. The staff at my school treat students fairly. Only 77% or 30 out of 39 students said yes.

Question 25. I am part of extracurricular activities such as a club, sport, leadership program, or band here at school. Only 59% or 23 out of 39 students said yes.

Many of these survey questions reveal that Washington Elementary needs to provide more connections for our students. These connections are - connections with adults, connections with each other as students, and connections to school activities.

School Culture and Climate Strengths

Conditions & Climate:

Washington has had few major discipline issues. As of this writing, Washington has had two (2) physical altercations resulting in two (2) students being placed on Commitment to Safety Contracts. These two physical altercations led to student suspensions.

One student was suspended out of school for throwing a punch and hitting another student in the face. In separate incident, a student ran up from behind and attacked another student from behind lending itself to a suspension.

While these two incidents are not one Washington Elementary is proud of, our number of incidents of physical altercations are greatly fewer than neighboring schools.

Washington teachers work together in collaborative manner. Teachers partner with each other for support. When needed, students may be placed in the room of another teacher for a time-out, or and In-School suspension alternative.

Suspension Rate Target:

Culture and climate are very important here at Washington Elementary. Being such a small school, every employee becomes familiar with all students, both younger and older.

Washington is a neighborhood school. Several generations of students have moved through our halls. Teachers not only get to know the students, but also the families.

Our behavior data is higher than what we would like. We would like to have zero suspensions, but when a student physically hits or attacks another student, a suspension is warranted. At Washington, we want to grow a culture in which students feel safe and want to come to school.

Overt and Underlying:

The Washington staff has taken ownership of the school and hold ALL students to high behavior expectations. We guide with a gentle hand doing more restorative practices than punitive punishment. Studies have shown that punitive punishment does not change unwanted behavior (it is only reactive NOT proactive), whereas restorative practices address the negative behavior and works to educate the child in developing positive skill sets to make better choices. You will see Washington teachers working in a positive manner with students when they have made a poor decision, helping him/her learn how to make a different, more positive choice in the future.

Planned Strategies:**There are two significant items that Washington has not been able to address this school year:**

Counseling services. For a multitude of reasons, Washington's counseling services are not where they need to be. Students who are in need of guidance counseling, social/emotional counseling, are not receiving it at this time.

PBIS. Positive Behavior Interventions and Supports. Washington celebrates students for perfect attendance and citizenship during monthly awards assemblies. Other than our monthly awards assemblies, we are not where we need to be in celebrating students in various ways for doing the right thing. Students need positive incentives and celebrations throughout the year if we expect to maintain the positive behaviors we expect from our students. This will be a goal for the 2023 - 2024 school year, developing and implementing PBIS.

Support for Planned Strategies:

For the 2022 - 2023 school year, Washington Elementary wanted to hire an Instructional Assistant to help support the primary classrooms. Either due to a human capital shortage or a human capital shortage for part-time work, Washington was unable to fill the position. For the 2023 - 2024, Washington teachers, ELAC and SSC have selected to have an Instructional Assistant for the primary grades to allow teachers to utilize small group instruction. The Instructional Assistant position will allow for small intervention/remediation groups.

PBIS was a planned strategy for the 2022 - 2023 school year that did not materialize. Looking through our year, PBIS was pushed to the back of our school needs due to the overwhelming amount of work in the front office and our school counselor being out many days. Also, it was not made a priority. It is easy to state that it is a priority, but until it is made a priority, it isn't. For the 2023 - 2024 school year, we must celebrate our students when they are behaving in the manner in which we want and need. Celebrations can include extended recess time, movies, popcorn parties, dances, prizes, etc.

Support for Planned Strategies:**Instructional Assistant Position:**

Immediately following the SSC ratification of the 2023 - 2024 SPSA in May, Washington Elementary will submit our PA (Personnel Authorization) to Human Resources to advertise the position.

PBIS:

This must be a priority by the whole Washington Team. PBIS does not happen in isolation. It will be placed on our Professional Day when teachers return on August 1, 2023. The entire staff needs to be trained in PBIS and what it is.

Washington will Continue to Practice:

PLUS Team

Celebrations

Awards Assemblies (Academics, Citizenship, Attendance)

Movie Night

Dances

Washington will focus on:

PBIS during the 2023 -2024 school year.

Washington would also like to:

Grow its PLUS Team and begin Peer Mediation through PLUS.

Measures of Effectiveness:

Behavior and Chronic Absences are monitored monthly by Student Services, and their reports are reviewed twice each month by the Washington principal.

