

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**




Washington Elementary School

Superintendent
Jerry Almendarez

Board of Education
Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



SANTA ANA UNIFIED SCHOOL DISTRICT

The Santa Ana Unified School District, parents, families, and community are committed to ensure that ALL graduates:

Apply their knowledge, values and ethics gained to participate and innovate in a global and culturally diverse world.

Are architects of their life and learning, experiencing autonomy while persisting in the development of their life's goals.

Demonstrate mastery in literacy, numeracy and reasoning to address complex real-world problems in an increasingly demanding 21st Century.


Have a confident spirit of inquiry and think of themselves as resilient, lifelong learners who have agency in their learning and achievement.

Demonstrate their college and career readiness through work-based-experiential-service learning and internship experiences within the local community.

Commit to become moral and ethical leaders who seek to build their life in the service of others.

Adapt and persist to overcome academic and personal barriers to maintain a state of complete physical, mental and social emotional well-being while achieving their full potential.

Develop skill sets in these areas: career, communication, cultural self-awareness, collaboration/teamwork, financial literacy and technology that help them compete/succeed locally and globally, now and in the future.



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

Washington's mission is to foster students who are creative, collaborative, critical thinkers and who are college and career ready. All of Washington's stakeholders, (students, staff, parents, and the community) follow the vision of the school that includes a welcoming, respectful, and safe learning environment where all students are motivated and enthusiastic about learning. We have high expectations that foster a strong home and school connection. School-wide, consistency of the implementation of our District's core programs is clearly evident across grade levels. Success is celebrated often for both those students who attain proficiency and for those who make progress. Washington Elementary ensures that all teachers are caring, competent, and highly-qualified. We have a school-wide culture that provides students with social/emotional, behavioral, as well as, academic supports. Teacher accountability, coaching and peer mentoring, are viewed as a positive part of the school culture; welcoming new ideas, and multiple perspectives, to increase student attendance, and to support positive student behaviors resulting in increased positive student behaviors and reduced suspensions/expulsions.

Strategy/Activity 1

The school will continue to use funds to promote a Safe, Responsible, Respectful school environment through PBIS and Character First Initiatives. Grade Level Representatives will support academic instruction by serving on specific school site committees (PBIS, GATE/AVID, Safety, ILT) that make decisions regarding school-wide and grade level instructional practices and implementation of instructional programs. Teachers are notified in a timely manner regarding District sponsored staff development. They are encouraged to attend what is offered and share information gleaned with the staff (as appropriate) and grade level team. As funds become available, posters, banners, motivational sayings promoting these school norms will be purchased and displayed around the school and reiterated through the weekly morning announcements. All teachers and support staff will implement a discipline plan that supports positive behavioral systems (PBIS). Funds will provide positive behavioral incentives for Tier I students. All school personnel, parents and students will help maintain a clean and orderly campus and report issues to the custodial staff and administration, as needed. School personnel will collaborate on both the PBIS and COST Teams to create and monitor systems of tiered supports for all students.

Budgeted Amount:

683.05

Strategy/Activity 2

To promote Social/Emotional Learning for students and to reduce suspension rates, Professional Development will be provided on Multi-Tiered Systems of Supports and Trauma Informed Practices to support staff in working with Tier II and III students. COST team will identify students and families who are in need of counseling services and refer to proper resources (such as Neutral Ground, Social Wise, or Social Skills groups conducted by school psychologists) to promote social/emotional/behavioral learning. COST team will also monitor student referrals for social emotional needs and refer them to school social worker for case management, social skills groups, and/or individual counseling services.

Budgeted Amount:

33,500

Strategy/Activity 3

To increase weekly attendance and reduce Chronic Absenteeism, FACE Liaison, School Counselor, Office Staff, and Teachers will monitor daily/weekly/monthly student attendance and tardies. Materials and supplies are needed to help incentivize and enhance our school's PBIS. Attendance issues will be monitored through Attendance Focus and site staff will consult with families regarding attendance issues.

Budgeted Amount:

9,000

Strategy/Activity 4

Students will be recognized with certificates, awards, and assemblies as well as other incentives for: citizenship, outstanding academic performance, academic excellence, notable progress, perfect attendance, Lexia, Accelerated Reader, ST Math and MAP Progress. PBIS reward tickets: Patriot Bucks

Budgeted Amount:

10,000

Strategy/Activity 5

Washington strives to increase student connectedness and engagement by hosting activities and events. These could include PBIS type incentive opportunities, school clubs, lunch activities, etc...

