School Year: **2020-2021**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary School	01-61291-6002455	November 30, 2020	December 15, 2020

Purpose and Description

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

Schoolwide Program
Washington is NOT an ATSI, TSI or CSI School

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

During this school year of pandemic and heightened social division, we are, speaking candidly, anxious yet steeled for action. As the educators of Washington Elementary School where almost three quarters of our students are socio-economically disadvantaged we are, by necessity, focused on results, on the practical how and on the measurable what of our educational mission. At the same time, we realize that as never before this is the time to embrace the why of our work. Our school exists not just to deliver outcomes you can monitor with tests but also the experience of wellbeing and confidence that you can actually see in the faces of the children we serve.

At Washington we are committed to providing a safe haven for our 420 students. Our school extends itself to become a family to all children. Much as one finds in a healthy family, children and elders learn from and encourage one another. At Washington we respect and love the diversity and identity of each individual. Students are provided with rigorous academics, enrichment, intervention, support services and project based learning: all with the ultimate goal of becoming successful by positively impacting this world.

The road to academic excellence differs for each student. Many of our students have experienced trauma –hardships no child should have to endure, such as being shot, watching a parent die, homelessness, abuse, or ICE ripping family from their home. The road for a child who has experienced severe trauma must include thoughtful and intense support. The educators at Washington dedicate their time and effort toward providing differentiated instruction and support to lessen our students' burden and allow them to flourish.

The continued development of the Dual Language Immersion (DLI) program represents yet another vehicle enabling unique learning experiences for a diverse student population.
The DLI program offers Spanish speaking and English speaking students engaging, enriching and challenging educational opportunities. Students in this program gain the bilingual skills and cross-cultural competencies needed to succeed in our multicultural society and global economy.

The data affirms the imperative that our programs and budget continue to heavily support our English Learners, Latino, and African American students as the achievement gap remains alarmingly wide. We dedicate our resources to ensuring this gap narrows and that each student leaves Washington with pride in their identity, a passion for learning and personal growth, and with a vision of what she wants to accomplish, specifically regarding college and career. Before leaving the familiar environment of elementary school, our students will have the tools to realize their dreams.

The why that keeps us at Washington Elementary School going is to empower our students to go beyond the state of the world they are inheriting to create the future they want --for themselves, for their families and for the wellbeing of life on earth.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This Comprehensive Needs Assessment is informed by data collected through the California School Performance Dashboard, English Language Proficiency Assessment for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), STAR Renaissance diagnostic, and the California Healthy Kids Survey (CHKS). The STAR Renaissance is our district diagnostic assessment and is administered three times a year. The SBAC, ELPAC, and CHKS surveys are administered once a year. The California Healthy Kids Survey collects data from staff, parents, and students about the Social-Emotional needs of our students, staff, and community. Students completed the CHKS survey at the start of 2020. Parents were provided with multiple opportunities to complete the survey through our Washington website and community meetings such as Principal Coffee Chat and PTO meetings.

Analysis of the data uncover the following themes:

CA Dashboard

- Washington has made improvements in our school climate data as measured by school-wide suspension rates. Washington is currently in the top --- level. Our suspension rates have decreased because of the implementation or PBIS, SEL,, and Restorative Justice practices school-wide.
- Washington scores at the orange level in Language Arts and has improved to the yellow level in Math as measured by SBAC. We will continue to look at our school data to inform our practices and provide tier 2 and 3 interventions for students who are not proficient.
- Washington continues to fall in the orange level for chronic absenteeism. Around 10.3% of our students are considered at risk because of chronic absenteeism issues. We will continue to address this issue school-wide.

ELPAC

- Washington's multi-language learners are scoring higher levels from grade to grade. We need to continue to move more students to levels 3 and 4, especially by 5th grade. This is imperative since students need to score at level 4 in order to be reclassified to fluent English proficient.

SBAC

- State testing was halted to due the COVID 19 pandemic in the spring of 2020. The overall ELA achievement percentages for all students scoring Standard Exceeded plus At or Above went up by 2.81% and then back down 6.09% in 18-19. We remain at about 40% of our students are below standard.

Star Renaissance in ELA and Math

- Students in K-5 grade take diagnostic tests in both Language Arts and Math at a minimum are taking these tests 3 times per year. The majority of staff members use these assessments to due regular progress monitoring for students not scoring in the proficient range. Teachers share this information with parents and differentiate lessons for students.

