



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary	39686766104665	12/10/2024	12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.



The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Washington's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Washington staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Washington's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- November 16, 2023
- January 26, 2024
- February 23, 2024
- April 26, 2024
- May 24, 2024
- October 24, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title I Parent Meeting last year August 1, 2023

- Title 1 Parent Meeting this year August 22, 2024
- English Language Advisory Committee on October 27, 2023
- English Language Advisory Committee on December 15, 2023
- English Language Advisory Committee on January 18, 2024
- English Language Advisory Committee on February 16, 2024
- English Language Advisory Committee on April 18, 2024
- English Language Advisory Committee on May 10, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Washington, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	93.4 points below standard (red)	111 points below standard (red)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	population too small, no indicator	X	X	N/A
Students with Disabilities	population too small, no indicator	population too small, no indicator	population too small, no indicator	X	N/A	N/A

American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

1. Lack of staffing to support. The need of an Instructional Coach and/or Program Specialist is monumental for our student success in reviewing data and supporting teachers.
2. Gathering of staff and professionals who work together to address students concerns or issues and developing programs to support the students. Will have monthly CARE Team meetings.
3. No access to public library. Students have limited resources in the neighborhood. Just hired a Library Media Assistant to provide students with access to the school library.
4. The increase of homeless encampments in the neighborhood. The administrator is networking with business to find a resolution.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	66.6 points below standard (orange)					
Foster Youth						
English Learner	93.4 points below standard (red)	111 points below standard (red)	22.3% chronically absent (orange)			
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged	69.4 points below standard (orange)					
Student with Disabilities						
African American						
American Indian/ Alaskan Native						
Asian						
Filipino						
Hispanic	70.8 points below standard (red)					
Two or More Races						
Pacific Islander/ Native Hawaiian						

White						

Major gaps were observed in ELA and Math within student groups on the CA Dashboard Indicators for Washington School.

Trend data was also reviewed year over year which resulted in observing decrease in ELA and Math proficiency. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified ELA and Math as an area of focus for this 2024-2025 school year due to the lack of growth and progress on the CA Dashboard Indicators. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Teacher PD and Support for High Quality First Instruction
- Staff PD and Support to implement PLC to support Tier 1 and Tier 2 instruction and engagement.
- Additional staff to support the implementation of initiatives and interventions, allocation of resources, and additional student support services.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	<p>ACADEMIC GOALS FOR THE 2024 - 2025 SCHOOL YEAR:</p> <p>English Language Arts: 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 2024 - 2025 SY.</p> <p>Mathematics: To close the Mathematics\ 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 2024-25 SY.</p> <p>Did we meet the student achievement goals stated in the 2023 - 2024 SPSA for English?</p> <p>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.</p> <p>I-Ready Reading results: * 2 or more grade levels behind, D1 to D2. 62.2% reduced to 50.3%, a -11.9% change. GOAL of a 5% decrease MET.</p> <p>* On Grade Level, D1 to D2. 8.5% increased to 16.4% = +7.9% gain. GOAL of a 10% increase NOT MET.</p> <p>School Goal for Mathematics (2023 - 2024 SY): 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 2024-25 SY.</p> <p>Did we meet the student achievement goals stated in the 2023 - 2024 SPSA for Math?</p> <p>I-Ready Math results: * 2 or more grade levels behind, D1 to D2. 60.1% reduced to 45.6%, a -14.5% change. GOAL of a 5% decrease MET.</p> <p>* On Grade Level, D1 to D2. 3.2% increased to 12.5% = +9.3% gain. GOAL of a 10% increase NOT MET.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Washington is comprised of an 39.7% English Learner population. During the 2023 - 2024 school year, only one EL student has been reclassified to R-FEP as

compared to 19 EL students last school year, 2022 - 2023. Washington is in need of EL support through the Language Development Office in EL pedagogy, ELD curriculum implementation and monitoring of ELD dedicated time.

Washington is in need of professional staff development in the implementation and use of the SUSD adopted curriculum of Benchmark and I-Ready as evidenced through the April, 2024 Data Review, and its Curriculum Engagement Results.

Washington is in need of SIPPS training across all grade levels as evidenced through low reading scores.

Washington is in great need of a Library Media Assistant. Students need to have books in their hands and to be actively reading from print to improve reading levels.

Washington Elementary Intermediate Teachers are in support of hiring an Instructional Assistant to support small group Tier III Intervention for Reading and Math support.

83% of Washington students performed below grade level on CAST, there is a need for development and support of Next Generation Science Standard instruction.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready: Percent of students performing On Grade Level in ELA	Diagnostic 1 Data: All Students - ELA 8.5%% ELs - 1.2% HIS - 8.6% AA - 0%	Diagnostic 2 Data: All Students - ELA 16.4% ELs - 4.9% HIS - 15.1% AA - 15.4%
i-Ready: Percent of students performing 2 or more grade levels below in ELA	Diagnostic 1 Data: All Students - ELA 62.2%% ELs - 74.1% HIS - 63% AA - 75%	Diagnostic 2 Data: All Students - ELA 50.3% ELs - 58% HIS - 52.2% AA - 38.5%
i-Ready: Met Typical Growth (D2) in ELA		Diagnostic 2 Data: All Students - ELA 49.2% ELs - 51.3% HIS - 51.3% AA - 63.6%
i-Ready: Met Stretch Growth (D2) in ELA		Diagnostic 2 Data: All Students - ELA 28.4% ELs - 31.3% HIS - 29.5% AA - 27.3%
i-Ready: Percent of students performing at or above grade level in Math	Diagnostic 1 Data: All Students - Math 3.2% ELs - 0% HIS - 3.1% AA - 0%	Diagnostic 2 Data: All Students - Math 12.6% ELs - 2.5% HIS - 12.5% AA - 15.4%
i-Ready: Percent of students performing 2 or more grade levels below in Math	Diagnostic 1 Data: All Students - Math 60.1% ELs - 65.4% HIS - 59.3% AA - 83.3%	Diagnostic 2 Data: All Students - Math 45.6% ELs - 50.6% HIS - 48.1% AA - 38.5%

i-Ready: Met Typical Growth (D2) Math		Diagnostic 2 Data: All Students - Math 54.5% ELs - 53.1% HIS - 53.2% AA - 72.7%
i-Ready: Met Stretch Growth (D2) in Math		Diagnostic 2 Data: All Students - Math 37.6% ELs - 40.7% HIS - 35.4% AA - 54.5%
SBAC, ELA 2022	Met Standard - 21% Did not meet Standard - 79%	
SBAC, Math 2022	Met Standard - 22% Did not meet Standard - 78%	

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>A Career Technical Education (CTE) classroom setting is one in which the curriculum has been designated as technical, trade, or vocational. SUSD Mission Statement: In Stockton Unified, we share an unshakeable belief that ALL students can and will graduate college, career, and community ready. In doing so, we will lift youth out of poverty. CTE classrooms and opportunities expose students in future, possible career pathways that can enrich and empower their future adult lives. By funding CTE opportunities, Washington Elementary is making a commitment to its students to expose and/or educate them in future career, technical, trade and vocational opportunities. As funds become available, and CTE opportunities become available, the Washington faculty and staff, along with ELAC and SSC, will (may) move funds to support such opportunities.</p> <p>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 \$6,000 (2 busses), 4th and 5th as a whole, \$3,000 (1 bus) and the 6 - 8th grade classes (as a whole) will be allocated \$6,000 (2 busses), for a total of \$15,000. This will allow for each group to rent 1 or 2 charter busses and take one significant hands-on learning field trip.</p> <p>Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend Science Camp either at Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of Science Camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend Science Camp and participate in the same experiences as the rest of our students</p> <p>Metrics for Progress Monitoring: CAST scores, student projects, increased attendance rates and few discipline referrals due to increased student participation in school.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career & Technical Education: Transportation - \$15,000</p>	Students with Disabilities, Low Income, Foster Youth, English Learners	\$15,000	0100 - LCFF/S&C (site)

<p>1.1.2</p>	<p>College Readiness</p> <p>Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.</p> <p>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.</p> <p>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.</p> <p>Project-based Instructional Materials - ALL Students:</p> <p>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.</p> <p>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. Supplies to support the poster maker and laminator for student work. Media accessories such as ink, cordsa.</p> <p>Teachers will use various project-based instructional materials throughout the school year.</p> <p>Students will stay engaged in their learning through proper planning and organization using a student planner.</p> <p>Title I Funding Allocation: Instructional Materials/Supplies - \$8,029</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$8,029</p>	<p>3010 - Title I</p>
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	<p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>			
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>			

<p>1.1.4</p>	<p>Bilingual Instructional Support</p> <p>Bilingual Instructional Program Assistants (1.0 FTE Centralized Funded) support for K-12th grade students: Bilingual Assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p> <p>Bilingual Assistant (1.0 FTE Centralized Funded) 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Metrics for Progress Monitoring: # of EL students being monitored # of student RFEP # of EL students ELPAC 1 # of EL students ELPAC 2</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p>	<p>English Learners</p>		
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	<p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p>			
1.1.5	<p>English Learner Professional Development</p> <p>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.</p> <p>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?</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p>	English Learners		
1.1.6	<p>English Learner Programs and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>			

<p>1.1.7</p>	<p>Teacher Collaboration, Professional Development & Academic Support</p> <p>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), in Teaching and Pedagogy, Professional Learning Communities, Response to Intervention, English Language Development, Culturally Responsive Teaching/ Instruction (including Pedagogy, Curricular Supports, and Strategies), and other professional areas critical to meeting the learning and behavioral needs of all students. To continue professional development, growth and learning to support the academic achievement and closing the achievement gap for ALL students, monies will be made available to either support Washington staff and faculty to travel and attend Professional Development opportunities OR to bring Professional Development through the use of Consultants to the Washington campus itself. 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 \$6,000 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.</p> <p>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 # Culturally responsive teaching/instruction # Restorative practices</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: Conferences: \$10,000 Additional Substitute Teachers Compensation: \$8,000</p>	<p>English Learners, Foster Youth, Students with Disabilities, Low Income, All Students</p>	<p>\$10,000</p> <p>\$8,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>
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1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Administrator's will attend PLC Conferences, PBIS Conferences and conferences related to Restorative Practices.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: Conferences and PD for Administrator - \$5,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	\$5,000	0100 - LCFF/S&C (site)

1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Weekly Collaboration</p> <p>Washington is dedicated to the Professional Learning Community (PLC) process and would like to dedicate funds to allow for extended PLC time throughout the year. Previously, every Thursday afternoon was dedicated to an extra hour of PLC time, but our focus has moved towards tutoring in the ELOP program to support extended learning opportunities for our students. This PLC funding will allow for Washington teachers to collaborate throughout the year, in addition to the STA Bargaining Agreement, and be compensated for the extra collaboration time. The Washington Principal and STA members will work together to best determine when additional PLC time is needed, and mutual agreement when best to use these additional State and Federal funds.</p> <p>Professional development for school site Administrators, Teachers, and Instructional Staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Metrices for Progress Monitoring: #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</p> <p>Title I Funding Allocation: Additional Teachers Compensation: \$5,000</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,000	3010 - Title I
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<p>1.1.10</p>	<p>Data Analysis and Evaluation</p> <p>Academic Conferences</p> <p>Teachers will meet and collaborate with the 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.</p> <p>Data will include I-Ready assessments, Imagine Learning progress, Lexia Reading progress, CASPP data results, summative assessments, and data evidenced through the adopted curriculum.</p> <p>Substitutes will provide staff with release time to actively participate.</p> <p>Teachers will be expected to bring the following data to each meeting: I-Ready reading and Math results, Imagine Learning, Lexia Reading, SIPPS data, adopted curriculum assessments, and/or student work samples.</p> <p>Metrics for Progress Monitoring: # of students at grade level # of students below grade level # of students making progress # of EL students # of RFEP students</p> <p>Title I Funding Allocation: Additional Substitute Teachers Compensation: \$5,250</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Students with Disabilities, Low Income</p>	<p>\$5,250</p>	<p>3010 - Title I</p>
<p>1.1.11</p>	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>			

<p>1.1.12</p>	<p>Acceleration of Learning</p> <p>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.</p> <p>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).</p> <p>At this time, looking at our current I-Ready reading and Math D1 and D2 data, Tier II and Tier III 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.</p> <p>Metrics for Progress Monitoring: I-Ready diagnostics, Imagine Learning reports and Lexia reading reports.</p> <p>Title I Funding Allocation: ELA and Math License Agreements: \$24,000 Lexia Reading License Agreement: \$4,752</p> <p>LCAP 1.12: Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p>	<p>Foster Youth, English Learners, Low Income, Students with Disabilities</p>	<p>\$24,000</p> <p>\$4,752</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
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1.1.13	<p>Literacy and Library Supports</p> <p>Library Media Assistant (.375 FTE Centralized Funded and .0625 FTE site LCFF)</p> <p>The Library Media Assistant will guide students in the selection of books, check in and check out books, provide read-aloud to classes demonstrating Reading strategies and Reading with intonation. The Library Media Assistant will provide services to classes using a weekly schedule allowing each class an opportunity to check in and check out books as often as twice a week. The Library Media Assistant will support literacy events on campus promoting the love of reading. The Library Media Assistant will help maintain the library and the many books it houses. Due to not having this position during the 2023 - 2024 school year, Washington recognizes the need to provide additional hours to the new Library Media Assistant to help clean, organize, shelve books, and return it to its glory and open it back up.</p> <p>Library Media Assistant support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.</p> <p>Library and Classroom Reading / Reference Materials: Washington recognizes the need to continuously update its reading materials in the library and in the classroom. With a limited budget at this time, and as more funding may become available, Washington supports the need to purchase new reading and reference books/materials both for the library and for the classroom.</p> <p>Title I Funding Allocation: Books and Reference Materials: \$3,000</p> <p>LCAP 1.13 Literacy and Library Supports Library Media Assistant: \$2,000 Additional Library Media Assistant Compensation: \$2,000</p>	English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$2,000</p> <p>\$2,000</p> <p>\$3,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
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1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p>			
1.1.15	<p>Recapturing Learning Loss</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>			
1.1.16	<p>Outdoor Education/Science Camp</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Looking at the most recent i-Ready data comparison (D1 to D2), we can see that the reading data is equal to the 2023 - 2024 school year with 16.4% of students scoring at grade level. The math data is indicating a stronger school year with 12.5% of students scoring at grade level (D2) as compared to 8.2% (D2) last year. When comparing our African American (AA) subgroup to ALL students, the AA subgroup is scoring 1% lower in reading, but 3% higher in math. When comparing our Hispanic subgroup to the AA subgroup, both are succeeding at an equal rate in reading, but our AA subgroup is 3% higher in math (D2). 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 20 students (IEPs that are not speech). This subgroup is not a factor at the State level, but monitored here at the site level. It is our English Learner population that is growing at a rapid rate, and needs a direct attention. At this time Washington Elementary is 48% English Learners. Strategy #1: Academic Conferences Academic conferences are held throughout the year to study student achievement. Data used to determine student academic growth is the i-Ready Diagnostic Assessments, Imagine Learning, Lexia Reading, Benchmark and teacher assessments. What worked this year was the availability of substitute teachers to provide release time for teachers. Strategy #2: Professional Staff Development Two teachers and our bilingual assistant were able to attend the 2024 CABA Conference. Strategy #3: English Learners / Bilingual Assistant 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. The District is paying for a full-time bilingual assistant to work with our ELs in small group settings in the classroom. We are grateful for this opportunity for our small school would not be able to afford this. Through the STEAM strategy, English Learners' needs are met with materials and supplemental supplies purchased. Strategy #4: STEAM (Science, Technology, Engineering, Arts and Mathematics) A large portion of our funds was allocated in the STEAM Strategy. Washington students are predominantly Hispanic, Economically Disadvantaged, and English Learners. STEAM allows for Washington to purchase supplemental learning materials to meet the diverse needs of these populations. Strategy #5: 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. Several teachers have chosen not to collaborate on Thursdays, but to tutor for the ELOP program instead. Strategy #6: Instructional Assistant Washington hired a 3.5 hour Instructional Assistant to support reading acquisition in grades K - 3. Primary teachers have the Instructional Assistant working with students in small groups. Strategy #7: Student Field Trips Each Washington classroom has had an opportunity to attend one fieldtrip during the year. K - 3 went to San Jose to the Tech Museum, grades 4 and 5 went to the San Francisco Exploratorium , and grade 6 - 8 went to a local regional park for a long nature hike to support the sciences, and then played the Frisbee golf course to support physical education. The 6 - 8th grade classes will also attend Education Days at Banner Island, and see the Stockton Ports play (this field trip was not supported by State and Federal Funds!). Strategy #8: Lexia Reading / Imagine Learning Under "Teacher and Learning Strengths" you will find the data to support the use of Lexia Reading. Only our 6th grade class used it this school year, with 5 - 8 asking to use it for the upcoming 2024 - 25 school year.