Budgeted Amount:

Total Expenditures

53,183.05

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

In order to promote the Dist. LCAP Goal of Literacy by 3rd Grade, Washington school will provide the following:

The implementation of Common Core standards for all grade levels. Inclusive Practices will aid in our goal toward academic achievement for all students. All curriculum, instructional practices and assessments will be aligned to the California Common Core State Standards to create greater consistency and focus on students mastering skills to become college ready and productive citizens in the 21st Century.

Implementation of District adopted Benchmark Advance program, differentiated instruction through Inclusive Practices and Intervention Support during English Language Arts Instruction, and academic support programs before and/or after school will be provided by classroom teachers, special education teachers, and intervention teacher 2-3, using a collaborative model. The school will monitor the progress to increase early literacy using the following assessments: SBAC, RESULTS (BPST), MAP, DIBELS, LEXIA, AR and STAR.

By the end of the current school year there, 55-70% of students will meet 1 year growth in Reading RIT as measured by MAP Reading. In addition, there will be a 3-10% decrease in students in "intensive" from Fall to Spring DIBELS/BPST assessments. All grade levels 1st-5th will meet their RIT scale projected growth.

Strategy/Activity 1

Teachers will use the core to promote the success of all students by ensuring that all Language Arts instruction and instructional supplies/technology support student access to learning and the alignment to grade level standards. Teachers will also adhere to the District mandated grade level Common Core Standards using the Dist. adopted Benchmark Advance for ELA instruction.

Teachers will also provide time for independent reading and have their students participate in Accelerated Reader, LEXIA, SORA, and other school-wide reading incentives. To meet the instructional needs of all students, teachers will provide a variety of standards-aligned, research-based methods while analyzing student data in reading to inform instruction and improve achievement. Teachers will do so by: implementing strategies and methods found in Benchmark Advance, Collaborative Conversation Strategies, Academic Language Strategies, Write from the

Beginning, GLAD, Thinking Maps, SIOP, and other instructional strategies. Under the guidance of a Dist. Instructional Coach, teachers will collaborate together by grade level during Trimesters 1 and 2 in order to analyze data, identify student learning needs, and design lessons to meet those needs. Instructional supplies purchased will support this goal. Teachers will implement AR school-wide, utilizing classroom, library and media lab computers. The school librarian will help maintain and support these programs. Teachers will monitor student progress on a regular basis (DIBELS Progress Monitoring, classroom charts, incentives, etc.) This will also include various intervention programs and materials, such as SIPPs

Budgeted Amount:

10,000

Strategy/Activity 2

Students not meeting grade level standards will be provided additional support during classroom intervention time by providing students small group differentiated instruction through Washington's Inclusive Practices model with the classroom teacher, academic support personnel, and SPED teachers. Low performing 2nd-5th grade students will receive Strategic Benchmark Advance and differentiated instruction through Inclusive Practices and Intervention targeted to students' needs. Publisher's placement tests, fluency measures, DIBELS/BPST, AR/STAR progress, and other reading and writing measures will be used to monitor student progress. In addition, before/after school academic support will be provided to identified students who need to meet grade level standards. By implementing these strategies, students will be able to access grade level curriculum, review/learn grade level content standards, connect existing knowledge, construct meaning, elaborate beyond content, and construct their own learning to improve academic performance. Students will be identified for small group differentiated instruction by DIBELS/MAP Reading analysis. Funds will be used to provide teaching staff with necessary materials, Technology for student use, and Professional Development on differentiated instruction in workshop groups and implementation of Core ELA/ELD curriculum.

Budgeted Amount:

3,494.50

Strategy/Activity 3

Washington's Early Learning Plan instills a love of reading and early literacy through many venues. A school-wide "Reading Campaign" will continue to be implemented and refined. Funds will be used to increase classroom libraries and grade level book collections, as well as, our school library book circulation. Reading progress will continue to be monitored through a monthly, school-wide AR points. Students who read and pass AR tests will be awarded a new book, or a prize. Top readers from each class will receive reading medals each trimester. Murals and posters depicting positive reading behaviors, student created book promotions, and awarding AR progress will contribute to this goal. Kinder will support Early Literacy through morning Book Choice, Raising a Reader programs, and Read for the Record Campaign. Rewarding students, posting student progress, and monitoring student progress with Accelerated Reader (STAR), and home reading progress will take place in classrooms, Library, and around the school.

*During school closures, all awards/certificates will be distributed to students through the US mail. Notification/promotion of student progress and awards will be done virtually.