CHKS

- CHKS data from 2020 indicated that staff, parents, and students feel our school is a safe and welcoming place to learn. Students feel supported by their teachers.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

From August 2019 to February 2020, classroom visits were conducted by the principal, intervention teacher, and teachers. These visits focused on looking for evidence of the implementation of the Common Core standards in Language Arts and Math, English Language Development instruction, project-based learning, 21st-century learning skills, blended learning, and other key district initiatives. We saw changes in classroom seating arrangements. There were fewer traditional desks, and more flexible seating options started to appear. These new arrangements allowed for more student-centered work and collaboration to occur. Along with the seating arrangement changes, the level of technology use by students increased in the classrooms due to our one to one device to child ratio. Evidence of an increased level of project-based learning implementation was apparent in the student work that appeared in classrooms and the public products being shared across the school. In addition, a school-wide project about college and career was implemented in all classrooms. The college and career project was designed to tie together several Tier 1 initiatives in Positive Behavior Intervention and Support (PBIS), Social Emotional Learning (SEL), and Culturally Responsive Teaching (CRT). This work was also cut short by the March 2020 school closure due to the COVID 19 Pandemic. From March 2020 to the present, we have worked to transition our programs to a distance-learning format.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Washington teachers have a number of opportunities to participate in professional development. Once a month teachers participate in staff meetings. On Wednesdays, students are released early so teachers have time for grade-level PLC collaboration, parent communication, and professional development. All teachers participate in district-wide professional development held in the fall and spring. The focus of our professional development during staff meetings, Grade level meetings, and PLC's focus on building capacity Project Based Learning, SBE adopted curriculum, Distance Learning Management Systems and meeting the Social-Emotional needs of students, and Principles of Dual Language Education. Coaching for teachers is available for teachers through district instructional coaches. New teachers are provided with support through CTI.

Data to inform our actions step for this SPSA data were collected from both state and local assessments and surveys. Washington administered the STAR Renaissance assessments at least three times throughout the school year. Data from these assessments were used as baseline data for the 2020-21 school year.

Analysis of the data reveal areas will be a priority

- Continue staff professional development to strengthen implementation in Project-Based Learning, ELD instruction, and SBE adopted/standards-aligned curriculum.
- Continue to develop MTSS (Tiers 1, 2, and 3) to support the academic and social-emotional needs of students
- Provide teachers with adequate job-embedded collaboration time
- Increase parent engagement by providing more parent education and training
- Continue to build on the communication between home and school
- Provide teachers and students with appropriate instructional materials, professional development, and coaching support.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Due to the suspension of State testing during the 2020-2021 school year Washington Elementary School will use STAR Renaissance Diagnostic and attendance data to monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Washington teachers value collaboration. Formal Collaboration consists of weekly Grade Level PLC's, monthly Community Committees, and monthly staff meetings. Washington teachers at each grade level have common prep periods when possible each day to allow for additional informal collaboration time.

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

Teachers are provided with ongoing professional development in the implementation of Distance Learning and Learning Management Systems (LMS) software to organize virtual schedules and asynchronous assignments for students.

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

Throughout the school year, Washington Staff has dedicated time during staff meetings and grade-level time to analyze data to inform instruction. Data that were analyzed include CAASPP, ELPAC, and STAR Renaissance. The analysis of data-informed our professional development, intervention groups, and small group instruction.

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

Instructional coaches are available for support for teachers and administrators. Instructional coaches support the administration in framing the scope and sequence of professional development.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our collaboration time consists of committees, grade level PLC meetings, DLI focused, and whole staff meetings.

Teaching and Learning

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

The Washington Staff utilizes SBE adopted programs in Math, Language Arts, Science, and Social Studies that are aligned to performance standards.

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

The Washington bell schedule meets the recommended state requirement for ELA, ELD, Math. Distant Learning Instructional periods are divided into both synchronous and asynchronous time. Teachers assign time values for each assignment to ensure we are in compliance with state mandates for both on-site and distance learning.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Project-Based Learning and SBE adopted instructional materials are used to prepare students for College and Career readiness.

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

All students have access to SBE adopted instructional materials in Science, History, ELA, and Math.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Washington will use SBE adopted instructional materials and LLI for intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Enrichment programs, Sylvan, ASES, Social-Emotional support through counseling services, small group reading intervention through LLI.

Evidence-based educational practices to raise student achievement

Standards-based curriculum, daily designated ELD instruction in small groups, small group reading and math instruction.

Parental Engagement

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

Parent Facilitator, Family Engagement Meetings, DELAC, ELAC, SSC, Principal's Coffee Chats, PTO.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SSC, ELAC, PTO

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Washington Elementary School uses Title1 funds for the services of a paraeducator who works with students in small groups to provide additional academic support. We also pay for teachers' hourly salaries for intervention and special projects as needed.

Fiscal support (EPC)

Additional funding supports are provided through our site discretionary fund, district federal funding, and donations from our SL Education Foundations and community partners.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

November 4, 2019: Whole Staff review of CA Dashboard and new goals
November 20, 2019: ELAC Review of CA Dashboard
March 4, 2019: Staff review site plan updates and provide input
March 7, 2019: SSC Review new goals and evaluate data

October 22, 2020: SSC Review budget
November 16, 2020: Draft of plan shared with all families
November 28, 2020: Staff Approves Site Plan
November 19, 2020: SSC Review and Revise Site Plan
November 18, 2020: ELAC Review & Approval of Site Plan
November 30, 2020: SSC Approval of Site Plan