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: Professional Staff Development The three who were sent to the CABA Conference reported back how powerful and inspirational it was, but there is no evidence that attending a one-time conference had any negligible impact on English Learners and their English acquisition. Strategy #3: English Learners / Bilingual Assistant The Bilingual Assistant position is 100% supported by District funds. This school year our Bilingual Assistant attended a Symposium for EL Instruction to support our ELs. We have not seen the results through reclassification numbers, but we are in hope that the 2024-25 school year reclassification numbers will increase with the Bilingual Assistant support. Strategy #5: Weekly Collaboration Weekly collaboration is not occurring on Thursdays with the upper grades (4 - 8) participating with ELOP tutoring. The funds were transferred and used to support the costs of busses for the field trips (charter busses had to be used due to the shortage of District busses and drivers), and STEAM Supplemental Materials. Strategy #6: Instructional Assistant The i-Ready D1 and D2 data did not support increased student growth in reading in grades K - 3 as hoped with the use of an Instructional Assistant and small group instruction. Strategy #8: Imagine Learning Imagine Learning data is difficult to obtain, more training for the administration is needed. At this time, there is no concrete evidence Imagine Learning made a significant difference in student 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.

For the 2024-25 SY, Washington anticipates to continue the following strategies: Strategy #1: Academic Conferences Strategy #2: Professional Staff Development Solution Tree offers two PD opportunities that Washington Elementary needs to consider for the 2024 - 25 school year. One is RTI, Response to Intervention to address the needs of struggling students, and Two, English Learners and their explicit needs. Strategy #3: English Learners / Bilingual Assistant 100% District

Funded Strategy #4: STEAM (Science, Technology, Engineering, Arts and Mathematics) A large portion of our funds was allocated in the STEAM Strategy. Washington students are predominantly Hispanic, Economically Disadvantaged, and English Learners. STEAM allows for Washington to purchase supplemental learning materials to meet the diverse needs of these populations. Strategy #5: Weekly Collaboration Professional Learning Communities and Collaboration is an adopted strategy by the Stockton Unified School District and Washington Elementary. However, with fewer teachers collaborating on Thursdays, these funds may be better allocated in a different area to address student learning needs. Perhaps for consideration is an Instructional Assistant for grades 4 - 8 to allow for reading and/or phonics instruction to support struggling readers. Strategy #6: Instructional Assistant The K - 3 teachers are still in support of having an Instructional Assistant to support small group instruction to support reading and language acquisition. Strategy #7: Student Field Trips Strategy #8: Lexia Reading / Imagine Learning Lexia Reading will be expanded, grades 5 - 8, and Imagine Learning was renegotiated at a lower price for the 2024 - 2025 school year. For the 2024-25 SY, Washington anticipates to discontinue the following strategy: No Strategy will be discontinued for the 2024 - 2025 school year. Washington is adding one strategy, a Library Media Assistant. We want our students' reading levels to increase, and without library books in their hands, how do we anticipate students to practicing their reading at home? May of our students come from impoverished homes (93% low income), and many students do not have books at home at their specific reading level.

Goal 2.1

Goal #	Description
Goal 2.1	<p>School Goal for Suspension Rate: During the 2023 - 2024 school year, Washington Elementary's suspension rate has greatly increased by 5 days. The 2022 - 2023 SY had one (1) suspension day, with the 2023 - 2024 SY having six (6) days.</p> <p>The school goal for the suspension rate for the 2024 - 2025 SY will be zero (0) days, or a reduction of 10% from the current six (6) days. Through the increased implementation of PBIS, having a new full-time counselor, and an active PLUS Team, all these resources will be utilized to support students and their mental health.</p> <p>School Goal for Attendance/Chronic Truancy: Attendance/Chronic Truancy : Washington Elementary is proud of its' positive attendance rate for the 2023-24 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 2023 - 2024 school year in the addendum.</p> <p>Washington Elementary will strive to have a 95% positive attendance rate for the 2024 - 25 school year, while working to reduce chronic absenteeism by 5%. Washington was able to reduce its chronic absenteeism rate by 3.61% this year. Washington has consistently reduced the chronic absenteeism rate over the past three school years since returning from the COVID19 epidemic.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Washington is comprised of an 39.7% English Learner population. During the 2023 - 2024 school year, only one EL student has been reclassified to R-FEP as compared to 19 EL students last school year, 2022 - 2023. Washington is in need of EL support through the Language Development Office in EL pedagogy, ELD curriculum implementation and monitoring of ELD dedicated time.

Washington is in need of professional staff development in the implementation and use of the SUSD adopted curriculum of Benchmark and I-Ready as evidenced through the April, 2024 Data Review, and its Curriculum Engagement Results.

Washington is in need of SIPPS training across all grade levels as evidenced through low reading scores.

Washington is in great need of a Library Media Assistant. Students need to have books in their hands and to be actively reading from print to improve reading levels.

Washington Elementary Intermediate Teachers are in support of hiring an Instructional Assistant to support small group Tier III Intervention for Reading and Math support.

83% of Washington students performed below grade level on CAST, there is a need for development and support of Next Generation Science Standard instruction.

PBIS (Positive Behavior Interventions and Supports) is in the developing stages. Further work and full implementation will take place on the Washington Elementary campus for 2024 - 2025.

PLUS (Peer Leaders Uniting Students) is in its infancy stage with a new fully credentialed substitute counselor. Washington looks forward to hiring a new counselor

and fully implementing PLUS.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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	Mid April 2023 = 30.97	Mid April 2024 = 27.36

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.			
2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.			

2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>			
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>			

<p>2.1.5</p>	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>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.</p> <p>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/ family/school, and nurture student mental health and overall well-being.</p> <p>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. PBIS is funded by the District and not by the Site.</p> <p>Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.</p> <p>Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
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2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>			
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>			
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>			

2.1.11	<p>Student Attendance and Truancy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>			
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>			
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>			

2.1.14	<p data-bbox="254 155 1073 188">Social Emotional and Restorative Practices and Responsive Schools</p> <p data-bbox="254 220 1188 342">Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p data-bbox="254 375 1188 708">Multi-Tiered System of Support (MTSS): 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.</p> <p data-bbox="254 740 1199 894">Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p data-bbox="254 927 1209 1049">Counselors: School Counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p data-bbox="254 1081 1062 1146">Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p data-bbox="254 1179 1104 1260">LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: Additional Substitute Teachers Compensation: \$8,000</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$8,000	0100 - LCFF/S&C (site)
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2.1.15	<p>School Connectedness</p> <p>Pre K - Kindergarten Connections / Provide Students Opportunities To:</p> <ul style="list-style-type: none"> *Interact with their peers who will attend their Kindergarten class promoting social skills, *Establish a connection between the Kindergarten teachers and our TK teacher. *Practice Kindergarten rituals such as eating in the cafeteria, attending assemblies, and other grade level activities. *Attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities. <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Assistant Principal Restoration At TK-8th Grade School Sites: Restoring Assistant Principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>			

2.1.17	<p>Additional School Site Support</p> <p>Instructional Assistants: Two (K - 3rd Grades and 4th - 8th Grades): Washington Elementary Teachers are requesting additional academic support in the classroom to support Tier III student intervention in Reading and Mathematics. Through the use of two 3.5 hour Instructional Assistants in the primary (K - 3) and intermediate (4 - 8) classrooms, 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. An Instructional Assistant can provide additional instructional support to our English Learners in Language Acquisition through small group instructional settings.</p> <p>We believe that adding an additional Instructional Assistant to support Tier III Intervention at the Intermediate level (4 - 8th grades), students will feel more positive about their learning which will assist with social/emotional health as well. The Superintendent of Schools, Dr. Michelle Rodriguez, is currently advertising for Intervention Teachers. An added Intervention Teacher to support students in Tier III academically will also support students' social/emotional health as they fell better about their learning.</p> <p>Metrics for Progress Monitoring: i-Ready diagnostic results, common assessments from the adopted curriculum, CAST and CAASPP data, and an increase in positive student attendance.</p> <p>Title I Funding Allocation: First Instructional Assistant Salary & Benefits: \$29,975 Second Instructional Assistant Salary & Benefits: \$14,987</p> <p>LCAP 2.17 Additional School Site Support: Second Instructional Assistant Salary & Benefits: \$14,988</p>	English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$29,975</p> <p>\$14,987</p> <p>\$14,988</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>			

2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.20	<p>Instructional Technology</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning.</p> <p>Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/ cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>Teachers will use various project-based instructional materials throughout the school year. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.20 Instructional Technology: Maintenance Agreements: \$2,500</p>	English Learners, Foster Youth, Students with Disabilities, Low Income	\$2,500	0100 - LCFF/S&C (site)
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>			

2.1.22	Recruit, Hire, Retain High Qualified Staff Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.			
2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.			
2.1.24	Student and Campus Safety Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

School Goal for Suspension: Suspension rate: The goal for the 2023 - 24 school year will be to have no (zero) out-of-school suspension days. Washington Elementary was not successful in meeting this goal. For the 2023 - 24 school year, Washington had a total of 6 out-of-school- suspension days due to an increased rate of physical altercations. School Goal for Attendance/Chronic Truancy: Attendance/Chronic Truancy - Washington Elementary's goal was to reduce chronic absenteeism by 5% over the 2022 - 23 school year. We have almost met this goal. By the end of April, 2024, Washington's chronic absenteeism rate was 26.89%, while one year ago, end of April, 2023, it was 30.53%. This is a reduction of +3.64%. While we did not meet the 5% goal, this is the second year in a row to reduce its chronic absenteeism rate. 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%. The goal of every school is to have a positive attendance rate of 95% or higher. Washington Elementary's positive attendance rate for the 2023 -24 school year is: August = 94.35% September = 92.81% October = 92.37% November = 91.44% December = 91.12% P1 = 92.45% January = 91.49% February = 91.75% March = 93.55%

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 #1: During the 2023 - 24 school year, Washington's MTSS, PBIS and PLUS Teams suffered greatly in its implementation level due to not having consistent counseling services. The assigned school counselor was absent more than 50% of the school year between August 2023 and the end of January 2024. Washington's assigned counselor retired at the end of January 2024. Since this time, Washington has been fortunate to have a long-term substitute counselor. This long-term counselor has worked hard to implement MTSS with SSTs and parent conferences, and a PLUS Team. A small group of teachers have implemented PBIS and held students accountable for behavior. Strategy #2: Positive Behavior Intervention Supports (PBIS): PBIS activities for students were scheduled throughout the school year. These activities mainly included: longer recess time, longer lunch period, afternoon movies, afternoon games. PBIS resources will be developed and displayed in key areas of the school to support PBIS common expectations. PBIS: The teachers and administration have begun discussing and agreeing upon common rules and expectations, and positive incentives and rewards, but was not finalized during the 2023-24 school year. PBIS progress will need to be continued during the 2024-25 school year.

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 stable, full-time school counselor who is actually on-site working with the faculty and staff. While the District could not have predicted the amount of time the assigned counselor would take off during the first-half of the year, a new counselor has been assigned to Washington Elementary for the 2024 - 25 school year. . PLUS and PBIS will continue to be a focus, and the District has already made a financial commitment to its' implementation.

Goal 3.1

Goal #	Description
Goal 3.1	<p>The SPSA Goal for the 2023 - 2024 school year for "Meaningful Partnerships" was to increase the number of parent events one per trimester.</p> <p>Washington Elementary met this goal for the 2023 - 2024 school year. The parents enjoyed parent coffee hour hosted by our CWA Liaison, School Counselor and Mental Health Clinician. Parents felt comfortable suggesting topics to be discussed. Parents are very interested in children's mental health, school counseling, bullying, and student behavior.</p> <p>For the 2024 - 2025 school year, the Washington faculty, school Counselor and Principal will work together, and if needed, will hold its own professional development opportunities for our parents and families. Through parent surveys, both at the school and District levels, parents have clearly stated they want to take English classes to learn English, 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.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Washington is comprised of an 39.7% English Learner population. During the 2023 - 2024 school year, only one EL student has been reclassified to R-FEP as compared to 19 EL students last school year, 2022 - 2023. Washington is in need of EL support through the Language Development Office in EL pedagogy, ELD curriculum implementation and monitoring of ELD dedicated time.

Washington is in need of SIPPS training across all grade levels as evidenced through low reading scores.

Washington is in great need of a Library Media Assistant. Students need to have books in their hands and to be actively reading from print to improve reading levels.

Washington Elementary Intermediate Teachers are in support of hiring an Instructional Assistant to support small group Tier III Intervention for Reading and Math support.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The baseline metric/indicator is a comparison of parent involvement meetings held during 2023-24 to the 2024-25 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 the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.</p>			
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>			
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>			

3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (Summer). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary Science Camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners		

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Washington's goal was to increase parent meetings/events on campus by one each trimester. We have achieved this goal. Our documentation is attached in the addendum. Parents have attended Parent Coffee Hours, ELAC, SSC and our newest events of PBIS to include Community and Family. What is working? We have a group of hardworking teachers that are actively putting PBIS together and in-play. We have a long-term substitute counselor and Mental Health Clinician who are actively working with parents to provide presentations of interest. We are trying to focus Parent Coffee Hours around parent interests.

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

We do not have a "What is not working". The only thing that was of concern from August 2023 through January 2024 was a high rate of absences from our school counselor and not having the ability to plan events and activities. Washington had a long-term substitute counselor from February 2024 through May 2024 greatly increasing activities on campus.

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 will continue this goal of adding one more event per trimester. Washington will have a new Counselor and a new Principal for 2024 - 2025, and with this goal, continuing to increase Family and Community engagement through PBIS events, Parent Coffee Hour, ELAC and SSC will be a goal.

Goal 4.1

Goal #	Description
Goal 4.1	.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Washington Elementary Spanish speaking parents have stated they have a strong desire to learn English, and would like to have an adult English class here on campus.

Washington Elementary needs to offer its Spanish speaking parents classes that will provide them skills to support their student in school. Our parents want to help their child achieve/succeed in school even if they do not speak English.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.</p> <p>Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	\$1,454	3010 - Title I - Parent

	<p>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.</p> <p>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.</p> <p>Non-instructional material support topics that provide parents with techniques to help their child at home academically, such as books, reading manipulatives, Math manipulatives.</p> <p>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.</p> <p>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.</p> <p>Title I Funding Allocation: Parent Materials and Supplies: \$1,454</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.</p>			
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>			

4.1.3	Community Schools Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.			
4.1.4	Parent Advisory Committee Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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 5.1

Goal #	Description
Goal 5.1	.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.			
5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.			

5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>			
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>			
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>			
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			

5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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 6.1

Goal #	Description
Goal 6.1	6.1

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			
6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.			

6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>			
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Washington School will provide culturally responsive books to include within the library along with class sets of books that represent the diverse population of students on campus.</p> <p>Title I Funding Allocation: No additional site Title 1 funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: Books and References: \$501</p>		\$501	0100 - LCFF/S&C (site)
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>			
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>			

6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.			
6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

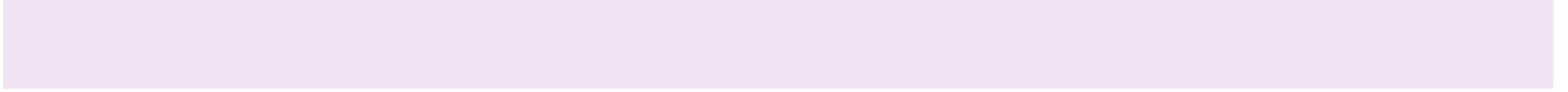
An Analysis of how this goal was carried out in the previous year.

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

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

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.



Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$96,447.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$164,436.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$94,993.00
3010 - Title I - Parent	\$1,454.00

Subtotal of additional federal funds included for this school: \$96,447.00

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 (\$)
0100 - LCFF/S&C (site)	\$67,989.00

Subtotal of state or local funds included for this school: \$67,989.00

Total of federal, state, and/or local funds for this school: \$164,436.00

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
Kathryn Byers	School Site Council and ELAC
Thaihoa Nguyen	SSC Chairperson
Juana Arriaga	SSC Vice Chairperson
Maria Negrete	ELAC Chairperson

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 (No date indicated.)