Chronic Absenteeism, 2022 - 2023 compared to 2021 - 2022:

August 21 - 41.55%

August 22 - 28.78%

September 21 - 35.56%

September 22 - 23.79%

October 21 - 38.33%

October 22 - 24.04%

November 21 - 36.84%

November 22 - 25.47%

December 21 - 38.43%

December 22 - 29.30%

January 22 - 48.07%

January 23 - 29.82%

February 22 - 48.07%

February 23 - 30.45

March 22 - 45.68%

March 23 - 30.97%

Positive Monthly Attendance Rates for 2022 - 2023 as compared to 2021 - 2022:

August 22 - 91.87%

August 21 - 88.44%

September 22 - 93.24%

September 21 - 89.63%

October 22 - 94.07%

Ocotober 21 - 89.79%

November 22 - 91.9%

November 21 - 91.77%

December 22 - 90%

December 21 - 90.40%

P-1 22 - 92.52%

P-1 21 - 90.12

January 23 - 82.53%

January 22 - 77.44%

February 23 - 90.18%

February 22 - 87.71%

March 23 - 91.75%

March 22 - 92.38%

April 22 - 90.43%

P-2 22 - 88.92%

Chronic Absenteeism Target:

Every school strives to be at 95% or higher attendance rate. With the P-1 report at 92.52, Washington Elementary is getting closer to that target.

Student/Parent Engagement:

Both chronic absenteeism rates and positive attendance rates are improving this school year. Students have now returned from the COVID10 Pandemic for two school years, and parents are feeling more comfortable sending their child into a public place, and classrooms with 20+ students. Washington Elementary will continue to strive for a positive attendance rate of 95%, and will hold Parent Coffee and Parent Meetings reviewing the importance of attending school on a daily basis.

Planned Strategies to Improve Student Attendance:

Washington would like to be at 95% or higher monthly positive attendance rate. To do so, we have been doing the following:

1. The principal sends home letters and a copy of the student's attendance to students who are chronically absent 20% or more.
2. Students are celebrated monthly during an awards ceremony for perfect attendance.
3. The top two classes earn an awards celebration with Popsicles or hot chocolate.
4. Each month Washington celebrates two students from each classroom for citizenship. Teachers take into account each student's attendance when selecting.
5. Washington's secretarial staff calls every parent when their child is absent. An emphasis is made for chronically absent students.

Support for Planned Strategies:

Washington has kept the monthly positive numbers posted in the office throughout the year.

To be proactive, each student who has 20% or higher chronic absent rate is sent home a letter and a copy of their attendance to keep parents and families informed. CWA has suggested that we focus on the 10% to 20% students because they focus on the 20% or higher list. For the 2023 - 2024 school year, the school counselor is to call in those students on the 10% to 20% chronically absent list and identify any concerns or reasons they are not in school on a regular basis.

CWA Social Services Case Manager, Rosemary Anama, is always kept informed regarding individual student concerns. Mrs. Anama conducts home visits as well.

Rosemary Anama celebrates students for improving their attendance and they are often awarded with small gifts such as a package of cookies or chips.

Measures of Effectiveness:

Washington Elementary, along with Rosemary Anama, CWA, will continue to monitor positive attendance and chronically absent percentages to evaluate effectiveness.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): PBIS (Positive Behavior Interventions and Supports) has not been developed and implemented on the Washington Elementary campus. **Root Cause/Why:** Washington Elementary has not been able to develop and implement a PBIS program due to the amount of work placed upon the principal not having a counselor on a regular basis.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

School Goal for ELA/ELD: Current reading data: i-Ready Mid-Year Reading Diagnostic #2 (2022-23 SY): All students: 2 or more grade levels below: 49% 1 grade level below: 34% At or above grade level: 17% English Learners: 2 or more grade levels below: 64.5% 1 grade level below: 30.4% At or above grade level: 5.2% Special Education: 2 or more grade levels below: 90% 1 grade level below: 10% At or above grade level: 0% Hispanic: 2 or more grade levels below: 52% 1 grade level below: 33% At or above grade level: 15% African American: 2 or more grade levels below: 48.7% 1 grade level below: 50% At or above grade level: 14% Males: 2 or more grade levels below: 51% 1 grade level below: 37% At or above grade level: 15% Females 2 or more grade levels below: 52% 1 grade level below: 31% At or above grade level: 17% To close the ELA achievement gap, Washington will reduce the number of students falling two or more grade levels behind by 5% and increasing the number of students on grade level by 10% as measured by Fall to Winter i-Ready scores for the 2023-24 SY. Another measurement to determine the effectiveness of programs will be the state testing results. However, these results are not revealed until mid-summer. Year to year progress can be compared and reported to all stakeholders in early to mid September. The 2022 SY CAASPP Data has been uploaded into the SPSA Appendix. School Goal for mathematics: Current math data: i-Ready Mid-Year Mathematics Diagnostic #2 (2022-23 SY): All students: 2 or more grade levels below: 47% 1 grade level below: 45% At or above grade level: 8% English Learners: 2 or more grade levels below: 60.4% 1 grade level below: 39.2% At or above grade level: 0% Special Education: 2 or more grade levels below: 90% 1 grade level below: 10% At or above grade level: 0% Hispanic: 2 or more grade levels below: 49% 1 grade level below: 43% At or above grade level: 8% African American: 2 or more grade levels below: 43% 1 grade level below: 50% At or above grade level: 7% Males: 2 or more grade levels below: 46% 1 grade level below: 45% At or above grade level: 9% Females 2 or more grade levels below: 51% 1 grade level below: 42% At or above grade level: 6% To close the mathematics achievement gap, Washington will reduce the number of students falling two or more grade levels behind by 5% and increase the number of students on grade level by 10% as measured by Fall to Winter i-Ready scores for the 2023-24 SY. Another measurement to determine the effectiveness of programs will be the state testing results. However, these results are not revealed until mid-summer. Year to year progress can be compared and reported to all stakeholders in early to mid September. The 2022 SY CAASPP Data has been uploaded into the SPSA Appendix.