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.26%	0.25%	0.24%	1	1	1
African American	10.99%	9.55%	8.83%	42	38	37
Asian	6.81%	7.79%	6.92%	26	31	29
Filipino	3.66%	2.51%	2.15%	14	10	9
Hispanic/Latino	62.83%	63.82%	66.59%	240	254	279
Pacific Islander	0.52%	%	0.24%	2		1
White	7.85%	8.29%	8.35%	30	33	35
Multiple/No Response	1.31%	1.01%	5.25%	5	4	6
			Total Enrollment	382	398	419

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	84	84	68
Grade 1	49	84	83
Grade 2	75	46	86
Grade3	47	76	44
Grade 4	51	54	83
Grade 5	76	54	55
Total Enrollment	382	398	419

Conclusions based on this data:

1. Enrollment continues to increase every year.
2. Enrollment by subgroup changes very little, ranging from .02% to 3.94% change from 17-18 to 19-20.
3. Enrollment in kindergarten has decreased due to space and class size reduction.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	171	158	137	44.8%	39.7%	32.7%
Fluent English Proficient (FEP)	46	54	78	12.0%	13.6%	18.6%
Reclassified Fluent English Proficient (RFEP)	23	21	30	12.4%	12.3%	19.0%

Conclusions based on this data:

1. The overall number of English Learners decreases each year.
2. The number of Fluent English Proficient students has increased.
3. The number of RFEP students made a 6.7% increase from 18-19 to 19-20.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51	47	77	50	46	77	50	46	76	98	97.9	100
Grade 4	73	54	57	72	52	56	72	52	56	98.6	96.3	98.2
Grade 5	75	77	57	75	76	57	75	76	57	100	98.7	100
All	199	178	191	197	174	190	197	174	189	99	97.8	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2396.	2399.	4.00	19.57	18.42	26.00	19.57	10.53	26.00	26.09	36.84	44.00	34.78	34.21
Grade 4	2431.	2429.	2423.	9.72	5.77	10.71	15.28	21.15	17.86	34.72	25.00	17.86	40.28	48.08	53.57
Grade 5	2471.	2471.	2466.	13.33	7.89	10.53	32.00	34.21	24.56	17.33	21.05	22.81	37.33	36.84	42.11
All Grades	N/A	N/A	N/A	9.64	10.34	13.76	24.37	26.44	16.93	25.89	23.56	26.98	40.10	39.66	42.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.00	17.39	17.11	54.00	45.65	50.00	42.00	36.96	32.89
Grade 4	9.72	7.69	10.71	59.72	57.69	44.64	30.56	34.62	44.64
Grade 5	13.33	14.67	14.04	48.00	50.67	45.61	38.67	34.67	40.35
All Grades	9.64	13.29	14.29	53.81	51.45	47.09	36.55	35.26	38.62

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.00	15.22	14.47	48.00	41.30	43.42	44.00	43.48	42.11
Grade 4	5.63	3.85	3.57	57.75	53.85	55.36	36.62	42.31	41.07
Grade 5	22.67	26.67	19.30	49.33	37.33	52.63	28.00	36.00	28.07
All Grades	12.76	16.76	12.70	52.04	43.35	49.74	35.20	39.88	37.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	10.87	9.21	60.00	69.57	63.16	30.00	19.57	27.63
Grade 4	12.50	9.62	10.71	58.33	63.46	66.07	29.17	26.92	23.21
Grade 5	4.00	9.33	5.26	69.33	52.00	57.89	26.67	38.67	36.84
All Grades	8.63	9.83	8.47	62.94	60.12	62.43	28.43	30.06	29.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.00	19.57	15.79	62.00	45.65	53.95	30.00	34.78	30.26
Grade 4	8.33	7.69	10.71	55.56	63.46	51.79	36.11	28.85	37.50
Grade 5	18.67	16.00	14.04	44.00	54.67	43.86	37.33	29.33	42.11
All Grades	12.18	14.45	13.76	52.79	54.91	50.26	35.03	30.64	35.98

Conclusions based on this data:

1. The overall ELA achievement percentages for all students scoring Standard Exceeded plus At or Above went up by 2.81% and then back down 6.09%.
2. Following a cohort (3rd in 16-17 to 5th in 18-19) the biggest improvement is in writing, showing a jump from 56% (in both above and at or near standard) to 71.93%.
3. Overall, we hover at about 40% of our students are below standard from year to year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51	47	77	50	47	76	50	47	76	98	100	98.7
Grade 4	73	54	57	72	53	56	72	53	56	98.6	98.1	98.2
Grade 5	75	76	57	75	76	57	75	76	57	100	100	100
All	199	177	191	197	176	189	197	176	189	99	99.4	99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.	2442.	2423.	18.00	14.89	11.84	16.00	40.43	35.53	42.00	29.79	23.68	24.00	14.89	28.95
Grade 4	2441.	2445.	2459.	6.94	5.66	5.36	9.72	22.64	35.71	59.72	37.74	33.93	23.61	33.96	25.00
Grade 5	2463.	2462.	2465.	9.33	6.58	10.53	9.33	10.53	19.30	33.33	36.84	17.54	48.00	46.05	52.63
All Grades	N/A	N/A	N/A	10.66	8.52	9.52	11.17	22.16	30.69	45.18	35.23	24.87	32.99	34.09	34.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.00	40.43	25.00	44.00	42.55	42.11	32.00	17.02	32.89
Grade 4	12.50	26.42	23.21	33.33	26.42	30.36	54.17	47.17	46.43
Grade 5	13.33	10.67	14.04	22.67	33.33	28.07	64.00	56.00	57.89
All Grades	15.74	23.43	21.16	31.98	33.71	34.39	52.28	42.86	44.44