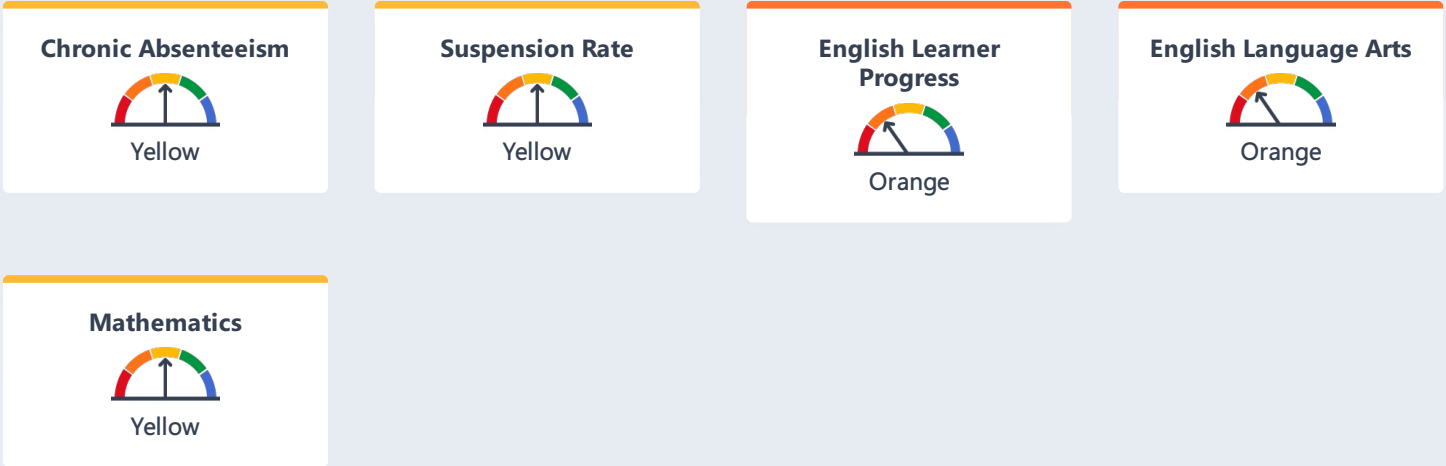
Attested:

Principal, Kathryn Byers on (No date indicated.)
SSC Chairperson, Thaihoa Nguyen on (No date indicated.)

Addendums

George Washington Elementary

Explore the performance of George Washington Elementary under California's Accountability System.



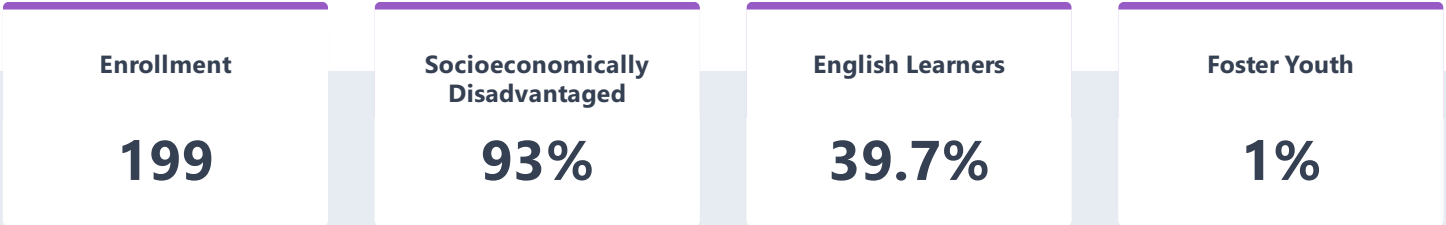
School Details

<p>NAME</p> <p>George Washington Elementary</p>	<p>ADDRESS</p> <p>1735 West Sonora Stockton, CA 95203-3054</p>	<p>WEBSITE</p> <p>N/A</p>	<p>GRADES SERVED</p> <p>K-8</p>
<p>CHARTER</p> <p>No</p>	<p>DASHBOARD ALTERNATIVE SCHOOLS STATUS</p> <p>No</p>		

GEORGE WASHINGTON ELEMENTARY

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Orange

66.6 points below standard

Maintained 2.9 Points


EQUITY REPORT

Number of Student Groups in Each Level

2 Red	1 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics



Yellow

81.8 points below standard

Increased 6.2 Points ▲


EQUITY REPORT

Number of Student Groups in Each Level

1 Red	0 Orange	2 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress



Orange

46.7% making progress


Declined 20.9% ▼

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Yellow

29.4% chronically absent

Declined 13.4% ▼

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	1 Orange	2 Yellow

0

Green

0

Blue

GEORGE WASHINGTON ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



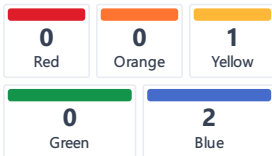
Yellow

0.9% suspended at least
one day

Increased 0.5% ▲

EQUITY REPORT

Number of Student Groups in Each Level



Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

66.6 points below standard

Maintained 2.9 Points

Number of Students: 126

Student Group Details

All Student Groups by Performance Level


10 Total Student Groups



Red


English Learners

Hispanic




Orange

Socioeconomically Disadvantaged




Yellow

No Student Groups



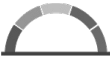
Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

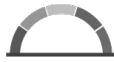


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

189.7 points below standard

Declined 50.3 Points ▼

Number of Students: 18

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



Red

93.4 points below standard

Declined 5.1 Points ▼

Number of Students: 54

Hispanic



Red

70.8 points below standard

Maintained -1.8 Points

Number of Students: 113

Socioeconomically Disadvantaged



Orange

69.4 points below standard

Maintained 0.6 Points

Number of Students: 118

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

All Students

69.5 points below standard

66.6 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.


Current English Learners	Recently Reclassified English Learners	English Only
109.1 points below standard Increased 3.6 Points ▲ Number of Students: 40	48.6 points below standard Declined 26.8 Points ▼ Number of Students: 14	69.6 points below standard Increased 4.8 Points ▲ Number of Students: 43

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow







81.8 points below standard

Increased 6.2 Points ▲

Number of Students: 125

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups		
 <p>Red</p> <p>English Learners</p>	 <p>Orange</p> <p>No Student Groups</p>	 <p>Yellow</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p>
 <p>Green</p> <p>No Student Groups</p>	 <p>Blue</p> <p>No Student Groups</p>	 <p>No Performance Color</p> <p>African American</p> <p>Asian</p> <p>Filipino</p>

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

164.1 points below standard

Declined 65 Points ▼

Number of Students: 18

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



Red

111 points below standard

Declined 3 Points ▼

Number of Students: 53

Hispanic



Yellow

82.3 points below standard

Increased 3.9 Points ▲

Number of Students: 112

Socioeconomically Disadvantaged



Yellow

83.2 points below standard

Increased 4.2 Points ▲

Number of Students: 117

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	88 points below standard	81.8 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

126.4 points below standard

Declined 5.5 Points ▼

Number of Students: 39

Recently Reclassified English Learners

68.3 points below standard

Increased 4.5 Points ▲

Number of Students: 14

English Only

93 points below standard

Declined 3.6 Points ▼

Number of Students: 43


English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE

English Learner Progress



Orange

46.7% making progress towards English language proficiency

Declined 20.9% ▼

Number of EL Students: 75

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Academic Engagement


View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686766104665&year=2022-23>

All Students



Yellow

29.4% chronically absent


Declined 13.4% ▼

Number of Students: 218

Student Group Details


All Student Groups by Performance Level

11 Total Student Groups




Red

No Student Groups



Orange


English Learners



Yellow


Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups

No Performance Color

African American

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

47.1% chronically absent

Increased 5.9% ▲

Number of Students: 17

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

46.2% chronically absent

Declined 8% ▼

Number of Students: 26

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



Orange

22.3% chronically absent

Declined 12.1% ▼

Number of Students: 94

Hispanic



Yellow

27.7% chronically absent

Declined 13.5% ▼

Number of Students: 184

Socioeconomically Disadvantaged



Yellow

31.5% chronically absent

Declined 13.4% ▼

Number of Students: 200

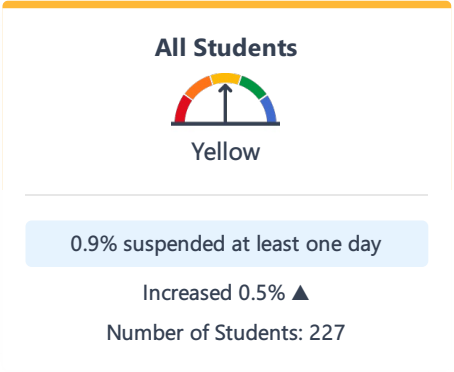
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

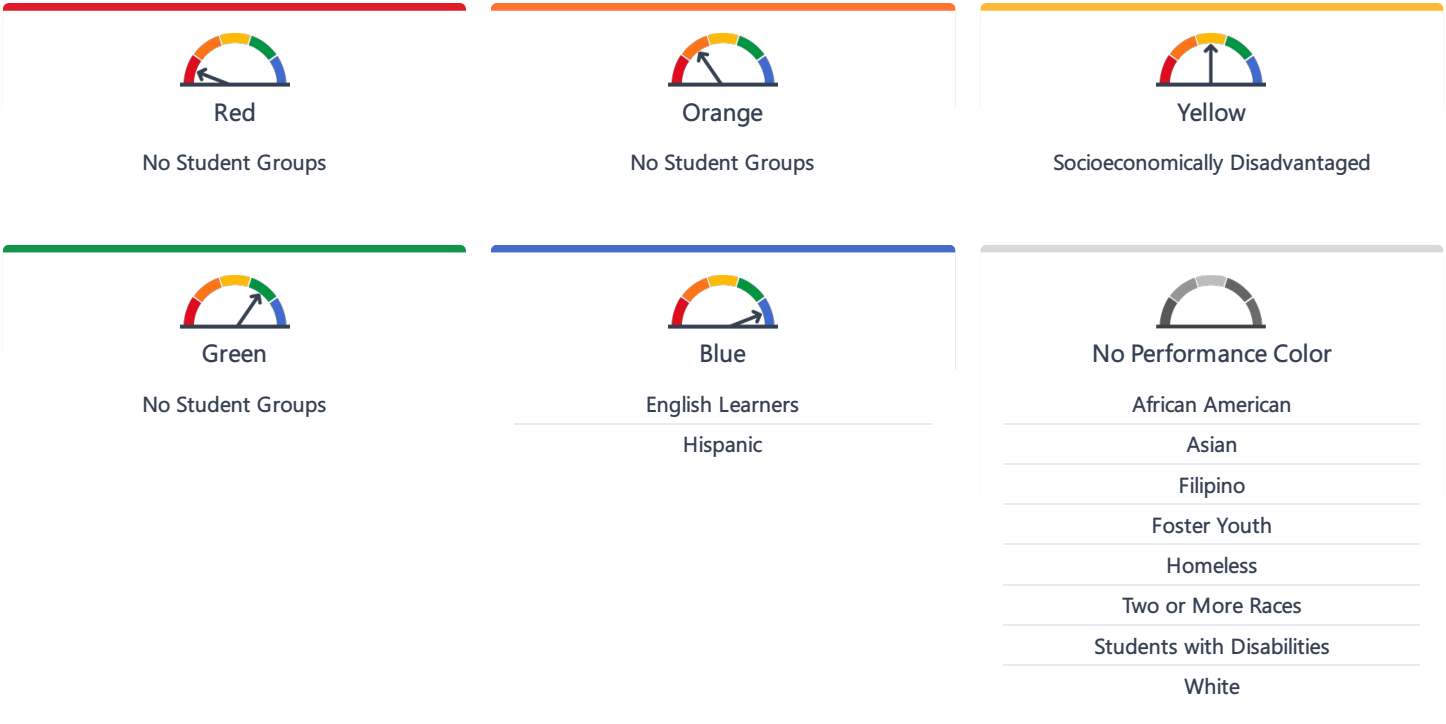
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



African American



No Performance Color

4.3% suspended at least one day

Increased 4.3% ▲

Number of Students: 23

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

8.3% suspended at least one day

Increased 8.3% ▲

Number of Students: 12

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

0% suspended at least one day

Declined 3.7% ▼

Number of Students: 27

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Socioeconomically Disadvantaged



Yellow

1% suspended at least one day

Increased 0.5% ▲

Number of Students: 209

English Learners



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 94

Hispanic



Blue

0.5% suspended at least one day

Maintained 0.1%

Number of Students: 187

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	0.4%	0.9%

Washington Data Review

April 2024

Summary

Accountability

- Washington's current ESSA Status is **No Status (No CSI or ATSI)**, same as prior year ([slide 10](#))
- Washington's State Indicators for **Chronic Absenteeism, ELPI and ELA** were the same as the district ([slide 11](#))
- Washington's State Indicators for **Suspension and Mathematics** are higher than the district ([slide 11](#))
- Chronic Absenteeism decreased last year from prior year. Days absent this year are lower than last year ([slides 12 and 13](#))

Demographics

- Washington's demographics are highly **Hispanic** at 85% of the student population ([Slide 5](#))
- Washington had 39% of students as English Learners ([slide 7](#))

State Assessments

- Percent of students meeting or exceeding standards on **ELA** decreased slightly from prior year to 21.17% ([slide 14](#))
- Percent of students meeting or exceeding standards on **Math** increased to 22.06% ([slide 15](#))
- Number of **students tested with ELPAC** increased slightly from 2022 to 2023 by 4 students ([slide 16](#))
- Percent of students scoring at **Level 4** increased by 6% ([slide 16](#))

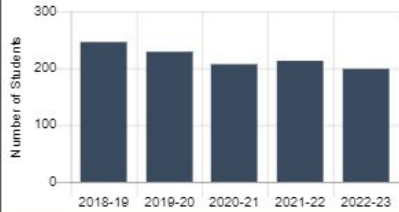
Local Assessments

- i-Ready ([slides 19-24](#)): Washington on grade level for **Reading** increased and for Math decreased at the end of year 2022-23 from prior year
- i-Ready Lessons: Students have spent on average 27 minutes in reading and 40 minutes in math for i-Ready lessons ([slide 31](#))
- **Engagement in curriculum** (Benchmark, Ready Math) is low across the grade levels ([slides 25](#))

Demographics

Enrollment

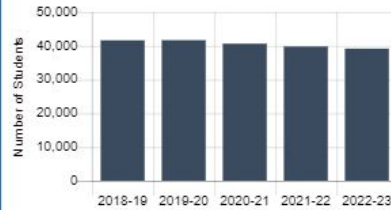
Washington



View Table Data

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	246	229	207	213	199

SUSD



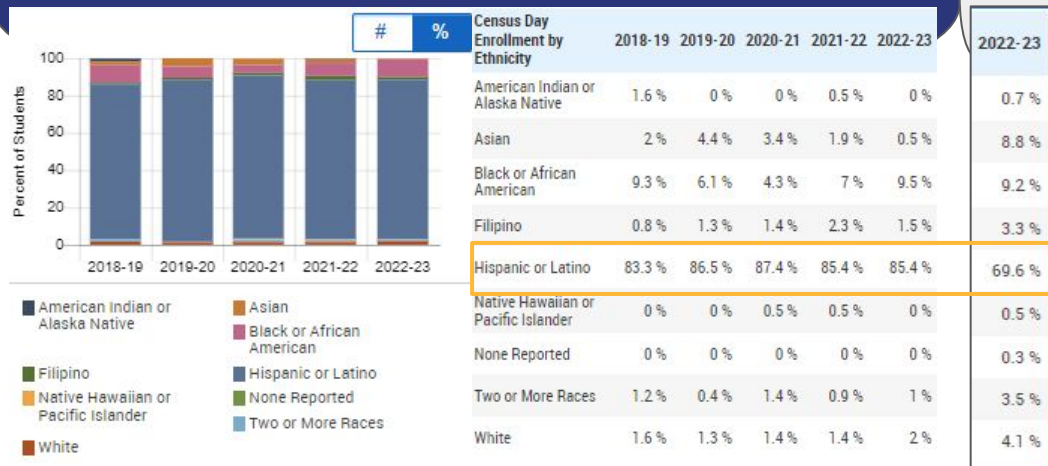
View Table Data

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

- Washington's enrollment declined by 14 students from 2021-22 to 2022-23
- Washington's **stability rate** (percent of students who start and end the school year at the school) is **79.3%**, 9% lower than the district (87%)