Identified Need

Looking at the most recent i-Ready data comparison (D1 to D2), we can see that the Hispanic, African American, male and female subgroups are learning and succeeding at an equal level. Our two subgroups that are not succeeding at the same level are our English Learners and Special Education students.

A 2022 CAASPP Data Analysis comparing Washington Elementary, Stockton Unified and the State of California revealed that Washington Elementary is exceeding the Stockton Unified percentage of students meeting or exceeding Standards in mathematics, but fell below the percentage in English Language Arts. Washington Elementary scored below the State average in mathematics and English Language Art.

Washington is in need of an intervention program that not only meets the needs of struggling students, but also the needs of students approaching, at or above grade level. While we recognize that we have a large number of struggling, below grade level students, we also have students who need academic challenge.

PBIS (Positive Behavior Interventions and Supports) has not been developed and implemented on the Washington Elementary campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students performing one grade level below in ELA	All Students ELA 34% ELs ELA 30.4% SWD ELA 10% HIS ELA 33% AA ELA 50% Male ELA 37% Female ELA 31%	All Students ELA 29% ELs ELA 25.4% SWD ELA 5% HIS ELA 28% AA ELA 45% Male ELA 32% Female ELA 26%
Percent of students performing 2 or more grade levels below in ELA	All Students ELA 49% ELs ELA 64.5% SWD ELA 90% HIS ELA 52% AA ELA 48.7% Male ELA 51% Female ELA 52%	All Students ELA 44% ELs ELA 59.5% SWD ELA 85% HIS ELA 47% AA ELA 43.7% Male ELA 46% Female ELA 47%
Percent of students performing at or above grade level in ELA	All Students ELA 17% ELs ELA 5.2% SWD ELA 0% HIS ELA 15% AA ELA 14% Male ELA 15% Female ELA 17%	All Students ELA 27% ELs ELA 15.2% SWD ELA 10% HIS ELA 25% AA ELA 24% Male ELA 25% Female ELA 27%
Percent of students performing 2 or more grade levels below in Math	All Students Math 47% ELs Math 60.4% SWD Math 90% HIS Math 49% AA Math 43% Male Math 46% Female Math 51%	All Students Math 42% ELs Math 55.4% SWD Math 85% HIS Math 44% AA Math 38% Male Math 41% Female Math 46%
Percent of students performing one grade level below in Math	All Students Math 45% ELs Math 39.2% SWD Math 10% HIS Math 43% AA Math 50% Male Math 45% Female Math 42%	All Students Math 40% ELs Math 34.2% SWD Math 5% HIS Math 38% AA Math 45% Male Math 40% Female Math 37%
Percent of students performing at or above grade level in Math	All Students Math 8% ELs Math 0% SWD Math 0% HIS Math 8% AA Math 7% Male Math 9% Female Math 6%	All Students Math 18% ELs Math 10% SWD Math 10% HIS Math 18% AA Math 17% Male Math 19% Female Math 16%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students English Learners Foster Youth Low Income
--

Strategy/Activity

Monthly Academic Conferences Teachers will meet and collaborate with the school principal, counselor and instructional coach to ensure full implementation of the adopted core curriculum, Imagine Learning, Lexia Reading, and SIPPS. As a TEAM we will monitor student progress towards meeting expected growth targets, and respond to student strengths and weaknesses. Teachers will be expected to make recommendations for after school tutoring, Fall Camp, Spring Camp, and the Summer Learning Academy. Data will include i-Ready assessments, Imagine Learning progress, CASPP data results, summative assessments, and data evidenced through the adopted curriculum. Substitutes will provide staff with release time to actively participate. Substitute Pay Calculation: 13 days X \$350 = \$8,150 (Title I and/or LCFF) # of students at grade level # of students below grade level # of students making progress # of EL students # of RFEP students

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)
\$8,150	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students English Learners Foster Youth Low Income
--

Strategy/Activity

Professional Development and Learning Opportunities Throughout the school year, high quality staff professional development often becomes available in all subject areas (English Language Arts, Social Science, Mathematics, Science, Technology, Engineering and Arts Education). To continue teacher growth and learning to support academic achievement and closing the achievement gap for ALL students, monies will be made available to support conference fees, substitute costs, travel expenses, and various staff reimbursements. It is Washington's desire to set aside money for professional staff development and then transfer funds into specific categories as professional development is identified. At this time the staff would like to allocate \$5,000 for such opportunities, but if more funding should come available, the faculty, ELAC and SSC would discuss and vote to move more funding into this strategy. At this time, the 2024 CABE Conference in Anaheim, CA on February 21 - 24, 2024 has been identified as a Professional Development learning need. Washington Elementary has a large English Lerner population, Our demographics is quickly changing (K - 5 is 54%, with 6 - 8 being only 22% English Learners). The CABE Conference will allow for two faculty members to learn new ideas, pedagogy (teaching strategies) and instructional ideas, and bring this new learning back to their colleagues. Metrics for Progress Monitoring: # high quality first instruction # student intervention / remediation / enrichment # common formative assessments / PLC data cycle # of students on grade level # social / emotional awareness # restorative practices