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.00	21.28	17.11	54.00	40.43	53.95	26.00	38.30	28.95
Grade 4	9.72	7.55	16.07	48.61	47.17	57.14	41.67	45.28	26.79
Grade 5	9.33	6.58	10.53	40.00	36.84	35.09	50.67	56.58	54.39
All Grades	12.18	10.80	14.81	46.70	40.91	49.21	41.12	48.30	35.98

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.00	31.91	19.74	66.00	55.32	53.95	12.00	12.77	26.32
Grade 4	6.94	5.66	14.29	52.78	39.62	53.57	40.28	54.72	32.14
Grade 5	5.33	9.33	12.28	50.67	37.33	40.35	44.00	53.33	47.37
All Grades	10.15	14.29	15.87	55.33	42.86	49.74	34.52	42.86	34.39

Conclusions based on this data:

1. Overall, students increased by about 10% each year in the combined at or above standards of mathematics.
2. The subcategory of concept and procedures is the area that shows the most growth every year.
3. The cohort data is all over the map. Each cohort goes up and down from year to year along subcategories demonstrating the need for individualized, differentiated instruction for students with vastly different needs.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1397.5	1407.6	1409.6	1416.3	1369.0	1387.2	31	33
Grade 1	1437.7	1420.3	1451.3	1435.4	1423.6	1404.8	26	30
Grade 2	1473.4	1450.4	1465.9	1455.2	1480.5	1445.1	32	20
Grade 3	1496.1	1484.2	1489.7	1470.0	1502.1	1497.8	15	17
Grade 4	1502.2	1524.0	1494.0	1529.1	1510.0	1518.1	21	13
Grade 5	1543.3	1542.3	1530.5	1538.1	1555.6	1546.1	21	17
All Grades							146	130

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.12	*	24.24	35.48	45.45	*	18.18	31	33
1	*	3.33	*	13.33	*	33.33	*	50.00	26	30
2	*	5.00	43.75	40.00	*	40.00	*	15.00	32	20
3	*	11.76	*	29.41	*	47.06	*	11.76	15	17
4	*	30.77	66.67	46.15	*	23.08	*	0.00	21	13
5	66.67	29.41	*	52.94		5.88	*	11.76	21	17
All Grades	23.97	13.08	37.67	30.77	19.18	34.62	19.18	21.54	146	130

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.12	38.71	21.21	*	54.55	*	12.12	31	33
1	*	6.67	*	26.67	*	43.33	*	23.33	26	30
2	40.63	10.00	37.50	40.00	*	45.00	*	5.00	32	20
3	*	17.65	*	35.29	*	29.41	*	17.65	15	17
4	*	53.85	*	38.46	*	7.69	*	0.00	21	13
5	76.19	70.59	*	17.65		5.88	*	5.88	21	17
All Grades	40.41	23.08	32.88	28.46	15.07	36.15	11.64	12.31	146	130

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.71	15.15	45.16	78.79	*	6.06	31	33
1	57.69	40.00	*	53.33	*	6.67	26	30
2	53.13	30.00	43.75	60.00	*	10.00	32	20
3	*	5.88	*	64.71	*	29.41	15	17
4	*	30.77	52.38	69.23	*	0.00	21	13
5	*	11.76	52.38	88.24		0.00	21	17
All Grades	44.52	23.08	47.26	68.46	8.22	8.46	146	130

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	12.12	70.97	45.45	*	42.42	31	33
1	*	3.33	53.85	46.67	*	50.00	26	30
2	37.50	15.00	53.13	75.00	*	10.00	32	20
3	*	47.06	*	41.18	*	11.76	15	17
4	76.19	69.23	*	30.77	*	0.00	21	13
5	85.71	82.35	*	11.76	*	5.88	21	17
All Grades	43.84	30.00	42.47	43.85	13.70	26.15	146	130

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	64.52	90.91	*	9.09	31	33
1	*	16.67	*	30.00	61.54	53.33	26	30
2	37.50	5.00	40.63	80.00	*	15.00	32	20
3		0.00	*	64.71	*	35.29	15	17
4	*	0.00	61.90	84.62	*	15.38	21	13
5	*	17.65	61.90	70.59		11.76	21	17
All Grades	21.92	6.92	50.00	68.46	28.08	24.62	146	130

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	33.33	*	33.33	58.06	33.33	31	33
1	*	0.00	46.15	40.00	50.00	60.00	26	30
2	*	0.00	71.88	55.00	*	45.00	32	20
3	*	29.41	*	70.59	*	0.00	15	17
4	*	15.38	71.43	76.92	*	7.69	21	13
5	80.95	23.53	*	70.59		5.88	21	17
All Grades	23.29	16.92	49.32	52.31	27.40	30.77	146	130