Demographics

Washington

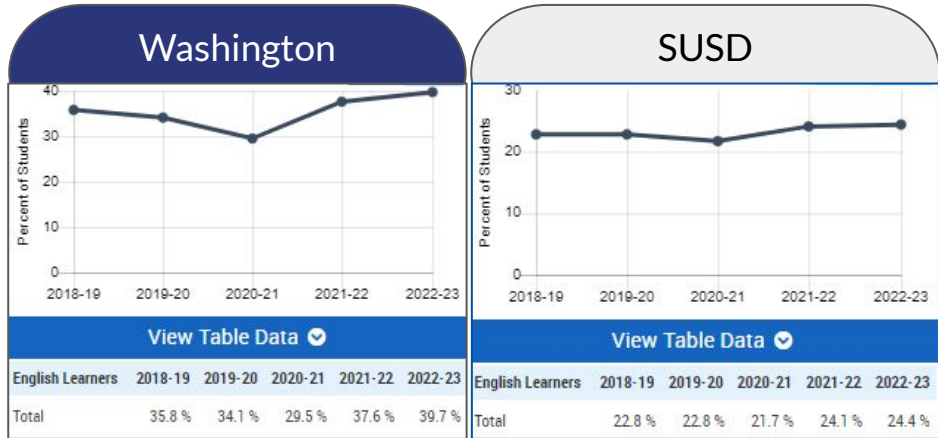


SUSD

2022-23
0.7 %
8.8 %
9.2 %
3.3 %
69.6 %
0.5 %
0.3 %
3.5 %
4.1 %

- Washington's population is majority **Hispanic**, with 85.4% of the student population in the last 2 years of data
- This is the highest ethnicity in the district as well, at 69.6%

English Learners



- **Washington averaged 35% English Learners over the last 5 years**
- **Most current data is 39.7% of the student population are English Learners**
- **The percent of English Learners is higher than the district (between 21% and 25% over the last 5 years)**

English Learners' Language

Washington

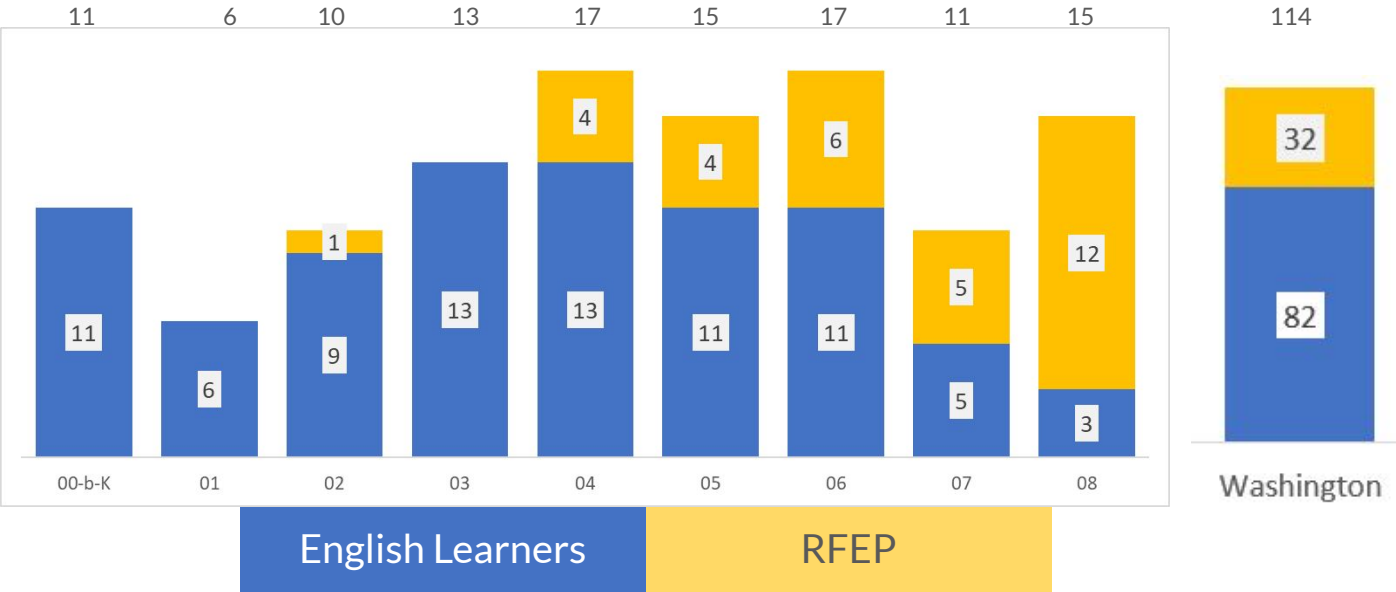
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Hindi				0.5 %	
Hmong	0.8 %	0.9 %	0.5 %	0.5 %	
Khmer (Cambodian)	0.4 %			0.5 %	0.5 %
Spanish	34.6 %	33.2 %	29 %	36.2 %	39.2 %

SUSD

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- **Spanish** is the majority language of English Learners
- This is in line with the district as the top language for ELs

ELs and RFEPs by Grade Level



- Washington has 82 English Learners and 32 RFEP students*
- 4th grade has the highest number of English Learners at 13

**Source: Synergy, local data as of 4/2/24*

State Assistance & Indicators

2023 ESSA Support



Research and Accountability Department
Empowering with data.

- Washington did not change ESSA status from prior year (No Status)
- Washington **increased**:
 - Absenteeism
 - Math
- Washington **decreased**:
 - Suspension
 - ELPI
- ELA remained unchanged

Year	Status	Area	Current Indicator	Previous Indicator
Current (2023)	No Status	ELA	2 - Orange	2 - Orange
2022	No Status	Math	3 - Yellow	2 - Orange
2021	No Status	Absenteeism	3 - Yellow	1 - Red
2020	No Status	Suspension	3 - Yellow	5 - Blue
2019	No Status	ELPI	2 - Orange	5 - Blue
2018	CSI			



Note: These are the color indicators on the California School Dashboard (see next slide)

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)

California School Dashboard

Stockton Unified



Washington



- Absenteeism was the same as the district as Yellow
- ELPI and ELA were the same as the district as Orange
- Suspension and Math were higher than the district, both at Yellow

Source: [California School Dashboard](#)



Higher than the district

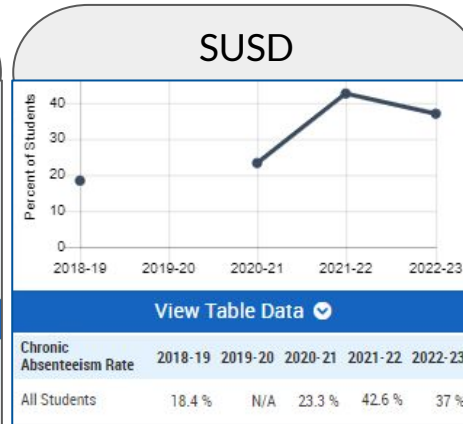
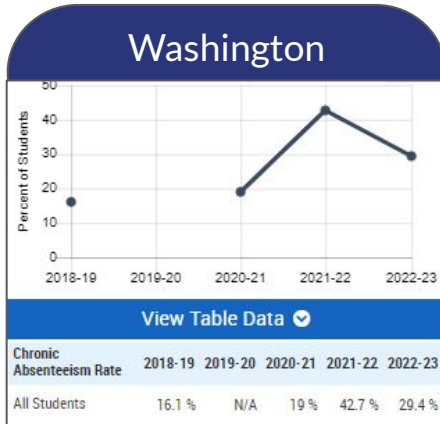


Lower than the district



Same as the district

Chronic Absenteeism Historical



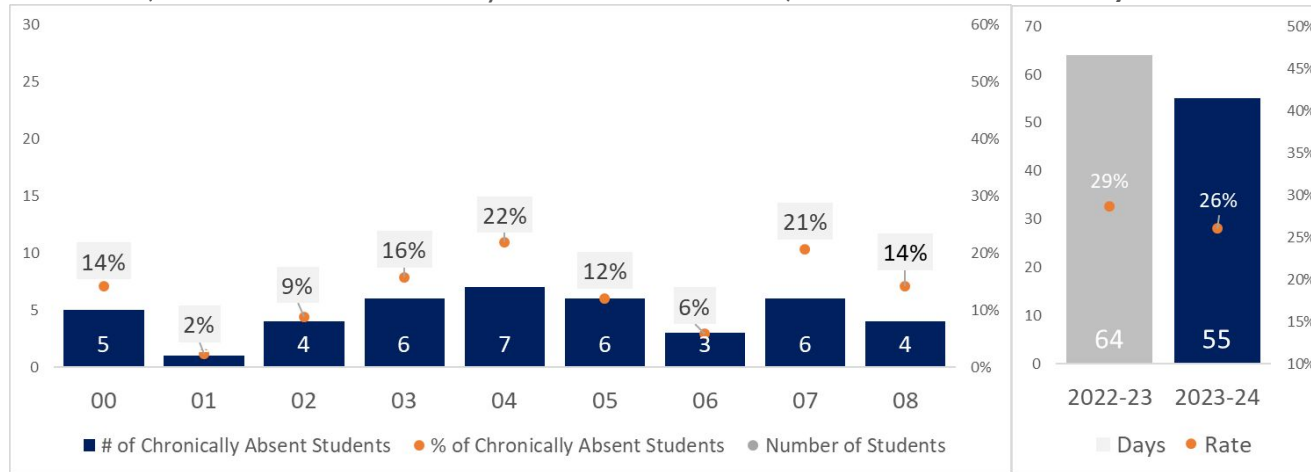
- Last year, Washington decreased the percent of Chronic Absenteeism from 42.7% to 29.4%
- This was lower than the district's absenteeism rate at 37%

Chronic Absenteeism

Current Year

Washington Chronic Absenteeism through March

2023-24 Percent of Chronically Absent Students by Grade Level
(# of students Chronically Abs / Total Students)



- The number of days absent increased by 9 and percent of days decreased by 3% (through March)
- **4th grade** has the highest chronically absent rate at 22%

Source: Synergy, local data provided by Student Support services, March

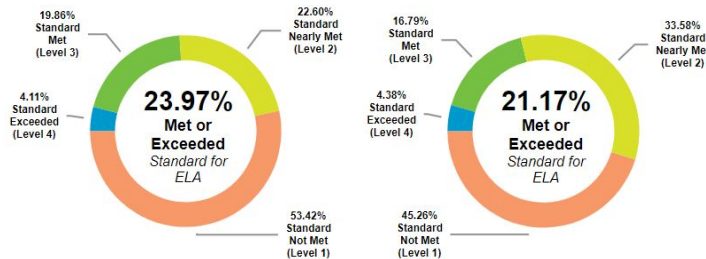
CAASPP ELA

2 years

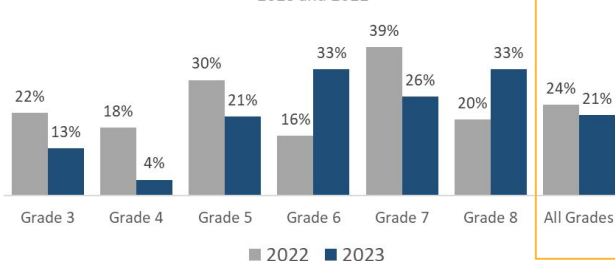
2021-2022

2022-2023

Percent of students within each achievement level

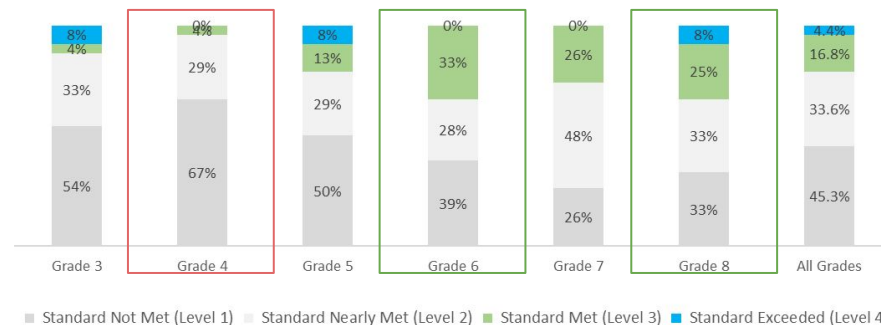


CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022



Source: [Smarter Balanced Results, Washington](#)

Percent Met or Exceeded Standards by Grade Level



Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	54%	67%	50%	39%	26%	33%	45.3%
Standard Nearly Met (Level 2)	33%	29%	29%	28%	48%	33%	33.6%
Standard Met (Level 3)	4%	4%	13%	33%	26%	25%	16.8%
Standard Exceeded (Level 4)	8%	0%	8%	0%	0%	8%	4.4%
Number of Students With Scores	24	24	24	18	23	24	137

- **21.17%** of students met or exceeded ELA standards (6% lower than the district at 27.78%)
- This was a 2.8% decrease from the prior year
- **8th and 6th grade** had the highest percent on grade level, with 6th grade having the highest increase
- **4th grade** had the lowest percent on grade level and a decrease from prior year

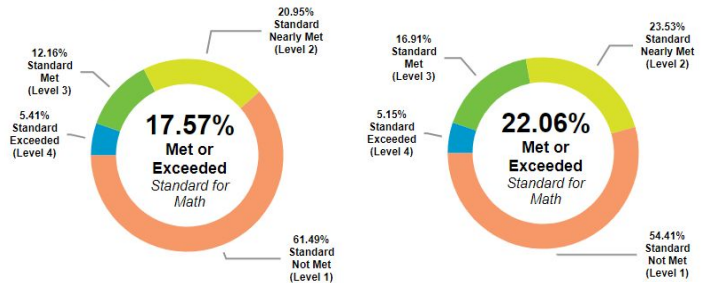
CAASPP Math

2 years

2021-2022

2022-2023

Percent of students within each achievement level



CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022



Percent Met or Exceeded Standards by Grade Level



■ Standard Not Met (Level 1) ■ Standard Nearly Met (Level 2) ■ Standard Met (Level 3) ■ Standard Exceeded (Level 4)

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	54%	70%	54%	61%	43%	46%	54%
Standard Nearly Met (Level 2)	17%	30%	17%	11%	39%	25%	24%
Standard Met (Level 3)	29%	0%	21%	22%	4%	25%	17%
Standard Exceeded (Level 4)	0%	0%	8%	6%	13%	4%	5%
Number of Students With Scores	24	23	24	18	23	24	136

- 22.06% of students met or exceeded Math standards (5% higher than the district at 16.76%)
- This was a 4.5% increase versus previous year
- 3rd, 5th, and 8th grade were the highest at 29% met or exceeded standards
- 4th grade was the lowest with no students on grade level

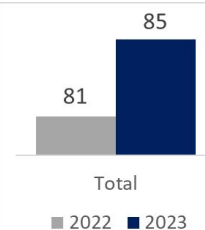
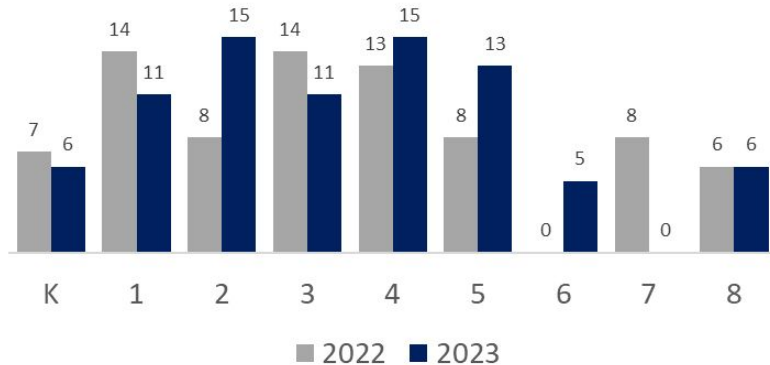
Mathematics