Budgeted Amount:

Strategy/Activity 4

Washington's Early Learning Plan will focus on students 0-8 years old. Staff Development will be offered to enhance teachers' understanding and ability to deliver developmentally appropriate learning opportunities for students in grades TK-3rd. As funds become available, materials will be provided to support Early Learning opportunities for families with students 0-8 years old. Differentiated, small group instruction will be offered to identified students who need additional academic support in ELA. Curriculum in grades TK-3rd grade will be offered that enhance Early

Learning and develops the whole child, including Music/Movement, Art, and Writing. Parent Trainings will be held that support parents knowledge of early learning 0-8 years old.

Budgeted Amount:

Strategy/Activity 5

Staff will use assessment scores (CAASPP, DIBELS, classroom assessments, ELD Assessments, ELPAC, RESULTS (BPST), MAP, and Benchmark Writing Assessment,) to conduct grade level data chats and use the data to guide grade levels in collaborative lesson study activities. Teachers and students will set academic goals and monitor progress. Data Review & Collaboration release time may be necessary on a regular basis (per trimester) to ensure staff are able to review data and plan next steps to support our students.

Budgeted Amount:

2,000

Strategy/Activity 6

Purchase of upgraded teaching technology (laptops, document cameras, Teachers Pay Teachers, etc.) and additional instructional supplies/materials (TK-5) for instructional purposes to enable teachers to access online resources.

Budgeted Amount:

21,457.45

Strategy/Activity 7

To address the needs of our underperforming GATE/Potential GATE students, site funds will be used to provide students with enrichment opportunities, based on instructional needs assessments.

Budgeted Amount:

Total Expenditures

36,951.95

Goal 3 - English Learner Progress

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

In following the District LCAP goals for English Learners of ensuring that EL students reclassify by the 5th year in program, Washington Elementary will review and analyze English Learner Progress Indicator on the California School Dashboard to determine EL progress. All English Learners will receive ELD instruction through the implementation of the English Language Development Standard of Expanding, Emerging and Bridging. The number of English Language Learners who scored at the Developing, Somewhat, and Moderately levels of ELPAC will decrease by 10%. Washington Elementary School will, at minimum, reclassify 65% of its English Learners within 5 years of entering school. By June of the current school year, there will be a 5% growth in the reclassification rate of students who have been in the program for 5 years. There will be a 10% growth in the number of English Learners making annual progress in learning English, as measured by ELPAC scores. Teachers will monitor student progress throughout the school year using the ELD Progress Assessments from the Benchmark ELD Program and the District's ELD Rubrics. Long Term English Learners will be identified and given additional support for ELD, with progress being monitored throughout the school year.

Strategy/Activity 1

Implementation of Benchmark Advance ELD component will be used for all students needing ELD support. Program will allow teachers to frontload students with concepts and vocabulary presented in the Benchmark Advance Units of Study. Teachers will integrate the GATE icons, AVID, GLAD, Thinking Maps, SDAIE, and other instructional strategies into lessons. Student data will be analyzed using the ELD Assessments to inform instruction and improve student achievement. Across all content areas including the state adopted core ELA program. Teachers will frontload vocabulary to build background knowledge, focus on vocabulary strategies such as word structure, signal words for language functions with language patterns, and use Collaborative Conversation and Academic Language. English learners will have access to Lexia online early literacy programs to accelerate their phonemic awareness, phonics, vocabulary, and fluency development. It has a listening and speaking component to support these building blocks of language acquisition. The staff will collaborate during Grade Level Team Meetings, staff meetings, and ILT meetings in the development of effective ELD instruction, discuss teaming options, and how students are performing. All teachers are expected to administer and analyze ELD Assessment data individually, collaboratively as grade levels, and as a staff. ELD Assessment data will provide next step instructional implication.

Budgeted Amount:

3,000

Strategy/Activity 2

In preparation for the ELPAC State Assessment, teachers will attend ELPAC trainings that focus on the key standards addressed in the ELPAC/ELD Benchmark Assessments during both the ELD and ELA instructional block. In the first two months of instruction teachers will meet with students for Data Chats to discuss what their ELPAC level is and to discuss how they can advance to the next level. The Assistant Principal will implement and monitor all District and State mandated testing and help teachers and administration access this data and go to (and report back from) district held meetings as directed. The Assistant Principal will also notify teachers and the administration of State policies affecting English Learners and keep track of monitoring newly reclassified English Learners (R-FEP).