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)
\$4,300	23030 - LCFF (Site)
\$700	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learners / Bilingual Assistant (District Funded) Funding for a full-time bilingual assistant will be funded by the district. As indicated on the Winter 2023 i-Ready Reading assessment, 64.5% of English Learners scored at 2+ years below grade level, 30.4% scoring 1 grade level below, and 0% scoring at grade level. As indicated on the Winter 2022 i-Ready mathematics assessment, 60.4% of English Learners scored 2+ years below grade level, 39.2% scoring 1 grade level below, and 0% scoring at grade level. To close the achievement gap, ALL English Learners (ELs) will receive integrated and designated English Language Development (ELD) strategies taught all day, in every subject. ALL English Learners will have access to the core curriculum. ALL Washington students will have full, 100% access to the core curriculum. To support our English Learners in acquiring English at the highest level, ELs will have the support of a full-time bilingual assistant. This support will not only allow for language acquisition, but also increase the likelihood of reclassification as a fluent English speaker (R-FEP). The bilingual assistant will work with our ELs in small groups and one-on-one in a "push-in" format. The assist will work alongside the student in the core classroom allowing the student to receive 100% access to the core curriculum. The bilingual assistant will work collaboratively with the core classroom teacher to identify areas of need to support EL students in the classroom. To support learning, English Learners will be supported with classroom materials. Materials may include, but not limited to, pens, pencils, paper, graphing paper, colors, markers, notebooks, notecards, journals, science journals, calculators, math manipulatives, etc. Integrated and Designated ELD Strategies taught ALL Day, in EVERY subject area: During a regularly scheduled staff meeting (in which we plan to use this time for Staff Development), teachers will be provided staff development in research-based ELD instructional strategies through the Language Development Office. Lesson Objectives that establish and communicate clearly aligned learning target to the core curriculum will be updated and posted daily. Lesson objectives that are clearly written at a student's understanding/comprehension allows the student to know and understand what he/she is expected to learn and master by the end of the lesson. Lesson objectives align with the PLC question: What do you want students to know and be able to do by the end of the lesson? Washington Elementary will gradually move towards measurable lesson objectives to answer the PLC question: How do you know students have learned it? # of EL students being monitored # of student RFEP # of EL students ELPAC 1 # of EL students ELPAC 2

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)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

STEAM - Science / Technology / Engineering / Arts / Math Provide student with hands on experimental learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc. Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating STEAM projects to include STEAM project materials. Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards, chart paper, STEAM-specific materials including project materials, art materials, science-specific project materials. Project-based Instructional Materials - ALL Students: Support standards-based ELA/ELD and Math instruction with project materials, instructional materials, manipulatives, art materials, 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 text, etc.)) identified through grade level PLC collaborative process and common formative assessments. Appropriate materials/equipment to enhance/support ELA and Math instruction will include, but not limited to: note cards, paper, pens, pencils, small white boards, white board markers, highlighters, binders, sheet protectors, printers, printer toner/ ink (black and color), chart paper, tape, sentence strips, composition books, spiral notebooks, student Chromebooks, crayons, map colors, art materials, rulers, math tools such as manipulatives, compass, protractors, post-it notes, SmartBoard or other interactive media, etc. Supplies to support the poster maker and laminator for student work. Media accessories such as ink, cordsa. Equipment/technology replacements include: projectors, classroom printer, document cam, white screens. ****General supplies are unallowable using State & Federal funds.**** Teachers will use various project-based instructional materials throughout the school year. Teachers will use various equipment such as the laminator, copier, 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)
\$2,200	23030 - LCFF (Site)
\$8,647	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth

Strategy/Activity

Weekly Collaboration Weekly Collaboration for Implementation of the PLC process (Data Cycle - Plan/Do/Study/Act) Weekly collaboration time (1 extra hour per week to collaborate using the PLC data cycle process) = 11 teachers X \$50 = \$550. 36 school weeks x \$550/week = \$19,800 #common formative assessments (PLC Data Cycle) # of students at grade level # of students above grade level (enrichment) # of students falling below grade level (intervention/remediation) # of students making progress # MTSS (Multi-Tiered System of Support) # Project based 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)
\$19,800	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.6**Students to be Served by this Strategy/Activity**

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Instructional Assistant Student behaviors impacting learning of concern in the classroom. Many of our primary aged students have to learn how to be a student including how to get along with others, how to sit properly in the classroom and focus on the teacher, how to work together in cooperative learning groups, etc. As a result of this, the Washington Elementary teachers are requesting additional support of an instructional assistant in the primary classrooms (K - 3) to assist students during core instruction. Also, an Instructional assistant will be able to assist the teacher through small group instruction for student remediation of letters, sounds, reading, math, math concepts, etc. to best meet the learning needs of struggling students. An Instructional Assistant can provide additional instructional support to our English Learners in Language Acquisition through small group settings.