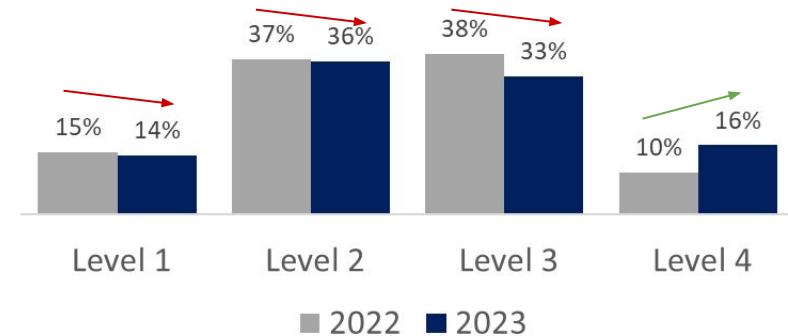
Yellow

ELPAC 2 Years Overview

Number of Students Tested With ELPAC
2022 and 2023



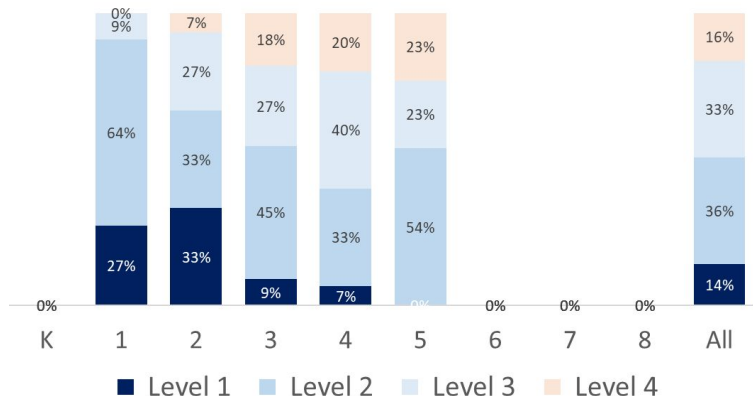
Percent of ELPAC Levels
2022 and 2023



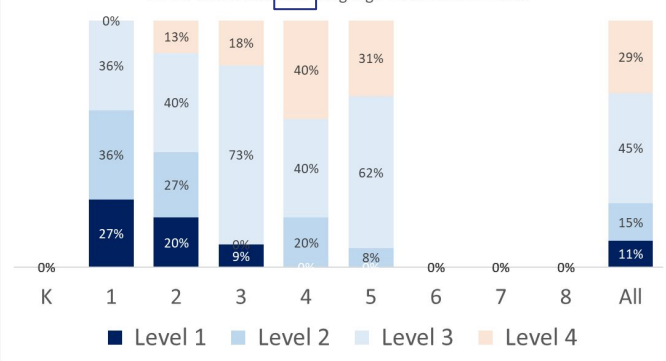
- Number of students taking the ELPAC **increased slightly by 4** from 81 to 85
- The number of students increased the most in 2nd (+7) and 5th (+5)
- Percent of students scoring level 4 increased by 6%

ELPAC 2022-2023 Overall Results

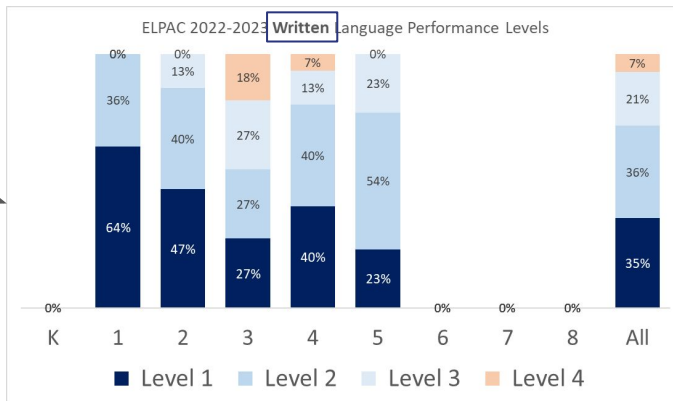
ELPAC 2022-2023 **Overall** Language Performance Levels



ELPAC 2022-2023 **Oral** Language Performance Levels



ELPAC 2022-2023 **Written** Language Performance Levels



PL	K	1	2	3	4	5	6	7	8	All
Level 1	*	3	5	1	1	0	*	*	*	12
Level 2	*	7	5	5	5	7	*	*	*	31
Level 3	*	1	4	3	6	3	*	*	*	28
Level 4	*	0	1	2	3	3	*	*	*	14
Total	6	11	15	11	15	13	5	*	6	85

85 students took the ELPAC in 2022-2023

Oral language had 29% at level 4 where Written language was only 7%

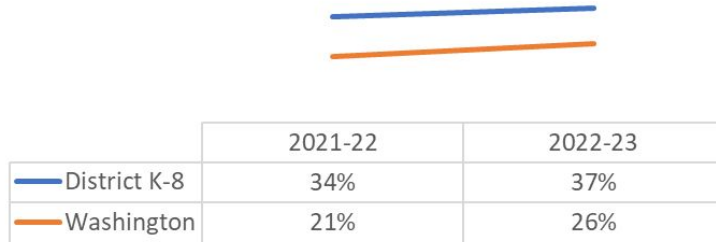
7th grade had less than 4 students (*)

Score breakdowns are not provided with 10 or less students

i-Ready

i-Ready Reading

% on Grade Level Diagnostic 3



% on Grade Level Diagnostic 2



Diagnostic 3 - End of Year

- Washington increased the percent of students on grade level from 2021-22 to 2022-23 by 5%
- 26% of students ended the year on grade level

Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter 2023-24), 16% of students were on grade level, the same as prior year

i-Ready Diagnostic 2 Reading On Grade Level

Strengths

- **Kinder, 1st, 4th, 5th, and 7th grade** showed an increase of the percent of students on grade level

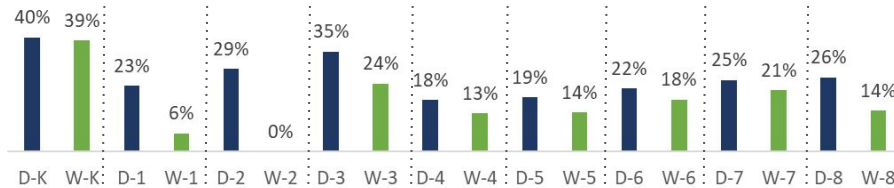
Opportunities

- **2nd grade** had no students on grade level, decreasing 4% from prior year

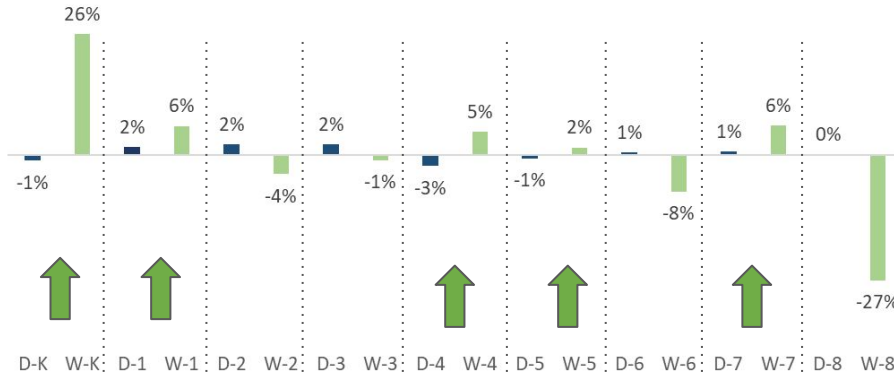
D = District

W = Washington

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level



Percent on Grade Level Versus Prior Year Diagnostic 2



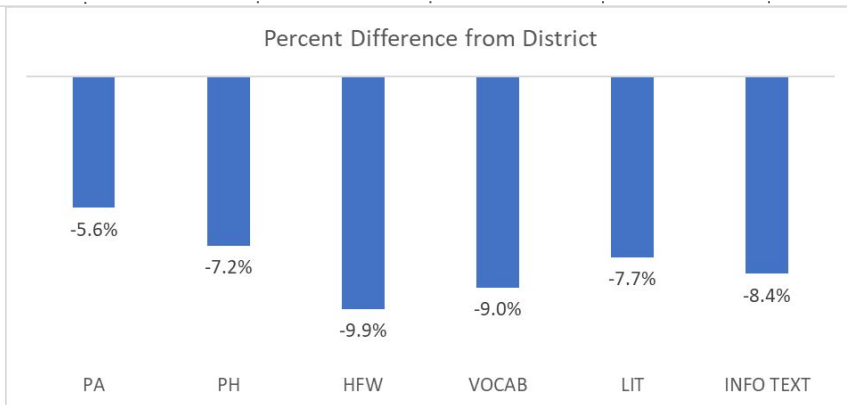
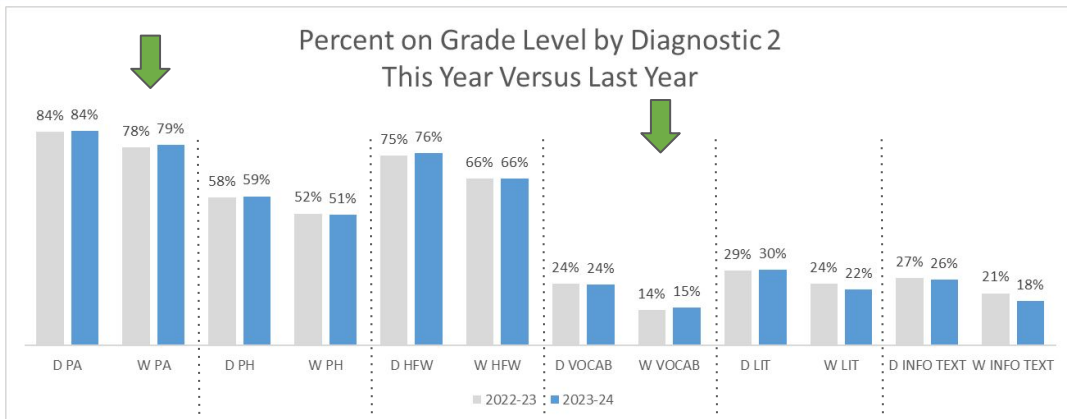
i-Ready Reading Domains Percent on Grade Level

Strengths

- **Phonological Awareness and Vocabulary** increased 1% students on grade level from prior year

Opportunities

- Percent of students on grade level had a gap to the district in all domains, with the highest being High-Frequency Words



D = District
W = Washington
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

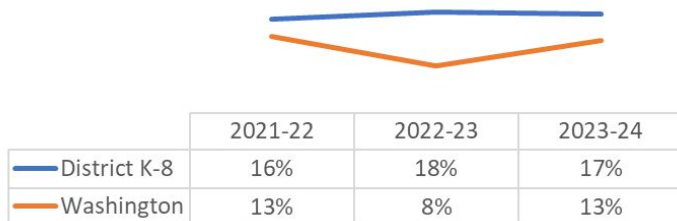
% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Percent of students ended prior year down 5% in students on grade level to 16% of students

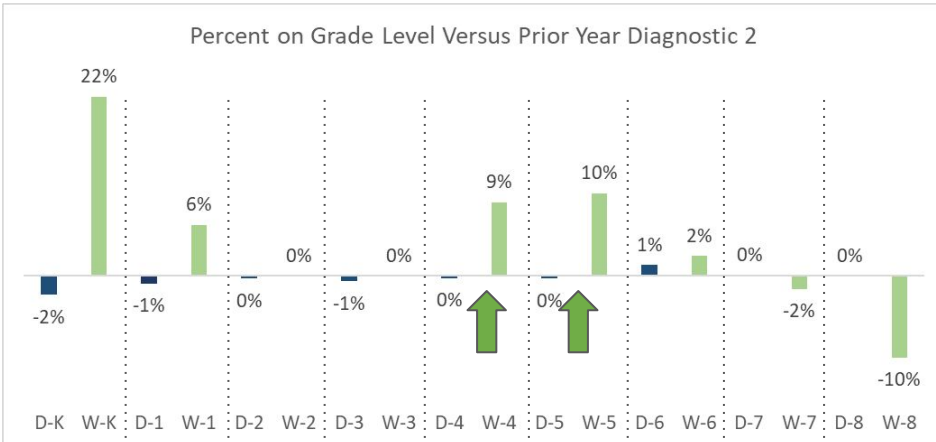
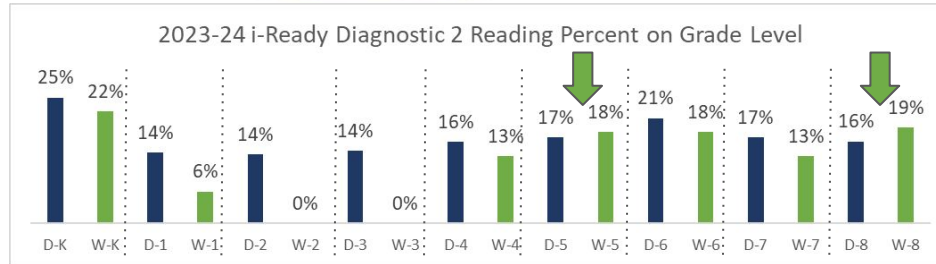
% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- For the most current diagnostic, percent of students increased 5% from prior year

i-Ready Diagnostic 2 Math On Grade Level



Strengths

- 5th grade and 8th grade had a higher percent on grade level than the district
- Kinder, 3rd grade, 4th grade, 5th grade, and 6th grade showed an increase on grade level versus prior year

Opportunities

- 2nd grade and 3rd grade have no students on grade level

D = District
W = Washington

i-Ready Math Domains Percent on Grade Level

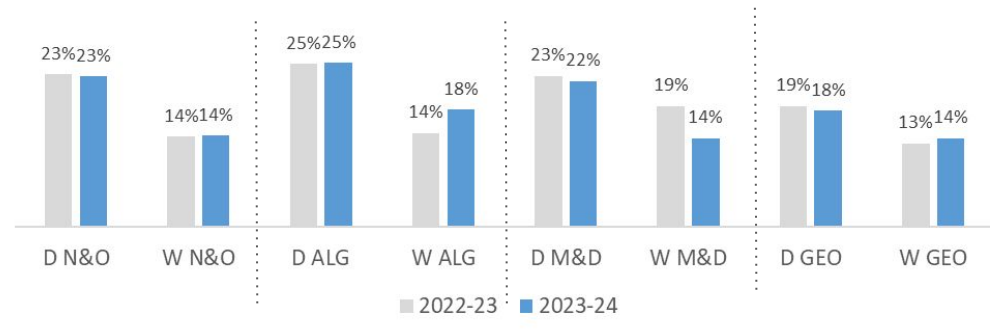
Strengths

- **Algebra** had the highest percent increase for students on grade level from 14% to 18%

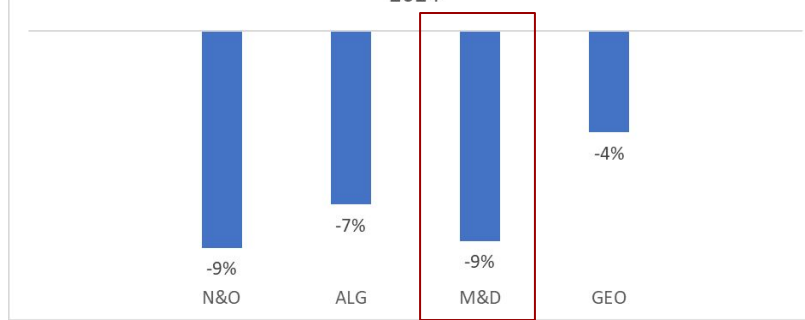
Opportunities

- All domains had a gap for percent on grade level to the district

Percent on Grade Level by Diagnostic 2
This Year Versus Last Year



Percent Difference from District
2024



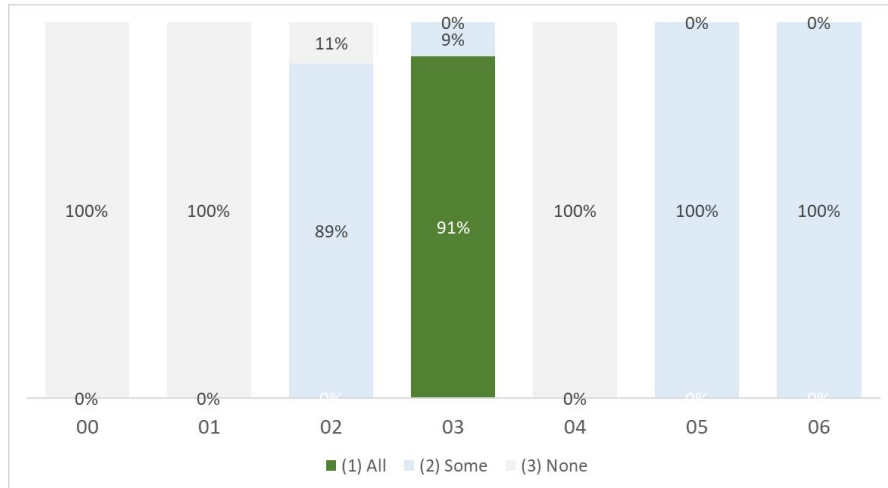
D = District
W = Washington
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry

Curriculum Engagement and Results

Benchmark

Benchmark Engagement K-6 ELA Curriculum

Washington
Percent of Benchmark Unit Assessments Administered
2023-2024



- At this point in the year, 5 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **low**:
 - ➔ **High Engagement**
 - 3rd grade
 - ➔ **Some Engagement**
 - 2nd grade, 5th grade, and 6th grade
 - ➔ **No Engagement**
 - Kinder, 1st grade, and 4th grade

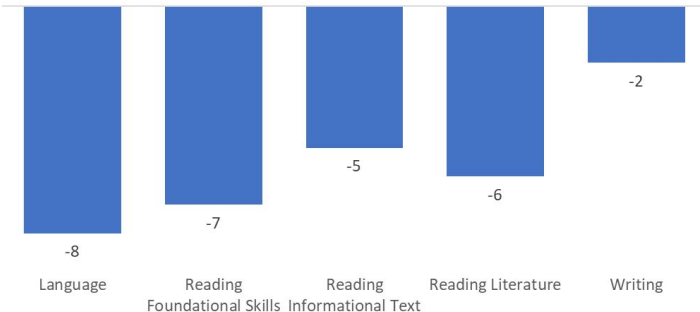
**Data included is for online administered assessments*

Benchmark Standards Performance Overall

Washington

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	44	57	38	44	44
grade_2	50	41	53	41	52
grade_3	42	67	41	48	50
grade_5	42	49	37	34	28
grade_6	47	60	32	51	52

Percent Difference From District



SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48

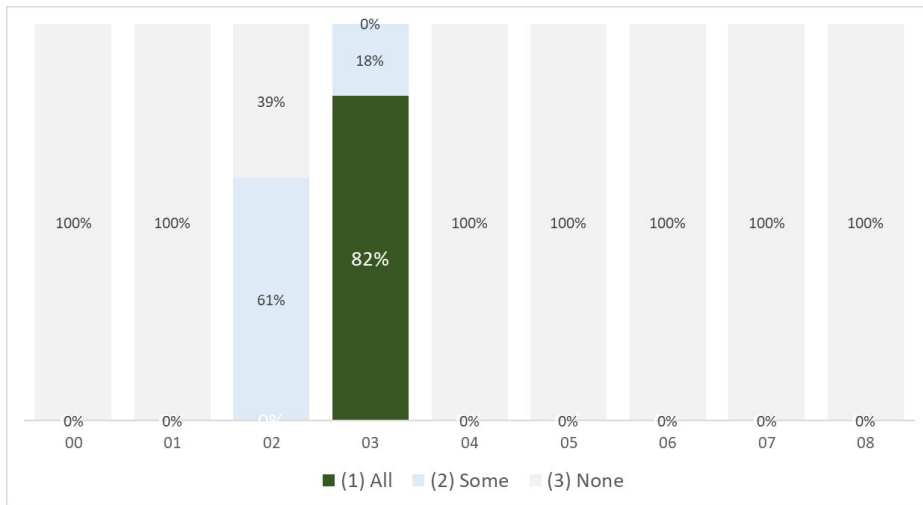
- Reading foundational skills has the highest percent correct at 57%, but is 7% below the district
- Language has the highest gap to the district at 8% gap
- Informational Text was the lowest standard at 38% correct

Curriculum Engagement and Results

Ready Math

Ready Math Engagement

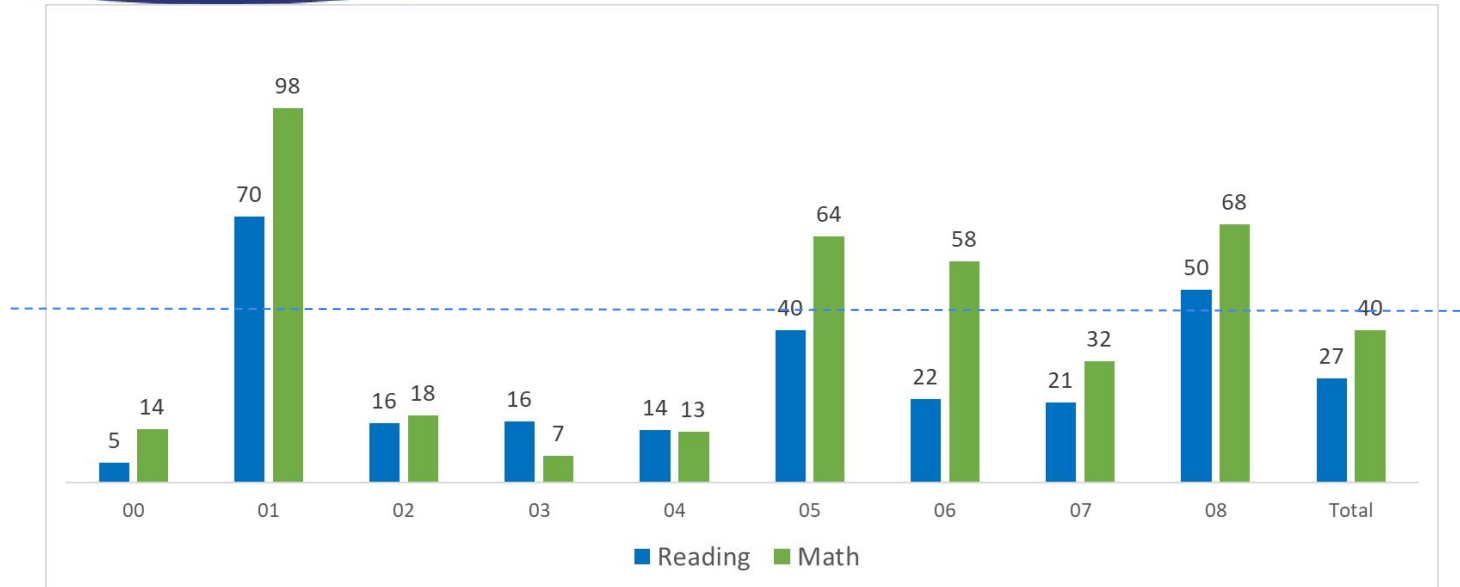
Washington
Percent of Ready Math Unit Assessments Administered
2023-2024



- Engagement in the Ready Math Unit Assessments is **low**:
 - ➔ **High Engagement**
 - 3rd grade
 - ➔ **Some Engagement**
 - 2nd grade
 - ➔ **No Engagement**
 - Kinder, 1st grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade

i-Ready Lessons

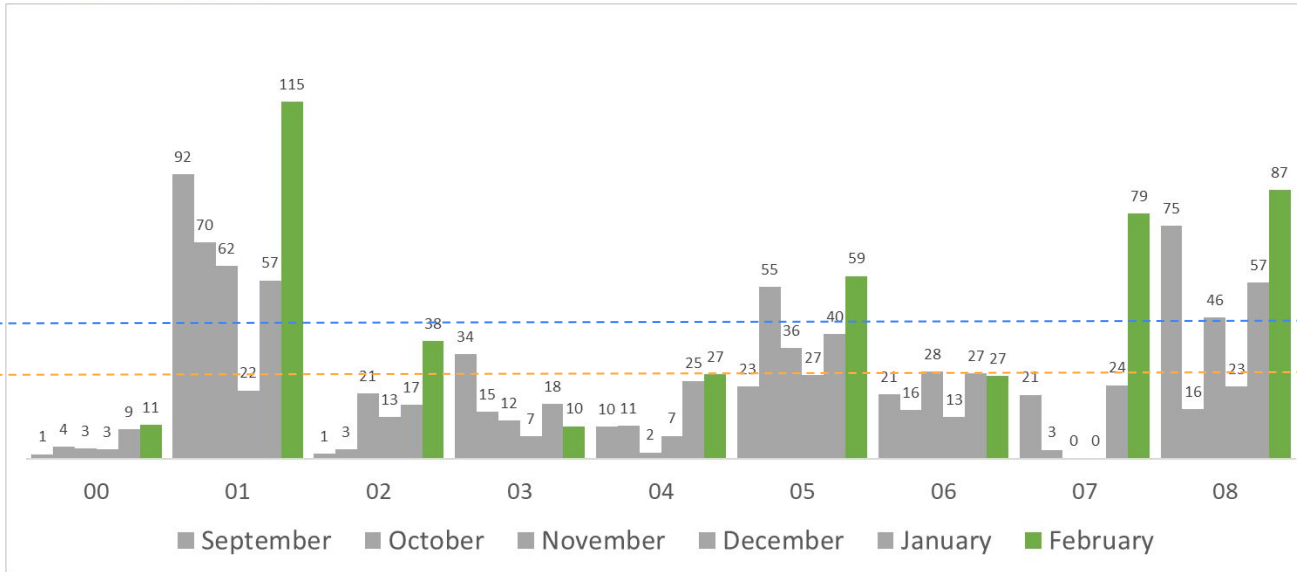
Average Minutes - i-Ready Lessons



*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)

- **Overall**, the average year-to-date minutes 27 for reading and 40 for math
- 1st grade has the highest average at a combined 168 minutes (70 for reading and 98 for math)
- Kinder has the lowest minutes on average at 5 minutes for Reading and 14 minutes for math

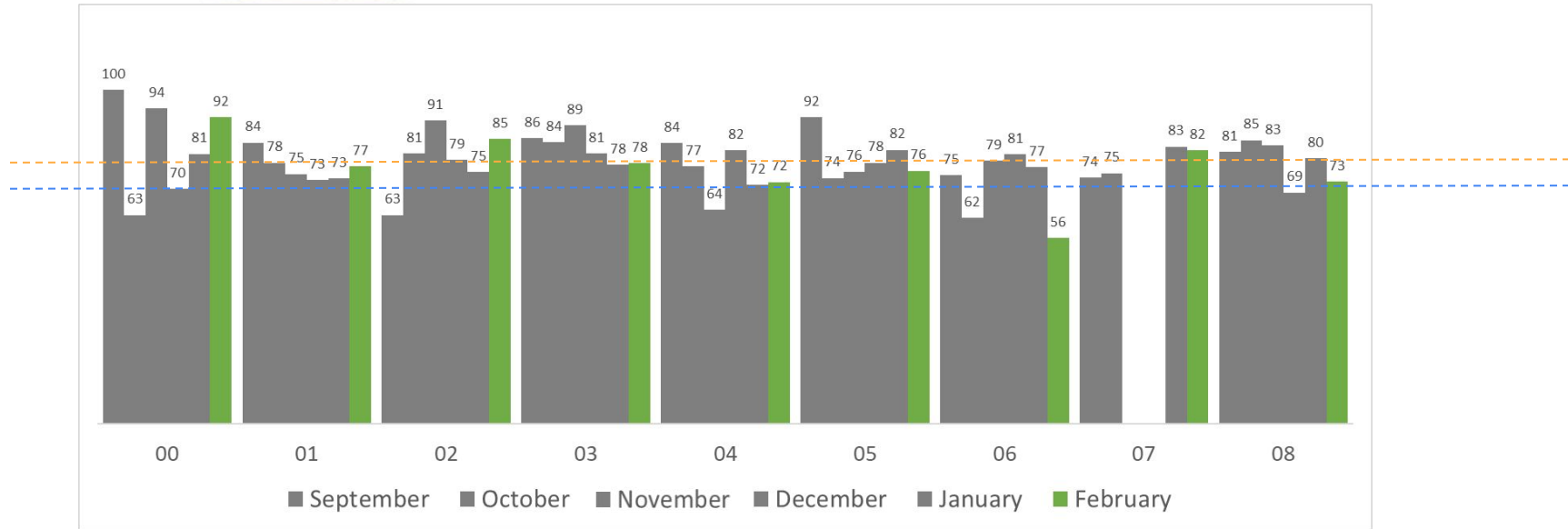
i-Ready Pathway Data- Avg Minutes Reading



**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Washington, **27 minutes** were spent on average in i-Ready **Reading** (orange line)
- There is a high fluctuation in the number of minutes by grade level and by month, with most grades not averaging the recommended 45 minutes per week

i-Ready Pathway Data- % Correct Reading



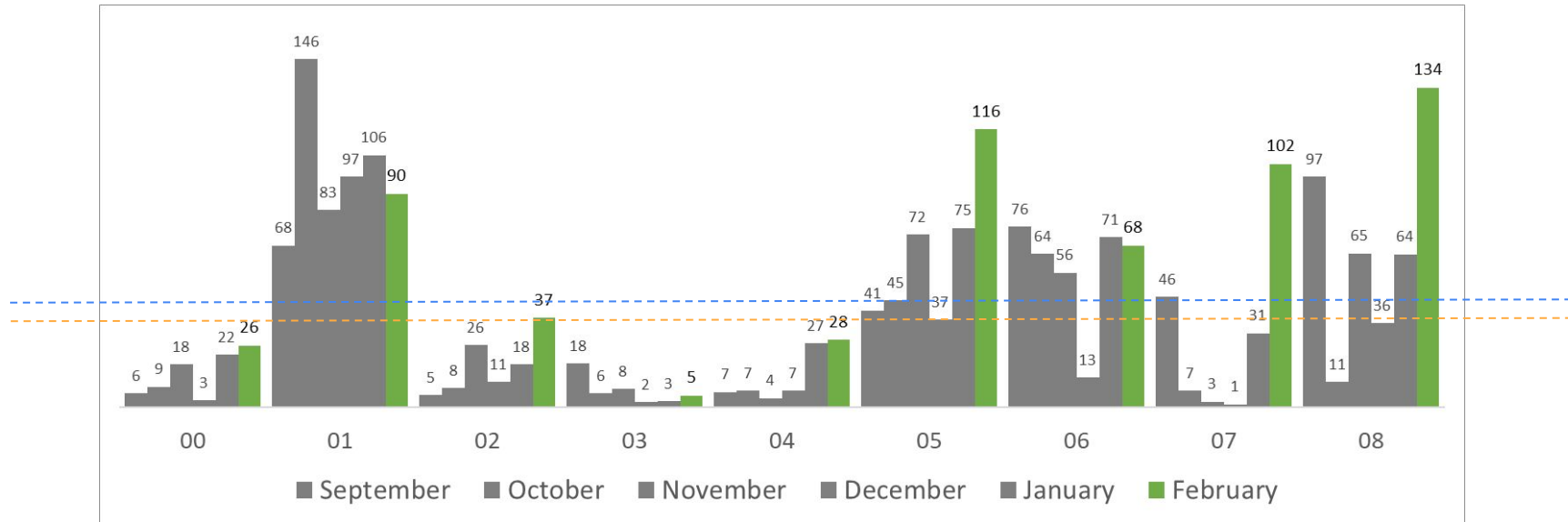
**i-Ready recommends 70% for passing lessons (blue line)*

- For Washington, **average was 78%, above the target**
- On average, all grades have met the 70% target

i-Ready Pathway Data- Avg Minutes Math



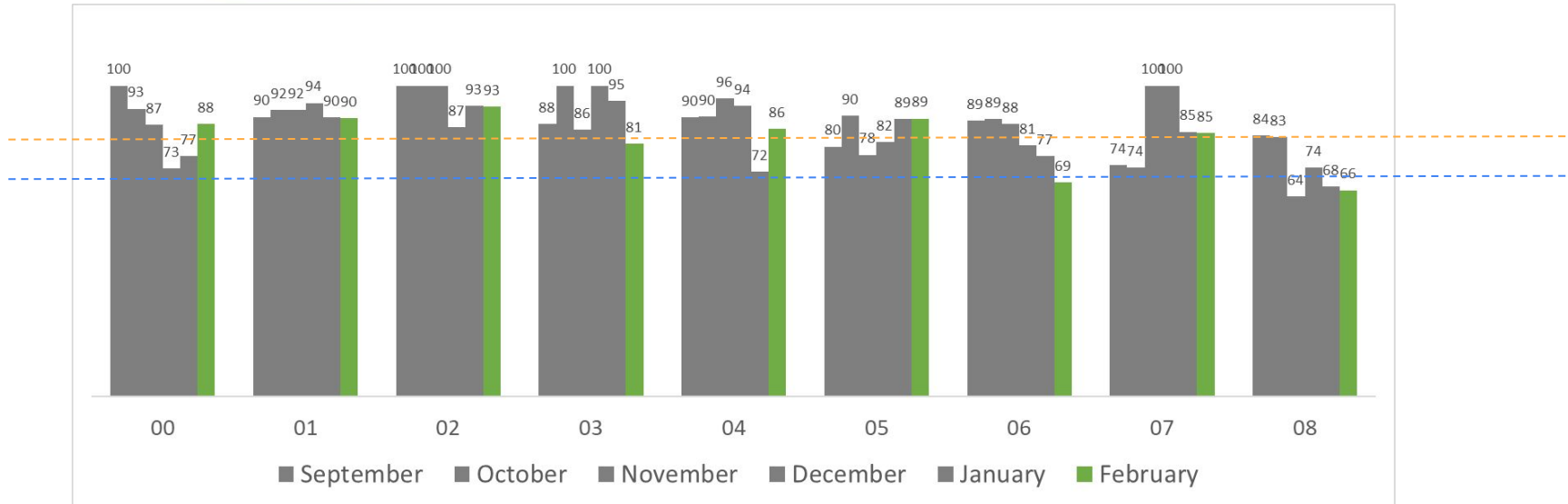
Research and Accountability Department
Empowering with data.