Budgeted Amount:

Strategy/Activity 3

EL students will be enrolled in Washington's Clubs/Tutoring based on student achievement data. Newcomers, and those needing additional decoding practice, may access school approved websites and CDs for additional language practice (ex. Starfall, publisher's sites for content, ESL sites, etc.). 4th/5th grade English learners identified at-risk of becoming long term English Learners and show signs of academic struggles due to limited English language fluency will be placed in the tier III ELD intervention groups with a designated Intervention teacher. ELD Intervention will focus on increasing high level Academic Language in the area of ELA to increase all success in all areas of Language: Listening, Speaking, Reading, and Writing. Teams will monitor student progress and provide intervention based on the students needs.

Budgeted Amount:

Total Expenditures

3,000.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

To support the district goal of algebra readiness by the beginning of 9th grade, Student access to technology at home and school, and student access to high quality, standards-aligned instructional materials, Washington Elementary will:

*Utilizing research based strategies in mathematics, (Common Core Math Standards, CGI strategies, data chats with teachers concerning math progress, the Mind Institute program), along with the full implementation of the district math series Expressions and Irvine Math Project, students will connect existing knowledge, construct meaning, elaborate beyond content, engage in student discourse, and modify their own learning. All teachers will implement Cognitively Guided Instruction (CGI) to encourage rich student discourse and increase abilities in the areas of procedural skills, conceptual understanding, and problem solving.

*Analyze the following data: the Academic Indicators per the California School Dashboard for grades 3-5, the Math Early Assessment Program for grades TK-2nd, and MAP results. Students at Washington Elementary will demonstrate a 10% gain from the baseline of students performing at or above the mean RIT score for their grade level as measured by the Measure of Academic Performance (MAP) assessment by spring of 2020 through the implementation of the District adopted Expressions Math Program, Irvine Math Project, and the additional software program provided through the Mind Institute. A baseline for monitoring progress will begin with the administration MAP the first few weeks of school. The continuing implementation of Common Core will also aid in our goal toward mathematics academic achievement.

*Provide all students with online access to ST Math at both home and school using 1:1 Chrome Books in 2nd-5th grades and Touch Screen Chrome Books in grades TK-1.

Strategy/Activity 1

Teachers will adhere to and align Expressions and Irvine Math Project content, to ensure that all students are taught the mathematics skills and concepts aligned to the CCSS to include student discourse, foundational skills, concepts, and problem solving. Teachers will administer the Expressions and Irvine Math Project unit assessments and cumulative assessments, analyze the data and differentiate instruction to better target students in all ability levels. Teachers will use manipulatives, encourage student discourse, and focus on the three areas of mathematics (Conceptual Understanding, Procedural Skill, and Problem Solving) in order for students to acquire the standards and make connections to the real world. During collaboration meetings, teachers will analyze ongoing student performance data, and develop lessons and instructional strategies that will increase student achievement in Math. Staff members may participate in site-driven staff development, district-supported staff development and seminars concentrated on research based math strategies. Incentives for Math Progress on MAP and ST Math will be given out to all students.

Budgeted Amount:

3,000

Strategy/Activity 2

Teachers will use data from multiple sources (ST Math progress, MAP Assessment) to identify students who are performing at the Strategic or Intensive level in mathematics, small group instruction will also be utilized by the classroom teachers, support staff, and SPED Teachers through the use of Inclusive Practices and target differentiated instruction. Gen. Ed./SPED teams will meet with students to discuss goals and achievement in the area of mathematics. Strategic students will be identified and have access to before/after school tutoring based on assessment data.

Budgeted Amount:

Total Expenditures

3,000.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Content Area Goal:

Washington Elementary follows the District LCAP goal of developing students with skills necessary to become 21 Century learners. Washington will utilize both the Core ELA/ELD curriculum units of study (Benchmark Advance) and supplemental materials in order for all students to access grade level Common Core Content Area Standards. Inclusive Practices and differentiated instruction will allow all students access to grade level content area standards. With the assistance of Community Resources and Partnerships, students in grades 3-5 will utilize Washington's Science/STEM Innovation Lab to increase grade level Science knowledge and skills through technology ensuring 21 Century Learning opportunities. GATE/Potential GATE/Underachieving GATE student will have the opportunity to participate in STEAM Activities 2nd and 3rd Trimesters that will include a STEAM showcase at the end of the school year. In addition, Washington will partner with Community Resources and Partnerships to provide all students additional VAPA opportunities that are inclusive with students from SPED, GATE, EL, and McKenny-Vento subgroups.