Conclusions based on this data:

1. The majority of the students scored a level 3 on the ELPAC in the 18-19 school year.
2. In all subcategories somewhat/moderately has the highest percentage.
3. The speaking domain has the highest percentage of students scoring well-developed.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
398	**69.3**	**39.7**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	158	39.7
Foster Youth	1	0.3
Homeless	6	1.5
Socioeconomically Disadvantaged	276	69.3
Students with Disabilities	29	7.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	38	9.5
American Indian	1	0.3
Asian	31	7.8
Filipino	10	2.5
Hispanic	254	63.8
Two or More Races	27	6.8
White	33	8.3

Conclusions based on this data:

1. 69.3% of our students are designated as socioeconomically disadvantaged.
2. 39.7% of our students are English Language Learners.
3. 63.8% of our students are Hispanic. All other races are less than 10%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Orange	**Suspension Rate**  Green
Mathematics  Yellow		

Conclusions based on this data:

1. The suspension rate is in the green.
2. Chronic absenteeism and ELA are in the orange and identified needs.
3. Math is in the yellow.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
39.7 points below standard	42 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.1 points	Declined -5 points	1
182	97	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	48.8 points below standard	90.2 points below standard
5	Declined -3.4 points	Increased Significantly ++19.4 points
	147	26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
74.8 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.1 points		10	6
18			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
46.8 points below standard	35.2 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.1 points	14		10
121			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
96.4 points below standard	1.3 points above standard	40.3 points below standard
Declined Significantly -25.7 points	Declined -7.1 points	Increased ++4.8 points
43	54	74

Conclusions based on this data:

1. Most students have declined in the area of English Language Arts.
2. All students with significant data are in the Orange.
3. Our students with disabilities made 19.4 points in growth.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
29.9 points below standard	30.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.3 points	Maintained -1.3 points	1
181	97	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	36 points below standard	66.3 points below standard
4	Increased ++5.1 points	Increased Significantly ++38.6 points
	146	26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 65.7 points below standard Increased ++10.3 points 18		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 35.5 points below standard Declined -3.2 points 120	No Performance Color 37.1 points below standard 14		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
80.5 points below standard Declined Significantly -23.4 points 43	10.1 points above standard Maintained ++0.9 points 54	35.7 points below standard Increased Significantly ++19.5 points 73

Conclusions based on this data:

1. Overall students have increased in points and are in the yellow.
2. Our English Language Learners dropped by 1.3 points and are in the orange.
3. Hispanic students dropped by 3.2 points and are in the Orange.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
55.4 making progress towards English language proficiency
Number of EL Students: 92
Performance Level: High

This section provides a view of 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.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.3	27.1		55.4

Conclusions based on this data:

1. Most students are making progress or maintaining ELPI levels.
2. 55.4 percent of the students increased at least one level.
3. 17.3 percent decreased one level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	2	0	0

This section provides 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Yellow	 No Performance Color
10.3	8.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.5	Maintained +0.2	1
417	167	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Orange	 Orange
Less than 11 Students - Data Not Displayed for Privacy	11.7	16.7
10	Increased +2	Increased +11.3
	290	42

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
22	Less than 11 Students - Data Not Displayed for Privacy	6.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +8.3	1	Increased +6.5	9
41		31	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
9.7	9.1	Less than 11 Students - Data Not Displayed for Privacy	5.9
Maintained -0.1	Increased +5.4	0	Declined -17.2
268	33		34

Conclusions based on this data:

1. Our English Learners maintained yellow.
2. Hispanic students maintained yellow.
3. African American students are in the red, with a slight improvement.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	1	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
		
Green	Yellow	No Performance Color
2.1	0.6	Less than 11 Students - Data Not
Declined -0.6	Increased +0.6	1
431	169	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
		
No Performance Color	Green	Yellow
Less than 11 Students - Data Not	2.3	4.5
10	Declined -0.9	Declined -0.6
	298	44

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
13.3	Less than 11 Students - Data 1	0	Less than 11 Students - Data 9
Increased +2		Declined -7.1	
45		33	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Blue
1.1	0		0
Maintained 0	Declined -3.4		Maintained 0
275	33		35

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.7	2.1

Conclusions based on this data:

1. African American students are being disproportionately suspended.
2. Socioeconomically Disadvantaged students are in the green.
3. English Learners are in the yellow.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Teach, Learn, and Achieve

LEA/LCAP Goal

Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Goal 1

Washington Elementary School will provide every student with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need

All students including low performing and English Learners continue to need support in reading and math as they grow to become critical thinkers; communicators and collaborators; healthy in mind and body; and, ethical and cultural leaders.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1.1 Provide time for staff to collaborate & engage in Professional Development on District Adopted Programs, Project Based Learning, Designated and Integrated English Language Development,

Guiding Principles of Dual Language Education, Incorporating Social Justice Standards into daily teaching, Culturally Responsive Teaching strategies, and Computer based Blended Learning platforms that support the effective, consistent implementation of standards in ELA, Math, ELD, Science and Social Studies school-wide. $0.00 (Under normal circumstances we have three whole day collaborative days per teacher. https://sites.google.com/slusd.us/slusdpd