**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Washington, **40 minutes** were spent on average in i-Ready **Math** (orange line)
- As with Reading minutes, there is a high fluctuation in the number of minutes by grade level, in the latest month ranging from just 2 minutes in 7th grade to 88 minutes in 4th Grade

i-Ready Pathway Data- % Correct Math



**i-Ready recommends 70% for passing lessons (blue line)*

- For Washington, average was 85% (orange line)
- On average, all grades met the 70% target, with the exception of 6th and 8th grade in the last 2 months

SCHOOL PERFORMANCE OVERVIEW

George Washington Elementary

Explore the performance of George Washington Elementary under California's Accountability System.

Chronic Absenteeism



Suspension Rate



English Learner Progress



English Language Arts



Mathematics



School Details

NAME

George Washington Elementary

ADDRESS

1735 West Sonora
Stockton, CA 95203-3054

WEBSITE

N/A

GRADES SERVED

K-8

CHARTER

No

DASHBOARD ALTERNATIVE SCHOOLS STATUS

No

GEORGE WASHINGTON ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

199

Socioeconomically Disadvantaged

93%

English Learners

39.7%

Foster Youth

1%

Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)
English Language Arts

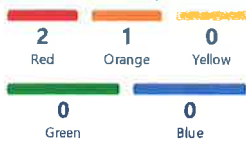


Orange

66.6 points below standard

Maintained 2.9 Points

EQUITY REPORT
Number of Student Groups in Each Level



[LEARN MORE](#)
Mathematics

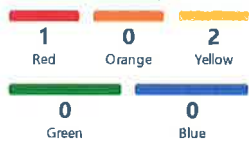


Yellow

81.8 points below standard

Increased 6.2 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level



[LEARN MORE](#)
English Learner Progress



Orange

46.7% making progress

Declined 20.9% ▼

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)
Chronic Absenteeism



Yellow

29.4% chronically absent

Declined 13.4% ▼

EQUITY REPORT
Number of Student Groups in Each Level



0
Green

0
Blue

GEORGE WASHINGTON ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Yellow

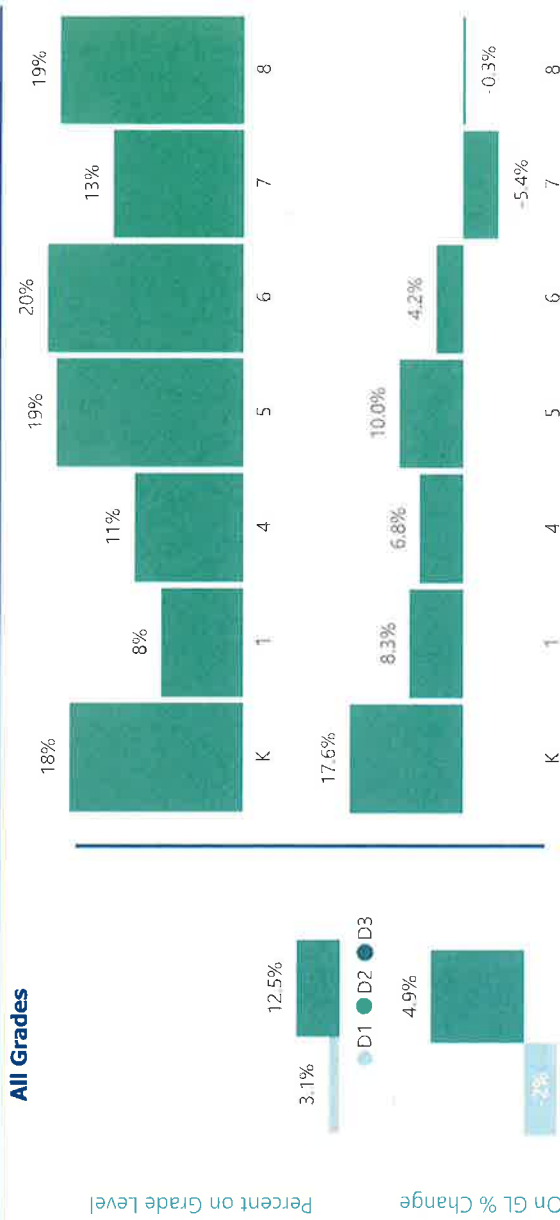
0.9% suspended at least
one day

Increased 0.5% ▲

EQUITY REPORT

Number of Student Groups in Each Level





Da Data. By Grade: EL: Race

Reading Percent On Grade Level Diagnostic 2
Last 3 Years



Math Percent On Grade Level Diagnostic 2
Last 3 Years



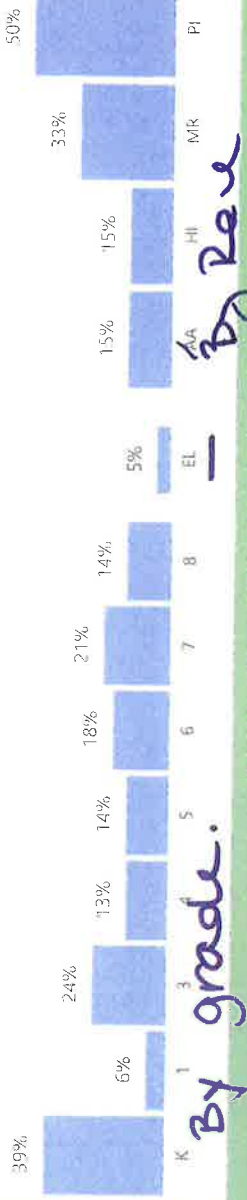
2023-24 Diagnostic i-Ready

All

Reading Percent On Grade Level

On the second diagnostic, 16% of students tested on Grade Level for Reading

Reading On Grade Level % Diagnostic 2
By Grade Level

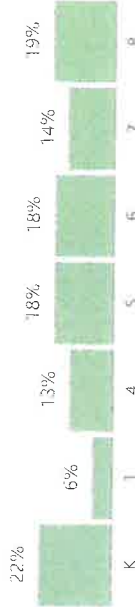


By grade.

Math Percent On Grade Level

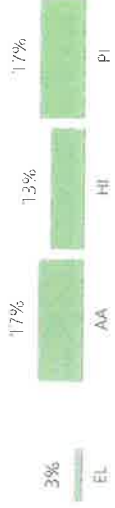
On the second diagnostic, 13% of students tested on Grade Level for Math.

Math On Grade Level Diagnostic 2
By Grade Level



By grade.

Math Percent On Grade Level Diagnostic 2
By EL and Race Subgroups



Reading, All Students

2023-24 K8 i-Ready Reading

By Grade Level

Relative Placement by Grade and Diagnostic

Diagnostic Test Windows

D1: 08/14/23 - 09/01/23

D1: 08/21/23 - 09/08/23 (K)

D2: 12/04/23 - 12/22/23

D3: 05/01/24 - 05/26/24

Reading % On Grade Level

	2021-22	2022-23	2023-24
D1	7.6%	10.2%	8.5%
D2	18.0%	16.4%	16.4%
D3	21.3%	25.5%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1	60.5%	60.2%	62.2%
D2	46.5%	49.7%	50.3%
D3	43.5%	40.5%	

Reading Met Typical Growth

	2021-22	2022-23	2023-24
D2	54.0%	54.4%	49.2%
D3	42.0%	54.5%	

Reading Met Stretch Growth

	2021-22	2022-23	2023-24
D2	34.5%	29.2%	28.4%
D3	18.8%	17.0%	

School

All

Grade

All

English Learner

All

Race

All

Special Education

All

Enrolled Years

All

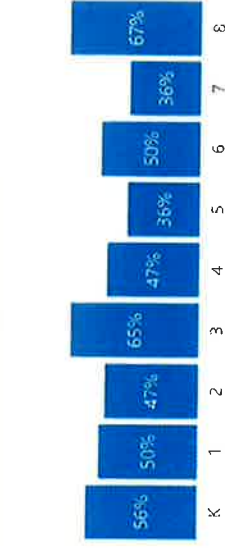
MID/ABOVE

EARLY ON

3+ GRADE LEVELS BELOW



Diagnostic 2 Met Typical Growth



Diagnostic 3 Met Typical Growth



English Learners Reading Data (D1, D2)

2023-24 K8 i-Ready Reading

By Grade Level

Relative Placement by Grade and Diagnostic

Diagnostic Test Windows

08/14/23 - 09/01/23
08/21/23 - 09/08/23 (K)
12/04/23 - 12/22/23
05/01/24 - 05/26/24

Reading % On Grade Level

	2021-22	2022-23	2023-24
D1			1.4%
D2	4.2%	4.5%	6.1%
D3	12.7%	14.9%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1			71.4%
D2	52.8%	71.2%	54.5%
D3	42.3%	47.3%	

Reading Met Typical Growth

	2021-22	2022-23	2023-24
D2	52.8%	53.1%	56.1%
D3	40.0%	51.4%	

Reading Met Stretch Growth

	2021-22	2022-23	2023-24
D2	31.9%	20.3%	34.8%
D3	20.0%	10.8%	

chool

all

rade

all

L

L

ace

all

pecial Education

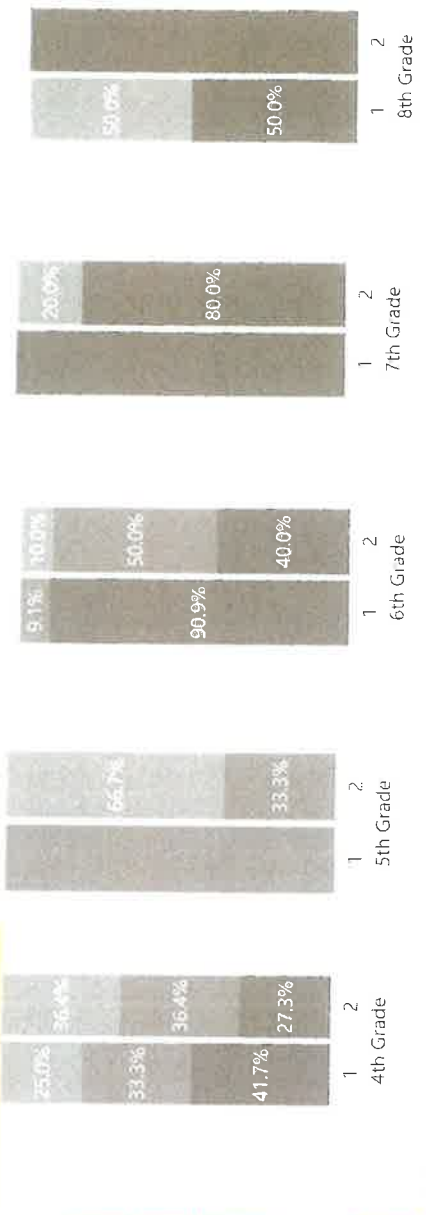
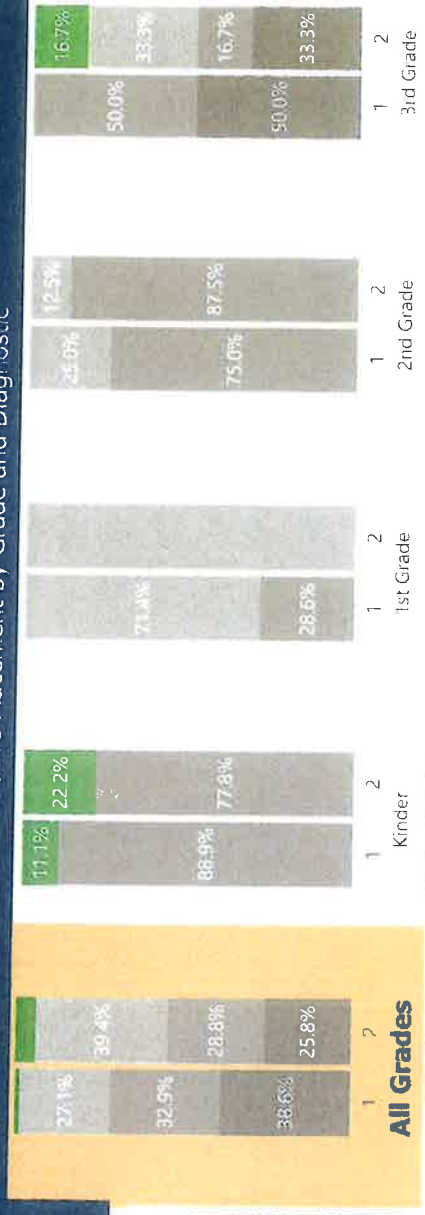
J

MID/ABOVE

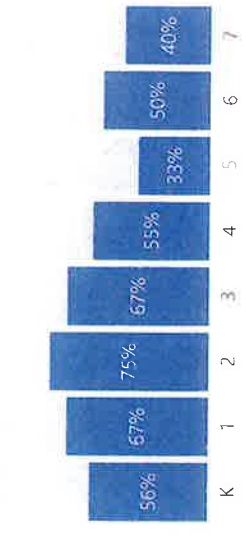
EARLY ON

2 GRADE LEVELS BELOW

3+ GRADE LEVELS BELOW



Diagnostic 2 Met Typical Growth



Diagnostic 3 Met Typical Growth



Reading, Hispanic

2023-24 K8 i-Ready Reading

By Grade Level

Diagnostic Test Windows

08/14/23 - 09/01/23

08/21/23 - 09/08/23 (K)

12/04/23 - 12/22/23

05/01/24 - 05/26/24

chool

✓

rade

✓

L

✓

ace

✓

pecial Education

✓

Reading % On Grade Level

	2021-22	2022-23	2023-24
D1	8.1%	10.2%	8.6%
D2	18.3%	15.9%	15.1%
D3	21.2%	23.7%	

Reading % 2 or More Below

	2021-22	2022-23	2023-24
D1	61.5%	61.7%	63.0%
D2	48.6%	51.8%	52.2%
D3	46.4%	42.6%	

Reading Met Typical Growth

	2021-22	2022-23	2023-24
D2	55.2%	53.9%	51.3%
D3	42.3%	55.0%	

Reading Met Stretch Growth

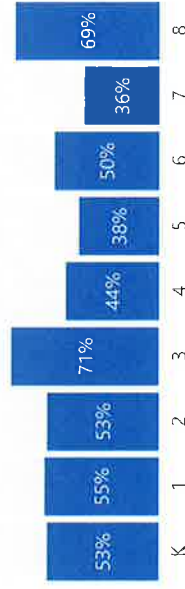
	2021-22	2022-23	2023-24
D2	34.5%	29.3%	29.5%
D3	20.0%	17.2%	



Relative Placement by Grade and Diagnostic



Diagnostic 2 Met Typical Growth



Diagnostic 3 Met Typical Growth

Reading, AA

2023-24 K8 i-Ready Reading

By Grade Level

Relative Placement by Grade and Diagnostic

Diagnostic Test Windows

08/14/23 - 09/01/23

08/21/23 - 09/08/23 (K)

12/04/23 - 12/22/23

05/01/24 - 05/26/24

school

✓

grade

✓

L

✓

ace

✓

pecial Education

✓

Reading % On Grade Level

2021-22 2022-23 2023-24

D1 (Blank)