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)
\$13,625	50643 - Title I
\$13,625	23030 - LCFF (Site)
\$1,736	50643 - Title I Salary Contingency
\$4,808	23030 - LCFF Salary Contingency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.7**Students to be Served by this Strategy/Activity**

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

STEAM Fieldtrips Student Fieldtrip to Support the Academic Core To support STEAM and hands-on learning, Washington Elementary would like to provide students an opportunity to attend a STEAM fieldtrip that would support the CORE adopted curriculum in English, reading, mathematics and science. The K - 3 classes (as a whole) will be allocated \$4,000 and the 4 - 8th grade classes (as a whole) will be allocated \$4,000, for a total of \$8,000. This will allow for each group to rent 2 charter busses and take one significant hands-on learning field trip.

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)
\$8,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.8

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Imagine Learning and Lexia Reading; Intervention and Enrichment Our current i-Ready data demonstrates a strong need for student remediation of missed skills to be successful in reading and mathematics. Washington will address reading and mathematics remediation by actively using District adopted and financially supported programs: i-Ready reading and math, and SIPPS for phonics (K - 3). At this time, looking at our current i-Ready reading and math D1 and D2 data, academic intervention is needed. After reviewing several intervention programs; i-Ready, IXL, Lexia reading and Imagine Learning, Washington Elementary teachers have chosen to use Imagine Learning English language arts and mathematics, and Lexia reading as its intervention programs. While we accept that no program is perfect, we realize that our students are in need of additional support. Imagine Learning provides an appropriate English Learner program, and an English and mathematics intervention program for students below grade level, and an enrichment program for students approaching, at grade level, and above grade level.

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)
\$46,452	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.9

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Instructional Technology and STEAM Teachers and students learn through current instructional technology and its' use. Current instructional technology can no longer be considered just a laptop computer, a Chromebook, a Smart TV, a document camera, and the like. Current technology in the classroom includes science probes, microscopes, heart rate monitors, blood pressure monitors, Genetics materials to learn about DNA and sequencing, cell replication, and the like. As we move more and more into integrating all core subjects into meaningful, life-like phenomenon, teachers and students will best learn through hands-on, real-life subject matter using up-to-date technology and scientific supplies that make the "real world" more meaningful and real in the classroom setting. Also with technology comes "Apps" or applications. Washington would like to include in Strategy 1.1.9, Instructional Technology and STEAM, the Apps that may need to be purchased to run any new technology purchased.

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)
\$5,152	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

School Goal for ELA/ELD As indicated on the Winter 2023 i-Ready assessment, with 191 of 202 K-8th grade students testing, 17% (32 students) tested on grade-

level with 49% (95 students) falling two or more grade levels behind. As indicated on the Winter 2023 i-Ready assessment, 64.5% of English Learners scored at 2+ years below grade level in English Language Arts, with 0% scoring at grade level. To close the achievement gap, Washington will reduce the number of students falling two or more grade levels behind by 5% and increasing the number of students on grade level by 10% as measured by the Spring i-Ready for the 2022-23 SY and SBAC, 2023. As of this writing, May 5, 2023, Washington is meeting its goal of reducing the number of students scoring 2 or more grade levels below, but we are not meeting our goal of increasing the number of students scoring at grade level by 10% or more. School Goal for Math: As indicated on the Winter 2023 i-Ready assessment, with 191 K-8th grade students testing, 8% (16 students) tested on grade-level with 47% (88 students) falling two or more grade levels behind. As indicated on the Winter 2023 i-Ready assessment, 60.4% of English Learners scored at 2+ years below grade level in math, with 0% scoring at grade level. To close the achievement gap, Washington will reduce the number of students falling two or more grade levels behind by 5% and increasing the number of students on grade level by 10% as measured by the Spring i-Ready for the 2022-23 SY and SBAC, 2023. As of this writing, May 5, 2023, Washington is meeting its goal of reducing the number of students scoring 2 or more grade levels below, but we are not meeting our goal of increasing the number of students scoring at grade level by 10% or more. Strategy #1: Grade Level Academic Conferences / Quarterly Review of Data The teachers, instructional coach, counselor, and principal met two times, the winter and spring trimesters to review data, make intervention recommendations, and make recommendations for the ELOP tutoring program. Strategy #2: Library Media Assist Washington was very fortunate to have an amazing library media assist for about half the school year. Unfortunately she found a full-time position within the Stockton Unified School District, and transferred. Students were enjoying the library and reading books. Strategy #3: Professional Development and Learning Opportunities. All but 2 teachers will be attending Solution Tree's Professional Learning Communities PD in Las Vegas, NV the summer of 2023. This PD is funded through the District, and not State and Federal school funds had to be used. Strategy #4: Bilingual Assistant / English Learners Washington has a full-time bilingual assistant fully funded by the District. At this time our English Learner student population is greatly climbing. We currently have a 54% EL population, K - 5; as compared to 22% for 6 - 8. One of our concerns is meeting the rapidly growing needs of English Learners and making sure they have access to language to allow for language acquisition. Strategy #5: STEM - Science / Technology / Engineering / Math: Title I and/or LCFF Provide student with hands on experimental learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc. Washington teachers have provided hands-on learning activities to support STEM throughout the school year. Washington also has a MESA program after school through ELOP. This year, our MESA program sent two teams to Regionals at CSU East Bay. They did not place, but we are so proud of them. Strategy #6: Weekly Thursday Collaboration Teachers meet each Thursday to collaborate regarding Curriculum and Instruction, Student Success, Data, etc. Teachers meet voluntarily, but are compensated. Strategy #7: Instructional Assistant Unfortunately we were not able to hire an Instructional Assistant. Either there was a lack of qualified applicants, or a lack of human capital wanting a part-time position. Washington Elementary will continue to look for an Instructional Assistant to support the primary classrooms for the 2023 - 2024 school year. With our student behaviors that are a little poor, and a higher English Learner population, we believe an Instructional Assistant is greatly warranted to support teaching and learning. Strategy #8 Field Trips The K - 3 students were able to go to the Children's Museum, and our local edible farm. Our 4 - 8th grade students were able to go to Jelly Belly and the Calaveras Big Trees. Hands-on, experiential learning can boost the curiosity in children, and inspire them to learn even more. Strategy #9 Extended Year Programs Washington Elementary has been able to offer Extended Year Programs supported through the ELOP program this school year. No site funds were used or needed. Strategy #10 Lexia Reading Lexia Reading was offered to 5th - 8th grades, but primarily used by the 6th and 7th grade teachers. Data supporting the programs success has been uploaded in the addendum. Washington's 6th grade teacher has chosen to use Lexia again next year as a reading intervention program, while the remainder of the school has chosen Imagine Learning due to its greater offerings.