1.1a Washington staff attended training in best practices for dual language education by Dr. Jose Medina to improve our Dual Language Program and the relationship with the monolingual classes. A Spring follow-up will take place. (District Funded)
1.1b Professional Development is being offered by instructional coaches, guests and District staff. Teachers are paid hourly to attend. (District Funded)
1.1c Professional Development specifically to enhance the DLI program. $2,000 Title 1

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

Amount(s)	Source(s)
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL students

Strategy/Activity

1.2 Assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative and performance-based assessment tools to inform teaching and respond to students' needs and analyze State, District, and State data on an ongoing basis to ensure that students' needs (strengths and/or challenges are identified with special attention to students who are in the opportunity gap) and addressed through differentiated classroom instruction at the Tier 1 level and/or intervention services at the Tier 2 level.

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

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Centralized services to support programs at the school site.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

1.3 Identify those students who have not met minimum growth targets and prioritize intervention for academic and language proficiency achievement with a particular focus on our English Language Learners (ELLs). Ensure that English Language Development (ELD) instruction is occurring daily. Increase time of our paraeducators has been provided during this virtual learning. (District funds) English Language Paraprofessionals continue to support EL students. Paras, alongside the teachers, support the delivery of and designated and integrated ELD in a virtual capacity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support implementation of programs at the school site to support ELA, Math, ELD, Science and Social Studies standards.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

1.4 In order to help narrow the opportunity gap between our highest and lowest achieving student groups as measured by State, District, and classroom assessments, we will engage in courageous conversations on race, equity, social justice, and access for all students and take the actions needed to ensure implementation. The primary focus will be on Social Justice Standards and the Principles of Dual Language Education.
Part 2 of the Restorative Justice Workshop/PD that includes students and staff will take place in the Spring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I

	5800: Professional/Consulting Services And Operating Expenditures Substitute teacher to support 3 full collaboration days per grade level

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

1.5 Continue to implement Project Based Learning so that every student experiences at least two project based learning units every academic year. Incorporate experiential learning and (virtual) field trips into every project. Provide time for staff to collaborate on grade level and school-wide Project Based Learning projects during staff meetings, during collaboration Wednesdays.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support implementation of programs at the school site to support blended learning suite in language arts and mathematics.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

1.6 Integrate new technology consistently through the district adopted learning platforms to ensure virtual learning is successful. Namely, proper and efficient use of Seesaw and google classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.0	District Funded 1000-1999: Certificated Personnel Salaries

	Centralized services to support programs at the school site.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

1.7 Provide student academic achievement data and roster of English Learners (EL) and English Proficiency Levels (EPL) to staff prior to the first day of the school year in order to begin Designated English Language Development (ELD) instruction at the start of the school year.
1.7a Provide names of students who are close to meeting the set criteria for becoming Reclassified Fluent English Proficient (RFEP) and also provide teachers with rosters of students to staff prior to the first day of the school year in order to begin the RFEP monitoring process at the start of the school year. This will be facilitated by utilizing the ELLevation platform by the administrator.
1.7b Provide names to staff of students who are at risk for becoming Long-term English Language Learners (LTEL) to raise the awareness and address the issue so appropriate academic interventions can be implemented by staff for these students. Provide opportunities that analyze student achievement data as reported on CA Dashboard and locally developed dash board in order to discuss implications for continuing EL status and determine appropriate interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded Centralized services to support programs at the school site.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

1.8 Utilize site discretionary funds to purchase classroom and office materials that support the implementation of the school-wide instructional program. (Additional District funds supported distance learning).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Base 4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.9 Provide desirable library books in Spanish and in English to ensure both the DLI program and monolingual English programs have access to inspirational books representing our diverse student body. Pop-up library is available to all students twice a week during distance learning. (Additional District funds supported purchase of Spanish language books)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,065	Title I 4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.10 Utilize a multi-tiered intervention framework for academic and behavioral support. Provide Tier 1 instructional and behavioral supports in all classrooms for all students; continue to develop and implement Tier 2 instructional and behavioral interventions for students identified through formative and summative assessments and tracked disciplinary actions. Utilize COST process to provide site, district, and community resources for students and their families in need of Tier 3 interventions, which include tutoring from Sylvan, one-on-one counseling services from Wellness Together, home visits, direct connection with resources such as food.
1.10a Tiered re-engagement goals. We will do the following to ensure students are engaging in at least 60% of instruction:

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Strategy/Activity

1.11 Provide site general education paraeducator support to students in Kindergarten classrooms with our newest learners to promote a healthy and successful entry into the educational system. The paraeducator will support small group instruction, PBL, blended learning and guided reading, and support in the Dual Language Immersion Kindergarten and first grade classes. DLI 2nd grade will be supported if necessary.
1.11a Additional 20 hours of para educator time added to support ELD & DLI programs. (District Funded)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14,803	Title I 2000-2999: Classified Personnel Salaries Para educator to support DLI Kinder identified for intervention

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.12 Provide enrichment and intervention experiences to enhance learning outside of the classroom in by classroom teachers. This includes enrichment and intervention to targeted students, including ELPAC bootcamp for students in the 3rd - 5th grade.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,825	Title I 1000-1999: Certificated Personnel Salaries Teacher hourly pay

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The pandemic impacted families and our in-person efforts. We had to adjust our strategies to provide students with home learning support and continue to do so during this 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.

Due to the shut down we did not use all of our after school hourly money including the ELPAC bootcamp.

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.

Due to the shut down the dollar amount for after school enrichment is significantly lower.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Goal 2

Washington Elementary School staff will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need

276 of our students are identified as socioeconomically disadvantaged. It is vital that Washington provide college and career knowledge to students before leaving elementary school, so they have the tools to interrupt the cycle of poverty.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%.	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.1 Provide learning experiences for students that will inspire them to plan their college and career pathway options. Develop a school-wide PBL that chronicles students' understanding of their future options including college and career choices. Infuse elements of college and career to other PBLs. Incorporate community partners into PBLs and increase the number of (virtual) field trips students attend that include exposure to career and college choices. This includes the biannual outdoor education field trip for all 4th and 5th grade students. This year we will need to make a

deposit to ensure all 4th & 5th grade students may attend in 21/22 school year. (Additional funds from SLED will be applied towards the deposit).
2.1a Provide parents with a clear definition of the EL program pathways and college and career options and opportunities that may be available for their students at the elementary and secondary levels. An emphasis will be placed on the development and expansion of the Dual Language Immersion Program.

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

Amount(s)	Source(s)
2,267	Base 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.2 Provide K-5 parent education opportunities (i.e. Coffee and Conversation, Annual Title 1 Meeting, ELAC, School Site Council, Parent Education Series) for parents to learn about college and career options and how SLUSD Pathways work to support them and provide parents with a clear definition of EL program and biliteracy pathways and college and career options opportunities that may be available for their students at the elementary and secondary levels.

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

2.3 Strengthen the connection between general education and special education services to improve options for our students with special needs and provide ongoing professional development for staff on co-teaching and inclusion strategies for our diverse learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

2.4 Ensure that EL students continue to make growth on State and District assessments in order to reclassify them as RFEP as soon as they meet District and classroom criteria for reclassification in 1st through 5th grades. Monitor and complete the reclassification process with the support of ELLevation online platform.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site. to monitor Ellevation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.5 Promote prevention and intervention programs that focus on health, wellness and positive personal, social development by implementing opportunities for movement throughout the day, Toolbox Social Emotional Learning (SEL) curriculum and Positive Behavior Support (PBIS). "Pawprints" will be used as incentives following the PBIS handbook. Students will use the "Pawprints" to "shop" at the Pawprint Store on a weekly basis. Most items will come from donations, but some items and paper will be purchased throughout the year if donation balance exceeds costs of items to support incentives (This will be modified during online education and brought back as soon as we are in person).

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in the DLI program

Strategy/Activity

2.6 Washington will implement and expand the specialized Dual Language Immersion Program that will enhance learning and provide students with a competitive edge when considering college and career opportunities.

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

4th & 5th grade students

Strategy/Activity

2.7 Maintain an active student leadership group that participates in school decision making, school-wide presentations, community outreach and the development of Project Based Learning.

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Expansion of DLI program has been successful.

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

Due to the shut-down PBIS strategies have been modified by individual teachers.

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.

Due to the shut-down all field trips were canceled. Project Based Learning will incorporate virtual field trips.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Collaborative and Engaged District Culture

LEA/LCAP Goal

All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Goal 3

Washington Elementary School staff and District partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need

We must maintain a healthy connection between staff, students and families at all times.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from	groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Student Survey.	Student Survey.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.1 Promote health and wellness efforts for students, families and staff that support improved teaching and learning and provide opportunities for all students to engage in activities that focus on movement, mindfulness, and peer to peer connectedness (i.e. daily Toolbox Class Meetings; Brain Breaks, mindfulness strategies, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.2 Continue to develop/implement best practices in communicating information between all stakeholder groups in the Washington community (i.e. site website, ParentSquare, staff newsletters, classroom newsletters, school-wide newsletters, home visits, etc.)
3.2a Provide all communications in English and Spanish. Provide multilingual communication whenever possible for diverse language groups represented at the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

500	Base 5900: Communications postage, paper, all additional communication methods

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Communication in English and Spanish is effective and consistent, especially with the use of ParentSquare. Washington is connected with 100% of the parents through ParentSquare.

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

Due to the pandemic and the change in the mode of instruction many of the toolbox and mindfulness activities are done through asynchronous work.

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.

During this pandemic, outreach and healthy communication across all stakeholders is even more crucial.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family and Community Involvement

LEA/LCAP Goal

SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students

Goal 4

Washington Elementary School staff will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need

Without physical attendance at school (due to the pandemic) the outreach to families involves more home visits and one-on-one support than ever before.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

4.1 Utilize the services of our parent facilitator and staff to help systematize parent engagement efforts at Washington and provide targeted outreach/support to families of students in the opportunity gap which include parents of English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site via the parent facilitator

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Multilingual students

Strategy/Activity

4.2 Utilize site and district resources to provide translation services to our parent community for Spanish and/or other identified languages (when possible).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,024	Translation Budget 2000-2999: Classified Personnel Salaries Translation to support communication to multilingual families

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

4.3 Provide opportunities for parents to provide feedback on school-wide programs and procedures such as the CA Healthy Kids Survey including opportunities for EL parents encouraging input and feedback on EL programming and services. Provide multiple ways to gather parent input such as but not limited to EL Parent Survey and annual analysis of programs with the support and co-facilitation of the site administrator and parent facilitator. Provide regular surveys and polls through parent square so that community is given multiple opportunities to provide input on budget and school plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

	Centralized services to support programs at the school site via the parent facilitator

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

4.4 Provide K-5 parent education opportunities (i.e. Coffee and Conversation, Annual Title 1 Meeting, ELAC, School Site Council, School Smarts Academy) for parents to deepen their knowledge about English Learner pathways and their intended educational outcomes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

4.5 Principal conducts home-visits to set up home work stations for students and families in need of support during distance learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

4.6 Provide one-on-one, in-person, technical support for families having difficulties with chromebooks and online learning platforms during distance learning.

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

Amount(s) Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

4.7 Purchase one Washington T-shirt for every student and staff member to promote pride, bonding, and positive school culture among staff and students. (Normally, this is a PTO expenditure. However, due to lack of in-person fund-raising, PTO funds will not be used for the 20/21 school year.)

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

Amount(s)	Source(s)
3,081	Base 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The support of the parent educator during this pandemic is absolutely paramount. Her efforts to link families to resources is vital as many of our families have lost jobs and become sick from COVID.

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

Parent meetings became virtual by the close of the 19-20 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.

Increase in time spent doing home visits due to the pandemic.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Facilities and Techonology

LEA/LCAP Goal

SLUSD will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

Goal 5

Washington Elementary School Staff will effectively maintain and improve the facilities and technology infrastructure in order to provide an optimal learning environment for all students.

Identified Need

Improve outdoor learning environments in anticipation of possible hybrid or small group learning and ongoing small group work locations in the open air.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

5.1 Facilitate opportunities that create access to internet and devices at home for students and their families

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

Amount(s)	Source(s)
0.0	Centralized services to support programs at the school site via to support tech family nights

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

5.2 Continue to improve the appearance of our school site with Staff, District, and community support including adherence to site and district COVID 19 cleaning and safety protocols.

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site to outreach to families and community businesses.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

5.3 Purchase outdoor seating (10 rectangles and 6 round) to prepare for hybrid teaching and ongoing outdoor lunch and teaching areas.

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

Amount(s)	Source(s)
10,012	Base 6000-6999: Capital Outlay

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Students access curriculum and instruction through chromebooks.

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

Additional COVID cleaning protocols have been implemented.

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.

Purchase of outdoor furniture to allow for safe, open-air, small group instruction.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$25,693
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$46,577.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$25,693.00

Subtotal of additional federal funds included for this school: $25,693.00

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 ($)
	$0.00
Base	$18,860.00
District Funded	$0.00
Translation Budget	$2,024.00

Subtotal of state or local funds included for this school: $20,884.00

Total of federal, state, and/or local funds for this school: $46,577.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	25,693	0.00
Base	18860	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	18,860.00
District Funded	0.00
Title I	25,693.00
Translation Budget	2,024.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	5,825.00
2000-2999: Classified Personnel Salaries	16,827.00
4000-4999: Books And Supplies	4,065.00
5000-5999: Services And Other Operating Expenditures	5,348.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00
5900: Communications	500.00
6000-6999: Capital Outlay	10,012.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Base	3,000.00
5000-5999: Services And Other Operating Expenditures	Base	5,348.00
5900: Communications	Base	500.00
6000-6999: Capital Outlay	Base	10,012.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
1000-1999: Certificated Personnel Salaries	Title I	5,825.00
2000-2999: Classified Personnel Salaries	Title I	14,803.00
4000-4999: Books And Supplies	Title I	1,065.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,000.00
2000-2999: Classified Personnel Salaries	Translation Budget	2,024.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,693.00
Goal 2	2,267.00
Goal 3	500.00
Goal 4	5,105.00
Goal 5	10,012.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Elisa Alvarez	Principal
Rocio Ramirez	Classroom Teacher
Joan Bonsey	Classroom Teacher
Grace Durden	Classroom Teacher
Maria Ochoa	Other School Staff
Tyson Nichols	Parent or Community Member
Vanessa Litman	Parent or Community Member
Parker Martineau	Parent or Community Member
Christina Chavez	Parent or Community Member
Karen Torres	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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
Karen Lozano	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/18/20.

Attested:

Elisa Alvarez	Principal, Elisa Alvarez on 11/30/20
C Chavez	SSC Chairperson, Christina Chavez on 11/30/20