D2 8.3%

14.3%

15.4%

D3

14.3%

33.3%

Reading % 2 or More Below

2021-22 2022-23 2023-24

D1 45.5%

75.0%

D2

25.0%

35.7%

38.5%

D3

14.3%

26.7%

Reading Met Typical Growth

2021-22 2022-23 2023-24

D2

41.7%

57.1%

63.6%

D3

46.2%

66.7%

Reading Met Stretch Growth

2021-22 2022-23 2023-24

D2

25.0%

28.6%

27.3%

D3

15.4%

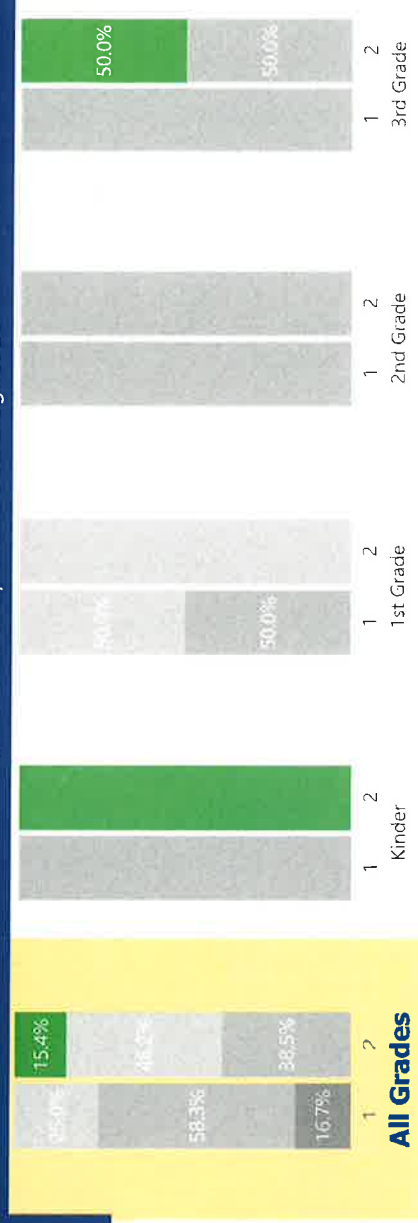
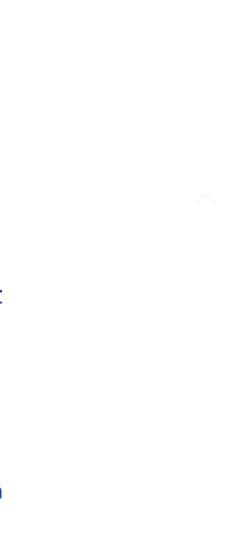
26.7%



Diagnostic 2 Met Typical Growth



Diagnostic 3 Met Typical Growth



Math, All students

2023-24 K8 i-Ready Math

By Grade Level

Relative Placement by Grade and Diagnostic

Diagnostic Test Windows

D1: 08/14/23 - 09/01/23

D1: 08/21/23 - 09/08/23 (K)

D2: 12/04/23 - 12/22/23

D3: 05/01/24 - 05/26/24

Math % On Grade Level

	2021-22	2022-23	2023-24
D1	4.8%	5.1%	3.2%
D2	13.2%	8.2%	12.6%
D3	20.5%	16.0%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1	64.6%	64.1%	60.1%
D2	41.1%	47.7%	45.6%
D3	39.5%	36.5%	

Math Met Typical Growth

	2021-22	2022-23	2023-24
D2	60.7%	56.3%	54.5%
D3	46.8%	50.0%	

Math Met Stretch Growth

	2021-22	2022-23	2023-24
D2	36.7%	33.3%	37.6%
D3	19.0%	19.2%	

School

All

Grade

All

English Learner

All

Race

All

Special Education

All

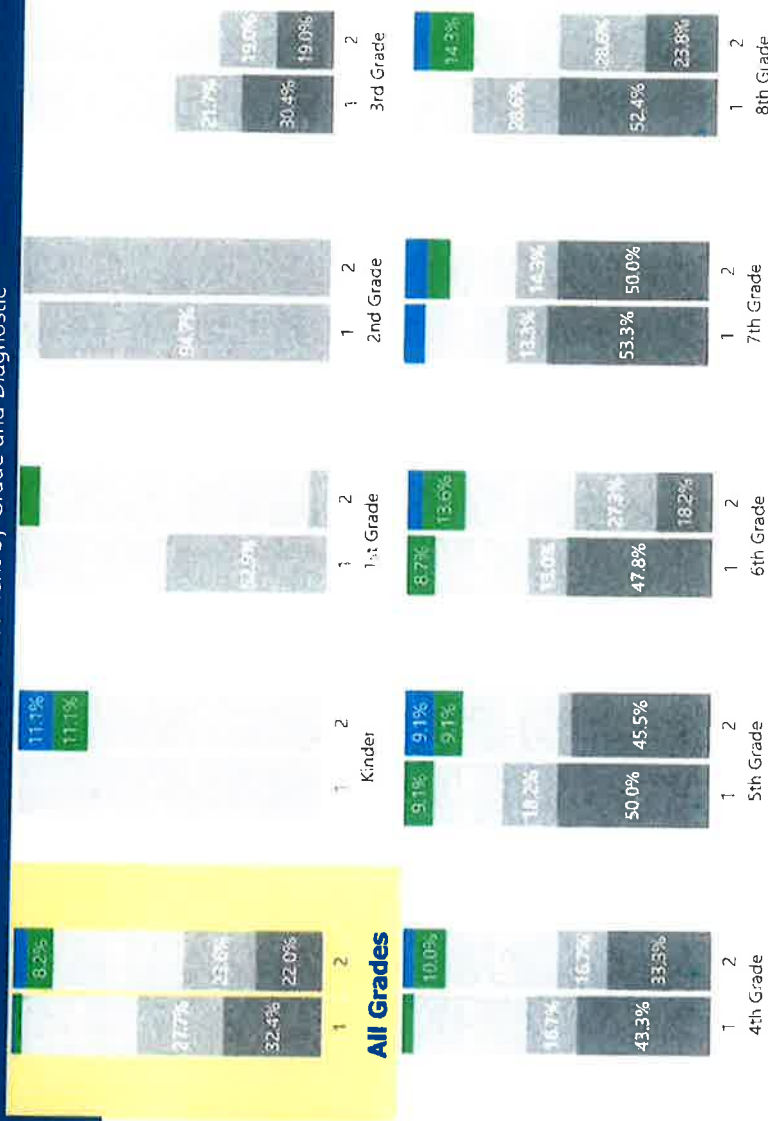
Enrolled Years

All

MID/ABOVE

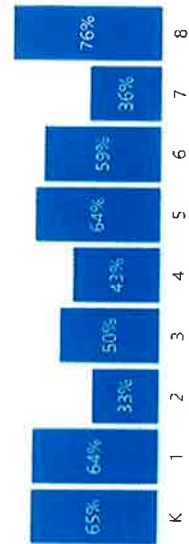
EARLY ON

3+ GRADE LEVELS BELOW



Diagnostic 2 Met Typical Growth

Diagnostic 3 Met Typical Growth



English Learners Math Data (D1, D2)

2023-24 K8 i-Ready Math

By Grade Level

Relative Placement by Grade and Diagnostic

Diagnostic Test Windows

08/14/23 - 09/01/23
08/21/23 - 09/08/23 (K)
12/04/23 - 12/22/23
05/01/24 - 05/26/24

chool	✓
VASHINGTON	✓
rade	✓
all	✓
L	✓
L	✓
ace	✓
all	✓
pecial Education	✓
J	✓

Math % On Grade Level

	2021-22	2022-23	2023-24
D1			(Blank)
D2	4.3%	(Blank)	3.0%
D3	11.1%	4.1%	

Math % 2 or More Below

	2021-22	2022-23	2023-24
D1			62.9%
D2	50.0%	63.6%	47.0%
D3	40.3%	41.9%	

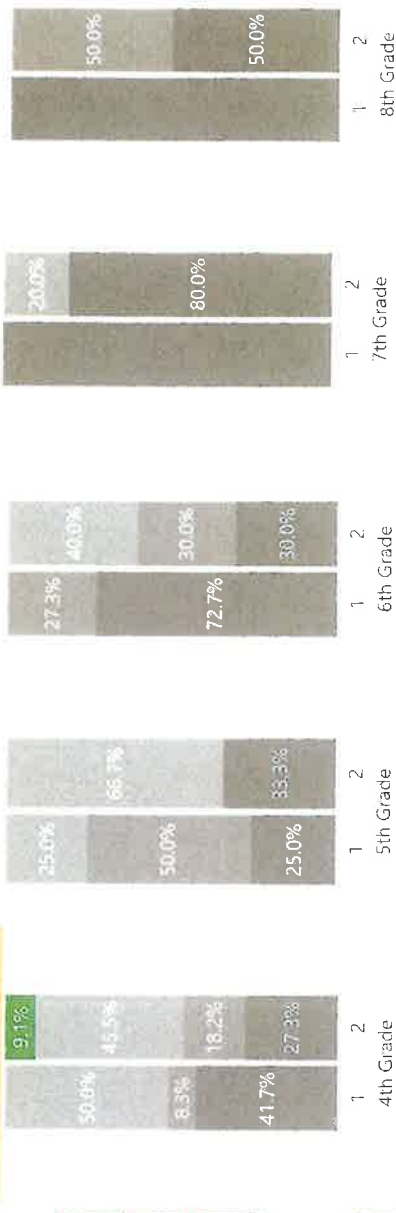
Math Met Typical Growth

	2021-22	2022-23	2023-24
D2			54.5%
D3	43.7%	40.5%	

Math Met Stretch Growth

	2021-22	2022-23	2023-24
D2			42.4%
D3	15.5%	14.9%	

MID/ABOVE
EARLY ON
2 GRADE LEVELS BELOW
3+ GRADE LEVELS BELOW



Diagnostic 2 Met Typical Growth

Diagnostic 3 Met Typical Growth



Math, Hispanic

2023-24 K8 i-Ready Math

By Grade Level

Relative Placement by Grade and Diagnostic

Diagnostic Test Windows

08/14/23 - 09/01/23

08/21/23 - 09/08/23 (K)

12/04/23 - 12/22/23

05/01/24 - 05/26/24

chool

all

grade

all

L

all

ace

all

pecial Education

all

Math % On Grade Level

2021-22 2022-23

D1 4.8% 4.8%

D2 12.8% 7.6%

D3 20.3% 16.0%

Math % 2 or More Below

2021-22 2022-23

D1 63.9% 65.9%

D2 43.0% 47.6%

D3 40.1% 39.1%

Math Met Typical Growth

2021-22 2022-23

D2 58.5% 58.7%

D3 44.9% 49.1%

Math Met Stretch Growth

2021-22 2022-23

D2 33.9% 35.3%

D3 16.3% 20.7%

2023-24

3.1%

12.5%

2023-24

59.3%

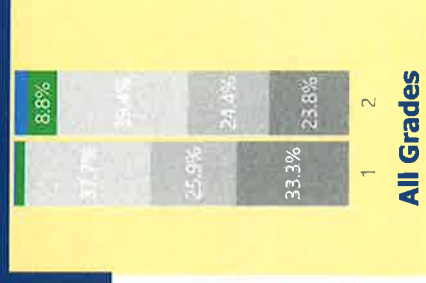
48.1%

2023-24

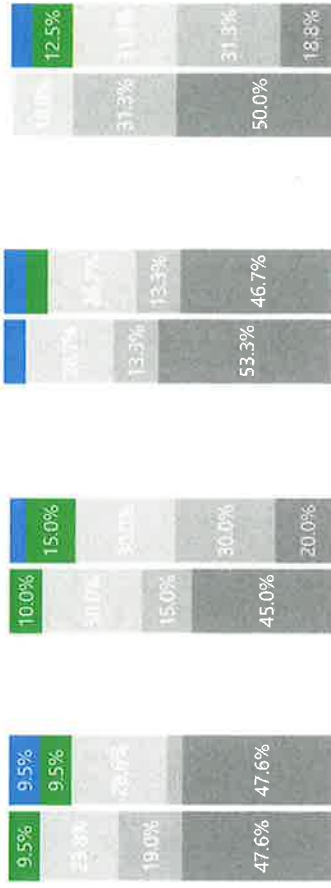
53.2%

2023-24

35.4%



All Grades



Diagnostic 2 Met Typical Growth

Diagnostic 3 Met Typical Growth



math, AA

2023-24 K8 i-Ready Math

By Grade Level

Relative Placement by Grade and Diagnostic

Diagnostic Test Windows

08/14/23 - 09/01/23

08/21/23 - 09/08/23 (K)

12/04/23 - 12/22/23

05/01/24 - 05/26/24

chool

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rade

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all

ace

VA

pecial Education

all

Math % On Grade Level

2021-22 2022-23

2023-24

D1 (Blank)

D2

D3

8.3% 7.1%

14.3% 6.7%

15.4%

Math % 2 or More Below

2021-22 2022-23

2023-24

D1

D2

D3

63.6% 42.9%

16.7% 26.7%

83.3% 38.5%

Math Met Typical Growth

2021-22 2022-23

2023-24

D2

D3

75.0% 53.3%

72.7%

Math Met Stretch Growth

2021-22 2022-23

2023-24

D2

D3

50.0% 13.3%

54.5%

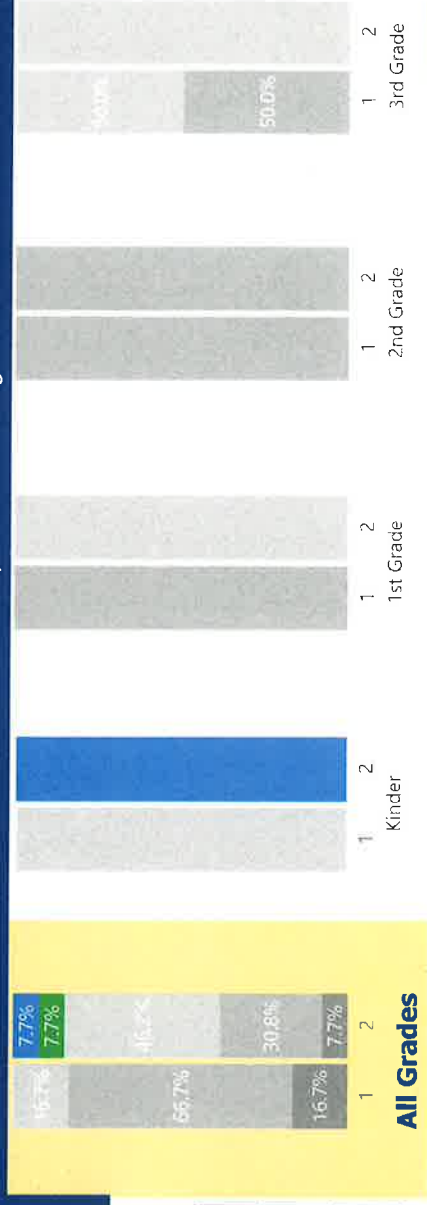
MID/ABOVE

EARLY ON

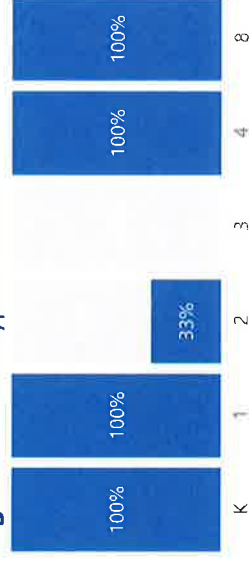
1 GRADE LEVEL BELOW

2 GRADE LEVELS BELOW

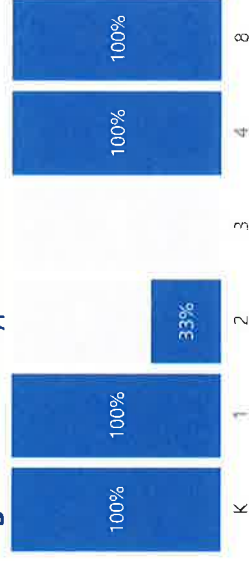
3+ GRADE LEVELS BELOW



Diagnostic 2 Met Typical Growth



Diagnostic 3 Met Typical Growth



i-Ready Dashboard Definitions

i-Ready Definitions

Relative Placement Levels

- Mid/Above Grade Level: "... have **met or surpassed the minimum requirements** for the expectations of college- and career-ready standards"
- Early On Grade Level: "... have **partially** met grade-level expectations"
- One Grade Level Below: "... are **approaching** grade-level expectations"
- Two Grade Levels Below: "... will likely need **additional support** with key skills below their chronological grade level"
- Three or More Grade Levels Below: "... will likely need **significant support** with key skills below their chronological grade level"

For more information, see the [2023-2024 i-Ready Placement Tables](#) pages 6 and 7

Dashboard Definitions

- On Grade Level = i-Ready's relative placement levels "Early On Grade Level" + "Mid or Above Grade Level"
- Two or More Below = i-Ready's relative placement levels "2 Grade Levels Below" + "3 or More Grade Levels Below"

Additional Resources

- [SUSD i-Ready Webpage](#)
- [SUSD i-Ready Data Chat template](#) (Google Doc)
- [Student Success Form](#) (video)
- [Student Assessment Profile](#) (video)

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

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