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

Strategy #2: Library Media Assist Washington was very fortunate to have an amazing library media assist for about half the school year. Unfortunately she found a full-time position within the Stockton Unified School District, and transferred. Students were enjoying the library and reading books. We look forward to hiring a new part-time media clerk for the 2023 - 2024 school year. Strategy #7: Instructional Assistant Unfortunately we were not able to hire an Instructional Assistant. Either there was a lack of qualified applicants, or a lack of human capital wanting a part-time position. Washington Elementary will continue to look for an Instructional Assistant to support the primary classrooms for the 2023 - 2024 school year. With our student behaviors that are a little poor, and a higher English Learner population, we believe an Instructional Assistant is greatly warranted to support teaching and learning.

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.

Goal #1 for ELA and Mathematics will remain the same for the 2023-24 SY. Due to our higher English Learner population, and our data showing that we were successful in moving students out of the bottom tier (2 or more grade levels behind), we were not successful in increasing the number of students into the top tier (at or above grade level) by 10%. To combat this, all our strategies will remain the same except for our intervention programs. The District requires that we take the i-Ready Diagnostic three times each year to measure our growth, but as a school, we have chosen to use Imagine Learning math and English as our Intervention program for our EOs and our ELs. You will find this written in Goal #1, Strategy #9 in the 2023 - 2024 SPSA.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension: Suspension rate: Washington Elementary had one 1-day out-of-school suspension, and one 3-day out-of-school suspension for the 2022- 23 school year. The goal for the 2023 - 24 school year will be to have no out-of-school suspension days. School Goal for Attendance/Chronic Truancy: Attendance/Chronic Truancy - Washington Elementary is proud of its' positive attendance rate for the 2022-23 school year. Even more so our chronic absenteeism rate significantly dropped as well. Washington has posted both its' positive attendance rate and its' chronic absenteeism rates for the 2022 - 2023 school year in the addendum. Washington Elementary will strive to have a 95% positive attendance rate for the 2023 - 24 school year, while working to reduce chronic absenteeism by 5%.

Identified Need

PBIS (Positive Behavior Interventions and Supports) has not been developed and implemented on the Washington Elementary campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The metric/indicator for both suspensions and chronic absenteeism will be the monthly reports received by Student Services. Also, an indicator for student behaviors will be the number of behavior referrals received in the front office.	The baseline indicator is 0 (zero) suspensions at the start of the year, and then the total number of out of school suspension days at the end of the school year.	Washington would like to expect 0 (zero) suspension days and a 95% positive attendance rate.
Chronic Absenteeism Rate	Schoolwide 31% English Learners 34.5%	Schoolwide 26% English Learners 29.5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Multi-Tiered System of Support (MTSS): Title I Washington Elementary utilizes the SST process to monitor students demonstrating an academic struggle (academically behind 2 or more years) or poor behaviors that are interfering with school and learning. SSTs and Follow-Up SSTs are not begun until after the first trimester. During the first trimester students who are academically struggling are to be enrolled in the ELOP program for tutoring, and assigned i-Ready or Imagine Learning for additional academic support. Teachers should be calling home speaking to parents regarding academics and/or behavioral concerns, and holding parent conferences. Teachers can consult with the School Counselor for additional support. At this time, due to a limited school budget, money is not allocated. As money become available within the school budget, the faculty, ELAC and School Site Council may vote and move money into Goal #2, Strategy 2.1.1.