Strategy/Activity 1

Washington will continue partnering with Edwards Life Sciences and Discovery Cube to provide students and staff opportunities for increasing Science standards, utilizing Washington's Innovation STEAM Lab. Community Partners will work with small groups of students during and after school. Washington Elementary will provide additional Science/STEAM instruction during and after school to connect NGSS Standards being taught in the classroom with outside activities and to increase students' access to Science standards and 21 Century Learning opportunities. Staff Development will be provided in the area of Science/Technology to further enhance teachers' capabilities for delivering Science/STEM instruction.

Budgeted Amount:

Strategy/Activity 2

To increase extracurricular opportunities for all student sub-groups, Washington will explore field trips, guest speakers or in-school presentations. Any field trip, prior to approval, will be assessed to ensure they are academic in nature.

Budgeted Amount:

17,500

Strategy/Activity 3

To increase staff knowledge through professional development and conferences

Budgeted Amount:

1,000

Total Expenditures

18,500.00

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

Washington Elementary emphasizes parent/community engagement to help meet the academic needs of our students.

Washington Elementary School will actively seek the participation and involvement of parents to promote the new Common Core standards and academic growth in the current school year. Parents will continue to be trained by programming from our Family and Community Liaison as well as Spark Point. Washington Elementary will continue to improve the rate of parent participation by 10% in school events, parent meetings, and/or activities each school year.

The school will provide programs that promote parental involvement throughout the current school year. Monthly Parent Meetings, Parent Trainings, Community Events, School Site Council, PTO, Washington Cafe, and English Learner Advisory Committee Meetings will be offered to parents. These committees and programs help facilitate and support school programs and staff. The school will continue existing community partnerships such as United Way, Edwards Life Sciences, OC Stem, Spark Point, Giving Children Hope, etc. and will seek new partnerships with local agencies and businesses in order to support our students, parents and community.

Washington's entire staff, along with our Family and Community Engagement (FACE) Liaison will continually encourage parent involvement by: promoting our many programs for families through our website and social media outlets, offering parents specific trainings in areas of interest such as: technology and accessing/assisting with their students' academic progress, Involving parents in our canvassing efforts, encouraging participation in parent meetings and trainings, conferences, grade level collaboration, PBIS, ILT, SSC, ELAC, IEPs and SSTs.

Strategy/Activity 1

Washington will continue to promote free parenting classes approved by the District and our FACE Liaison, that focus on various topics including Social/Emotional Learning, family learning activities, and helping parents support children's learning. Parents will continue to be trained by our FACE Liaison, School Counselor and Spark Point. Childcare will be provided as necessary.

Budgeted Amount:

3,000

Strategy/Activity 2

Parents of EL students will participate on the monthly DELAC/ELAC/SSC committee to better understand the needs of the English Learner program on campus. ELAC parents will present the English Learner needs to School Site Council and participate in discussions to meet those needs.

Budgeted Amount:

Strategy/Activity 3

Our school will use available technologies (Parent Square, Emails, Social Media, Website) to maintain consistent communication with parents and families. Our Wellness Center FACE Liaison will play a key role in meeting parent needs and communicating information. Parents play a key role in student achievement; therefore parent participation and communication will be maintained throughout the year. Parents are notified of special events (Back to School Night, Open House, Carnivals, Parent/Teacher Conferences, Parent Meetings, Parent Training's) through a variety of means: Principal Newsletter, Fliers, teacher contacts, banners, school marquee, email, and phone messaging. Our school will hold regular recognition and celebration events in order for our parents to feel welcome at the school and take pride in their child's accomplishments. We will continue to support seasonal festivals, movie nights, book fairs, talent

shows, winter program, spring music programs, and school wide exhibitions (STEM Family nights, GATE Exhibit).

Budgeted Amount:

1,000

Strategy/Activity 4

Each trimester, Student Progress Reports and Report Cards will be sent home to keep parents abreast of their child's progress; The front office "open door policy" will welcome parents and assist them with their questions, concerns or requests. Teachers will review and explain all testing results during parent conferences and meetings with Administration for any student academic concern or clarification.

Budgeted Amount:

500

Total Expenditures

4,500.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	53,183.05
Goal Area 2, English Language Arts	36,951.95
Goal Area 3, English Learner Progress	3,000.00
Goal Area 4, Math	3,000.00
Goal Area 5, Content Area Goal	18,500.00
Goal Area 6, Parent Engagement	4,500.00
Total Funds Budgeted	119,135