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)
\$0	50643 - Title I
\$0	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Positive Behavior Intervention Supports (PBIS): PBIS activities for students will be scheduled throughout the school year. These activities may include: longer recess time, longer lunch period, afternoon movies, afternoon games, lunch with your favorite person, movie tickets, etc. PBIS resources will be developed and displayed in key areas of the school to support PBIS common expectations. Student Achievement Celebrated: Washington will hold an awards assemblies each month to celebrate academic improvement, academic achievement, attendance improvement and perfect attendance. Teachers will be offered opportunities to select Student(s) of the Month for both citizenship and academics. No funds allocated.

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

School Goal for Suspension: Suspension - Goal for 2022-2023 is to decrease suspensions by 1%. Suspension Rates 2021-22 SY: Washington has had only 1 out-of-school suspension day for a student who threw a rock at his teacher. UPDATE FOR THE 2022 - 2023 SY: Washington's goal was to have NO out-of-school suspensions, but unfortunately we had two. The first suspension resulted in 1-day out-of-school when a student threw a punch and hit another student in the face (jaw) causing harm to his teeth. The second suspension occurred when a student, even when being walked away from a situation by security, took off and attacked a student from behind resulting in a 3-day out-of-school suspension. Therefore, we did not make this goal, and our suspension rate has increased by one suspension (or by 3 out-of-school days). School Goal for Attendance/Chronic Truancy: Attendance/Chronic Truancy - Goal for 2022-2023 is to reduce chronic absenteeism by 5%. UPDATE FOR THE 2022 - 2023 SY: The chronic absenteeism rate for April 2022 was 42.68%. The chronic absenteeism rate for April 2023 is 30.53%. This is a 12.15% improvement rate. We met our goal of a 5% improvement.

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

Several items under Goal #2 did not get accomplished this year, mainly due to the lack of substitute teachers, and that Washington's school counselor has been out for most of the school year. Strategy #1: Multi-Tiered System of Support (MTSS): Restorative Practices Provide teachers and students with supportive resources that positively impact student learning through implementation of Restorative Practices, PBIS, PLUS program, counseling, and structured student engagement activities. Restorative Practices: The word itself "restorative practice" seems to have a negative connotation with a few of our teachers, and bottom line, Washington teachers were not interested in attending such training. I, the principal, have taken both levels of training and found it to be very positive in how we work with students. However, through local media, and especially how our past San Joaquin County District Attorney would release many offenders stating they went through a process of "restorative practice" then to turn around and repeat offend, many teachers and staff do not find it to be a meaningful and positive technique in working with people to get them to change their behaviors. Bottom line, this did not occur, and it will not be brought back for a third year in our SPSA. Teachers are not interested. PBIS and PLUS: Washington's school counselor has been absent for many days of the school year. A PLUS Team has been put together, but the students have done little to meet the true meaning of PLUS. We have not had but a one lunch-time activity, we have not held forums, and we are not involved in peer mediation to help solve student conflicts. PBIS is a teacher or administrator program to run, but with such a small staff, and the principal doing all programs and all discipline, and trying to also work with students without a school counselor, time was not made for PBIS. However, the teachers and staff 100% believe in both programs and want them to exist and be viable on campus. We will continue to strive to make this happen. School Counseling: Washington's school counselor has been absent or out on leave for a great portion of the year. Very few SAP meetings have been held. SSTs and Follow-up SSTs are now for the school principal to hold. SSTs are held for highly critical cases such as speech recommendations or a special needs student needing to be considered for services. Tier I and Tier II individual student counseling has not occurred leaving far too many students without services. Small group / peer counseling has not occurred. One or two "Girls' Groups" and/or "friendship groups" were formed with some counseling occurring. There were teacher complaints that students were not pulled for individual counseling, and many SSTs or SAP meetings were not held. High risk students had to be referred to the Tier III mental health clinician. Strategy #2: Positive Behavior Intervention Supports (PBIS): PBIS activities for students will be scheduled throughout the school year. These activities may include: longer recess time, longer lunch period, afternoon movies, afternoon games, lunch with your favorite person, movie tickets, etc. PBIS resources will be developed and displayed in key areas of the school to support PBIS common expectations. Monies will be needed for PBIS resources through our Reprographics Department: \$1,000 (Title I) PBIS: Monies have been allocated for signage and any duplicating needs. Without the support of a consistent full-time school counselor this school year, PBIS has not occurred. The teachers and administration have begun (as of March) discussing and agreeing upon common rules and expectations, and positive incentives and rewards, but this would not go into effect until the 2022 - 2023 school year. If common rules and expectations can be agreed upon soon, a reprographics order will be submitted and expectations posted in all common areas.

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.

Washington Elementary is in dire need of a full-time school counselor who is actually on-site working. While the District could not have predicted the amount of time the assigned counselor would take off through-out the year, Washington has submitted a formal request to be assigned a specific school counselor currently at another site. The current principal worked with the requested counselor together at another site. Restorative Practices and its' training will be written into the 2022-23 SY SPSA. PBIS will continue to be a focus, and the District has already made a financial commitment to its' implementation.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By May 2024, to increase the number of parent events one per trimester. Washington Elementary did not meet this goal for the 2022 - 2023 school year. For the 2023 - 2024 school year, the Washington faculty, counselor and principal will work together, and if needed, will hold its own professional development opportunities for our parents and families. Through two lengthy surveys, parents have clearly stated they want to take English classes (which will be addressed through Imagine Learning), and classes in regards to supporting their child with homework, with school, and other various opportunities. Washington Elementary will continue to reach out to the Stockton Unified parenting center, and different support organizations around the City of Stockton, to work with our parents.

Identified Need

Washington Elementary needs to offer its Spanish speaking parents classes in both parenting and in school support. Our parents want to help their child achieve in school even if they do not speak English.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The baseline metric/indicator is a comparison of parent involvement meetings held during 2022-23 to the 2023-24 SY.	The actual outcome will be monitored through parent meeting sign-in sheets.	The expected outcome is increased parent involvement through parent workshop/trainings attendance.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Parent English Class. To support our parents who want to learn English, parents will have an opportunity to participate in Imagine Learning. The District has agreed to provide student accounts allowing parents to access the Imagine Learning program using Chromebooks. Also, Washington will allow parents to work on the program on campus two days per week. If teachers need any assistance, faculty and staff will be available to assist. The cost of Imagine Learning for Washington parents will be "gifted" by the company as part of the package purchased for students. Parent Participation in School-wide Events/Governance. Provide parents increased opportunities to participate in school events, such as academic focused family nights, parent/teacher conferences, and parent meetings. Events will include: SSC-School Site Council ELAC-English Learner Advisory Committee Back to School Night Parent Coffee Hour (monthly) Events MAY include: One parent coffee hour each month with a parent class of some type (homework support, behavior support, learning the adopted curriculum, learning about Imagine Learning, learning about Lexia reading, learning about the SIPPS program, etc.) Parent Conferences End of the Year Field Day Scholastic Book Fair Positive Parenting Classes Community presentations Provide outreach in the form of website, Class Dojo, letters, fliers, programs, invitations and informational packets to parents to assist in the recruitment of parent helpers and open communication lines to foster positive attendance and involvement in school and with their child which will then foster positive behavior habits with their child. Light snacks and refreshments, parent training materials, such as chart paper, markers, white boards, paper, etc. to support parent engagement activities while using various strategies. Materials will be used during coffee hour and parent trainings to provide visuals and hands on activities for our parents. Title I Parent Meeting (Title I Parent 50647) - \$1,260 Non-instructional material support topics that provide parents with techniques to help their child at home academically, such as books, reading manipulatives, math manipulatives. Provide Committed Parents training with bilingual aide. *There must be an agenda with appropriate topics to use parent involvement funds that is compliant with Title I regulations. Communication: Students, Staff and Community: Communication will be through flyers taken home by students, the phone dialer system (Blackboard) for mass phone calls home, the electronic marquee sign, and email. Using student email, up to date information will be sent home via email using students' email. Parents will be encouraged not only to monitor their child's email, but also to look for school communication. The phone dialer system (Blackboard) will be utilized to notify parents to check their child's email. The electronic board in the front of the school will be utilized to display up to date information.

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)
\$1,260	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Given that schools could not host on-site parent coffees or events, Washington has worked very hard to include parents and families in all events. Attached you will find documentation of parent communication in English and Spanish. Parents were not allowed on campus, but parent coffees and events were held outside on the front lawn. Compared to last school year, 2020 - 2021, and all schooling up until May 2021 was via Zoom, Washington has done an excellent job working to increase parent involvement and participation.

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

The following was written in the 2021-2022 SPSA: Light snacks and refreshments, parent training materials, such as chart paper, markers, white boards, paper, etc. to support parent engagement activities while using various strategies. Materials will be used during coffee hour and parent trainings to provide visuals and hands on activities for our parents. Title I Parent Meeting (50647) - \$1,110. We did not buy learning materials to support parent engagement activities due to COVID and parenting classes were not held. Light snacks and refreshments were purchased for the outdoor meetings.

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.

At this time, the amount and type of parent involvement will be dependent upon the COVID-19 restrictions. No changes are planned at this time. If and when COVID-19 restrictions are lifted, Washington will offer parenting classes through our own SUSD resources, and through El Concilio.

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	\$76,375.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$138,455.00

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 (\$)
50643 - Title I	\$73,379.00
50647 - Title I - Parent	\$1,260.00
50643 - Title I Salary Contingency	\$1,736.00

Subtotal of additional federal funds included for this school: \$76,375.00

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 (\$)
23030 - LCFF (Site)	\$57,272.00
23030 - LCFF Salary Contingency	\$4,808.00

Subtotal of state or local funds included for this school: \$62,080.00

Total of federal, state, and/or local funds for this school: \$138,455.00

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Karina Ocotlan	ELAC Chairperson
Natalia Matelski	Kindergarten Teacher / STA Liaison Committee
Christina Talioaga	Primary Teacher
Deleasa Do	Intermediate Teacher

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 05/23/2023.

Attested:

Principal, Kathryn Byers on 05/23/2023

SSC Chairperson, Thaihoa Nguyen, 5th Grade Teacher, SSC Chair on 05/23/2023

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov