School Year: **2021-2022**

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	June 14, 2021	

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)

X 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 observations of instruction, teachers made an effective shift from in-person teaching to virtual teaching. Teachers adapted their lessons to an online format. Fall 2020 planning focused on becoming proficient in the online platforms and using asynchronous time to support the synchronous instruction. In addition to academic instruction, student engagement and social emotional wellbeing will need to be a strong focus.

In April 2021, students attended school in small cohorts. Observations during this time indicated teachers teaching concurrently with students in the room as well as students at home on their devices. Although the number of minutes varied depending on the age of the students, concurrent teaching occurred at all grade levels K-5.

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. During the 20-21 school year, all Washington teachers also participated in a training in Dual Language Education by Dr. Jose Medina.

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

ELAC: monthly data topic provided to ELAC in preparation for SPSA for the entire school year.
April 26, 2021: Whole Staff input and review of new Strategic Plan and Washington Goals
April 29, 2021: SSC Review new new Strategic Plan and Washington Goals and evaluate data

April 30, 2021: Written outline of new Strategic Plan and Washington Goals sent to all families requesting input.
May 5 & 12, 2021: Zoom meeting open to all families to gather input on new Strategic Plan and Washington Goals
May 7, 2021: Written outline new Strategic Plan and Washington Goals sent to ELAC
May 21, 2021: ELAC review and input and approval on new Strategic Plan and Washington Goals
May 22, 2021: SSC Review and Finalize Site Plan
May ??, 2021: Full plan sent to ELAC and SSC for written review
June 14, 2021: SSC Approval of Site Plan

Resource Inequities

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

NA Washington is not a CSI, ATSI or TSI school.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.25%	0.24%	0.2%	1	1	1
African American	9.55%	8.83%	7.1%	38	37	31
Asian	7.79%	6.92%	6.9%	31	29	30
Filipino	2.51%	2.15%	2.7%	10	9	12
Hispanic/Latino	63.82%	66.59%	65.5%	254	279	287
Pacific Islander	%	0.24%	%		1	
White	8.29%	8.35%	10.3%	33	35	45
Multiple/No Response	1.01%	5.25%	1.6%	4	6	7
			Total Enrollment	382	398	438

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	84	68	70
Grade 1	84	83	66
Grade 2	46	86	84
Grade3	76	44	87
Grade 4	54	83	44
Grade 5	54	55	87
Total Enrollment	398	419	438

Conclusions based on this data:

1. Enrollment continues to increase every year.
2. Enrollment by subgroup changes very little.
3. Enrollment in kindergarten is close to the same because we are now at capacity and the classroom availability will not change.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	158	137	134	39.7%	32.7%	30.6%
Fluent English Proficient (FEP)	54	78	70	13.6%	18.6%	16.0%
Reclassified Fluent English Proficient (RFEP)	21	30	8	12.3%	19.0%	5.8%

Conclusions based on this data:

1. The overall number of English Learners decreases each year.
2. The number of Fluent English Proficient students has decreased by 8.
3. The number of RFEP students dropped due to no reclassifications (due to no ELPAC in 19-20) in 20-21.

School and Student Performance Data

SBAC Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	77	44	86	77	41	59	46	41	59	100	98	69
Grade 4	57	83	45	56	80	41	52	80	41	98.2	98	91
Grade 5	57	55	87	57	54	82	76	54	82	100	94	94
All	191	182	218	190	175	182	174	175	182	99.5	96.7	84.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2399.	209	353	18.42	17	23	10.53	12	20	36.84	24	13	34.21	46	45
Grade 4	2423.	317	399	10.71	18	10	17.86	21	12	17.86	19	37	53.57	43	41
Grade 5	2466.	415	488	10.53	11	12	24.56	19	21	22.81	16	20	42.11	54	48
All Grades	N/A	N/A	N/A	13.76	15.3	15	16.93	17.3	17.7	26.98	19.7	23.3	42.33	47.7	44.7

**STAR Reading

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. We do not have comparable data for the last two school years due to the pandemic.
2. Overall, the percent of students at, or above grade level, is slightly higher on the STAR Renaissance tests.
3. The percentage of students tested dropped due to virtual learning.

School and Student Performance Data

SBAC Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	77	44	86	76	23	61	76	23	61	98.7	52	71
Grade 4	57	83	45	56	80	39	56	80	39	98.2	96	87
Grade 5	57	55	87	57	54	83	57	54	83	100	98	95
All	191	182	218	189	157	183	189	157	183	99	82	84.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2423.	479	566	11.84	13	17	35.53	17	24	23.68	48	22	28.95	22	37
Grade 4	2459.	584	590	5.36	15	0	35.71	34	18	33.93	33	32	25.00	19	50
Grade 5	2465.	649	680	10.53	11	8	19.30	13	11	17.54	37	30	52.63	39	51
All Grades	N/A	N/A	N/A	9.52	13	8.3	30.69	21.3	17.7	24.87	39.3	28	34.92	26.7	46

**STAR Math

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. We do not have comparable SBAC data for the last two school years.
2. The percentage of students performing at, or above grade level, is lower in STAR Renaissance.
3. Due to online learning the percentage of students tested in the 19-20 and 20-21 school year is much lower than 18-19.

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	
	18-19	*19-20	18-19	*19-20	18-19	*19-20	18-19	*19-20
Grade K	1407.6		1416.3		1387.2		33	
Grade 1	1420.3		1435.4		1404.8		30	
Grade 2	1450.4		1455.2		1445.1		20	
Grade 3	1484.2		1470.0		1497.8		17	
Grade 4	1524.0		1529.1		1518.1		13	
Grade 5	1542.3		1538.1		1546.1		17	
All Grades							130	

*OPTIONAL Summative ELPAC

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	12.12		24.24		45.45		18.18		33	
1	3.33		13.33		33.33		50.00		30	
2	5.00		40.00		40.00		15.00		20	
3	11.76		29.41		47.06		11.76		17	
4	30.77		46.15		23.08		0.00		13	
5	29.41		52.94		5.88		11.76		17	
All Grades	13.08		30.77		34.62		21.54		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	12.12		21.21	21.21	54.55		12.12		33	
1	6.67		26.67	26.67	43.33		23.33		30	
2	10.00		40.00	40.00	45.00		5.00		20	
3	17.65		35.29	35.29	29.41		17.65		17	
4	53.85		38.46	38.46	7.69		0.00		13	
5	70.59		17.65	17.65	5.88		5.88		17	
All Grades	23.08		28.46	28.46	36.15		12.31		130	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	15.15		78.79		6.06		33	
1	40.00		53.33		6.67		30	
2	30.00		60.00		10.00		20	
3	5.88		64.71		29.41		17	
4	30.77		69.23		0.00		13	
5	11.76		88.24		0.00		17	
All Grades	23.08		68.46		8.46		130	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	12.12		45.45		42.42		33	
1	3.33		46.67		50.00		30	
2	15.00		75.00		10.00		20	
3	47.06		41.18		11.76		17	
4	69.23		30.77		0.00		13	
5	82.35		11.76		5.88		17	
All Grades	30.00		43.85		26.15		130	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	0.00		90.91		9.09		33	
1	16.67		30.00		53.33		30	
2	5.00		80.00		15.00		20	
3	0.00		64.71		35.29		17	
4	0.00		84.62		15.38		13	
5	17.65		70.59		11.76		17	
All Grades	6.92		68.46		24.62		130	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	33.33		33.33		33.33		33	
1	0.00		40.00		60.00		30	
2	0.00		55.00		45.00		20	
3	29.41		70.59		0.00		17	
4	15.38		76.92		7.69		13	
5	23.53		70.59		5.88		17	
All Grades	16.92		52.31		30.77		130	

Conclusions based on this data:

1. We do not have comparable data for the 19-20 and 20-21 school year.
2. The majority of the students scored a level 3 on the ELPAC in the 18-19 school year.
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.

2019-20 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.

2019-20 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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		No Performance Color	No Performance Color
65.7 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.3 points		10	6
18			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		No Performance Color
35.5 points below standard	37.1 points below standard		Less than 11 Students - Data Not Displayed for Privacy
Declined -3.2 points	14		10
120			

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	10.1 points above standard	35.7 points below standard
Declined Significantly -23.4 points	Maintained ++0.9 points	Increased Significantly ++19.5 points
43	54	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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Engage, Educate, Empower

LEA/LCAP Goal

Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile.

Goal 1

Every classroom and program at Washington Elementary School will support high-quality, universally accessible learning experiences across the content areas to foster the SLUSD competencies expressed in the Graduate Profile.

Identified Need

All students including those who are performing below grade level 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
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 40 pts below standard b. English Learners = 42 pts below standard c. Socioeconomically Disadvantaged = 49 pts below standard d. Students with Disabilities = 90 pts below standard e. African American = 75 pts below standard f. Hispanic/Latino = 47 pts below standard	Will improve Distance from Standard by: Overall + 8 pts English Learners + 15 pts Socioeconomically Disadvantaged + 10 Students with Disabilities + 15pts African American + 8 Hispanic/Latinx + 10
Academic Indicator for Mathematics - Student Performance based on Distance from Standard (CA School Dashboard)	Academic Indicator for Mathematics Student Performance based on Distance from Standard (from 2019 Dashboard)	Will improve Distance from Standard by: Overall + 10 pts English Learners + 10 pts

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF Priority: 4, 7, and 8	a. Overall = 30 pts below standard b. English Learners = 30 pts below standard c. Socioeconomically Disadvantaged = 36 pts below standard d. African American = 66 pts below standard f. Hispanic/Latino = 36 pts below standard	Socioeconomically Disadvantaged + 12 Students with Disabilities + 15pts African American + 22 Hispanic/Latinx + 12
CAST Scores Connected to LCFF Priority: 4, 7, and 8	CAST Scores = Percent of students who met or exceeded standards a. Overall = 19.3% b. English Learners = 5.8% c. Socioeconomically Disadvantaged = 12.5% d. Students with Disabilities = 6.9% e.Hispanic/Latino = 14.3%	Will increase percent of students who met or exceed standards by: Overall 4% English Learners 4% Socioeconomically Disadvantaged 4% Students with Disabilities 4% African American 4% Hispanic/Latinx 4%
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 1st Grade: 44% 2nd Grade: 44% 3rd Grade: 41% 4th Grade: 18% 5th Grade: 19%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%.
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 2nd Grade: 41% 3rd Grade: 43% 4th Grade: 22% 5th Grade: 33%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy (K-1): Percent of students at or above district benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of students at or above district benchmark At/Above Kinder Benchmark = 78% At/Above 1st Grade Benchmark = 69%	Increase the percentage of students who met or exceeded standards based on state benchmark by 10%.
Attendance Rate a. All Students b. English Learners c. Student with Disabilities d. Foster Youth e. Homeless Connected to LCFF Priority: 5	SLUSD 2019-2020 Attendance Rate a. All Students = 94.8% b. English Learners = 95.1% c. Student with Disabilities = 95.1% d. Homeless = 93.6% (Local Data)	Increase attendance rate by 2%.
[MIISS] Percent of students being referred to Tier 2 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 123	Decrease by half
Appropriately Assigned Teachers Connected to LCFF Priority: 1	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned	100% of SLUSD teachers are appropriately assigned.
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant

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. Effective & Meaningful Teaching and Learning
a. All students will receive a comprehensive, standards-based science and history-social science education in grades TK-12 through the use of the newly adopted board curriculum and the development of corresponding assessments and projects.

- Materials will be provided to enhance curriculum: $3,505
- Book Creator and Lulu book publisher $3,000
- Standards-based science and history-social science field trips & guest speakers

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)
3505	Unrestricted 4000-4999: Books And Supplies daily student materials and supplies for classroom learning
3000	Supplemental and Concentration" 5000-5999: Services And Other Operating Expenditures Book Creator & Lulu book publisher
2495	Supplemental and Concentration" 4000-4999: Books And Supplies daily student materials and supplies for after school learning

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

1.1. Effective & Meaningful Teaching and Learning
b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.

- Training will be provided to staff and students on Restorative Justice Practices:
- General training/PD funds, possible special education training for regular education teachers (autism, dyslexia, etc.)
- Ability awareness assembly/fair for students

- EMS training for 4th grade students

PD Costs: $3,000

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

Amount(s)	Source(s)
3000	Unrestricted 5000-5999: Services And Other Operating Expenditures Professional Development for staff and students

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

1.1 Effective & Meaningful Teaching and Learning
c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.

- After school enrichment and intervention will be provided: $14,100
- Field Trips ($ listed in 1.1a)
- School-wide Project Based Learning will take place in addition to classroom projects.

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)
14100	Supplemental and Concentration" 1000-1999: Certificated Personnel Salaries Teacher hourly intervention and enrichment

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

1.1 Effective & Meaningful Teaching and Learning
d. Foster critical literacy in English Language Arts and across the content areas for all students by

centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

- After School Enrichment and Intervention ($ listed in 1.1c)
- Focus on adding Spanish books to school library to create language equality.

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 5

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

1.2 Responsive Support Structures for Student Success
a. Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

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

1.2 Responsive Support Structures for Student Success
b. Explore and expand alternative education and expanded learning opportunities for students K-5 to support both intervention, enrichment, and multimodal ways of teaching and learning.

- After School enrichment and intervention ($ in 1.1c)
- 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)
0	

Strategy/Activity 7

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

ALL

Strategy/Activity

1.2 Responsive Support Structures for Student Success
c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.

- Additional para educator support in the K - 2 DLI classrooms

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)
13558	Title I 2000-2999: Classified Personnel Salaries para educator salary (partial)
5190	Unrestricted 2000-2999: Classified Personnel Salaries para educator salary (partial)

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

1.2 Responsive Support Structures for Student Success
d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.

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 9

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

All

Strategy/Activity

1.2 Responsive Support Structures for Student Success
e. Build educators' capacity to support students through the use of anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for 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: 2020-21

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. In April we adjusted once again to hybrid learning when 55% of our students returned to in-person learning.

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

One major change was adding the Book Creator and Lulu book publishing. We accomplished a school-wide PBL documenting students' experiences in the pandemic.

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.

The 2021 -2022 SPSA reflects strategies that address the new LCAP goals and an in person setting.

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

Educational Equity through College and Career Readiness

LEA/LCAP Goal

Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

Goal 2

Washington School will provide comprehensive, adaptive, and productive K-5 career and college programming, with Project Based Learning, robust mentoring, aligned with the SLUSD Graduate Profile.

Identified Need

69% 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
Broad Course of Study	Washington Elementary school offers courses described in Education Code 51210 and 51220 to all	Washington Elementary school offers courses described in Education Code 51210 and 51220 to all
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	Reclassification Rate for SY 2020-21 is 5.8%. (Most Recent Data from DataQuest)	Increase the reclassification rate for SY 2021-22 to 8%.
English Learning Progress Indicator as reported on the CA School Dashboard Connected to LCFF Priority: 2, 4, and 7	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 55% of (Most Recent Data from 2020 California Dashboard)	Increase the percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2021-2022 to 65%

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.Centering Ethical and Cultural Leadership
a. Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.

- 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.
- Biannual outdoor education field trip for all 4th and 5th grade students.
- 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)
1000	Supplemental and Concentration" 4000-4999: Books And Supplies PBIS & college and career materials
2505	Supplemental and Concentration" 5000-5999: Services And Other Operating Expenditures College field trips for all 4th & 5th graders doing school-wide PBL

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

2.1.Centering Ethical and Cultural Leadership
b. Develop and apply critical media and information literacies at school and in the community.

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)

Strategy/Activity

2.1.Centering Ethical and Cultural Leadership
c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

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 4

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

English Language Learners and DLI students

Strategy/Activity

2.2 Fostering Multilingualism
a. Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.

- Additional para-educator support in the DLI classrooms ($ is in 1.2c)

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 5

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

2.2 Fostering Multilingualism
b. Systematize structured supports that address the needs of long-term English learners and newcomer students.

- After school enrichment and intervention ($ is in 1.1c)

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

2.3 Healthy Minds & Bodies
a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.

- Continue family group assemblies incorporating PBIS and Social Justice standards. $3,080 for PBIS shirts
- School-wide PBIS program implemented.
- Playground and PE equipment is provided to every classroom and PE teacher.

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)
3080	Unrestricted 5000-5999: Services And Other Operating Expenditures PBIS t-shirts for every student and staff member

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2.3 Healthy Minds & Bodies
b. Implement an integrated teaching model that embeds social-emotional learning competencies across the content 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)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

2.3 Healthy Minds & Bodies
c. Utilize an assets-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

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: 2020-21

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.

We did not purchase PBIS materials this year due to the pandemic and the short period of time we had in-person instruction.

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.

We hope that with the return to full in-person instruction, students will be able to attend field trips again. Project Based learning will once again incorporate field trips into the learning experiences. Virtual field trips will still be included.

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-Centered Effective Employee Engagement

LEA/LCAP Goal

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

Goal 3

Washington Elementary School staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals 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
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	Inventory current modules and align to strategic plan goals	100% completion of all existing modules and new required training
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates	95% attendance
Log attendance at cultural competency training Connected to LCFF State Priority: 1 and 6	Use implementation rate for year 1 to establish baseline	95% attendance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assess and increase staff diversity by disaggregating current staff diversity in line with current student demographics Connected to LCFF State Priority: 1 and 6	School Staff Demographics African American/Black = 9% Asian = 14% Filipino = 5% Hispanic = 18%	Increase district proportionality of staff to student population of the four underrepresented groups African American = 12% Asian = 17% Filipino = 7% Hispanic = 38%

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. Employee Relations
a. Cultivate support for employees with the goal of delivering gold standard customer service
b. Improve fiscal processes and planning to maximize funds, staff and other resources for equity and excellence
c. Celebrate staff contributions to the District
d. Attend to employee safety and wellness in the workplace and awareness about resources in the district and community

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 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 Talented and Diverse Workforce

a. Attract, hire and retain the best employees in the District to meet district wide goals for cultural competency
b. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization
c. Recruit teachers and administrators that reflect the diversity of our students
d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities or abilities.

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)

All

Strategy/Activity

3.3 Effective Collaboration
a. Implement effective teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in service of continuous improvement and achieving success for all learners.

- Provide 3 collaboration days for all teachers. Focus will be on project based learning and DLI improvements. $11,200

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)
11200	Title I 1000-1999: Certificated Personnel Salaries substitute teacher salary for every teacher to collaborate 3 times

Annual Review

SPSA Year Reviewed: 2020-21

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.

Upon return to full in-person instruction, outreach and healthy communication across all stakeholders is even more crucial. We will need to bridge the gap for those students who were not as successful in online learning.

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

Valuing Diversity, Equity, and Inclusion with Families and Communities

LEA/LCAP Goal

SLUSD will support and strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development.

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 during the pandemic, the outreach to families and one-on-one support now that we have returned will be crucial and must be effective.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rubric for standardized expectations for parent engagement Connected to LCFF State Priority: 3	Establish district audit to inform rubric design	Improve parent Engagement with special student/family groups (i.e. low-income students, English learners, foster youth, etc.)
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events	100% translation at all district events
Parent participation evaluations for District Event Attendance at Town Halls Provide and participate in various engagement forums that provide feedback	Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback. Participate in site-based community engagement	100% participation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF State Priority: 3	events to increase accessibility and collaboration	
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 173 Completed Parent Survey	Number of completed California Healthy Kids Surveys will increase by 10%
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this school. = 87% • Promotes academic success for all students = 91% • A safe place for their children = 94%	Parent feel welcome to participate at this school = 93 % Promotes academic success for all students = 96% A safe place for their children = 99%

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 Analyze, Audit, and Respond to Parent Needs
a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.
b. Deliver outstanding, consistent translation services to our multilingual community.
c. Provide and participate in various engagement forums that provide feedback.

- 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)

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

4.2 Connecting Schools and Community Engagement
a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.
b. Build family leadership capacity and ensure a high standard of family engagement.
c. Provide informative, responsive school websites and communication.
d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

- Improve attendance to ELAC meetings by including at least one classroom teacher at each meeting $420 teacher hourly
- Ensure that all beginning of the year events (Kindergarten orientation, BTSN, weekly parent meetings target Kindergarten parents and ELL parents to set the foundation for a long lasting home-school partnership.)
- Provide childcare and food for all Wednesday morning meetings to encourage and increase parent participation. $1,200
- Utilize site and district resources to provide translation services to our parent community for Spanish and/or other identified languages (when possible).
- 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.
- Provide communication in multiple methods including mailing, brochures and flyers and handbooks in addition to online resources. $2,600
- 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)
2,024	Translation Budget 2000-2999: Classified Personnel Salaries Translation to support communication to multilingual families
420	Supplemental and Concentration" 1000-1999: Certificated Personnel Salaries teacher hourly to attend all ELAC meetings
1000	Supplemental and Concentration" 2000-2999: Classified Personnel Salaries Hourly time sheet for noon supervisors to attend morning meetings
200	Supplemental and Concentration" 5000-5999: Services And Other Operating Expenditures food for weekly parent meetings
2600	Unrestricted 4000-4999: Books And Supplies parent communication materials and recognition materials

Strategy/Activity 3

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

Strategy/Activity

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.

0	

Strategy/Activity 4

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

Strategy/Activity

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.

0	

Strategy/Activity 5

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

Strategy/Activity

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: 2020-21

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 facilitator 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 were all virtual during the past 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.

We will now offer hybrid parent meetings. Parents will have the option of using zoom or being in-person. We will use our promethean boards and library to achieve this goal.

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

Environmental and Technological Equity

LEA/LCAP Goal

SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments 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

Washington will continue to improve all learning spaces, both indoors and outdoors. New classroom portables will be outfitted with new furniture. Auditorium and cafeteria are spaces that still need improvements.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student	100% 1:1 Device per student
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	100% on-campus bandwidth minimum 2 megabits per student
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.	Average ticket response within 24 hours and average resolution within 2 days.
Maintenance work order system Connected to LCFF State Priority: 1	Maintenance staff will conduct review of outstanding work order status	98% of work orders will be less than one month old in the district maintenance work order system

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Inventory of current district vehicle fleet Connected to LCFF State Priority: 1	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.	District vehicle fleet will be working properly, pass all required smog tests, and the majority of fleet will be less than five years old.
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%	Increase percent of parents who strongly agree that SLUSD schools have clean and well maintained facilities/properties to 96%
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	100% of SLUSD school will be in good/exemplary condition

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 District Bond Improvements
a. Implement the following Measure N bond projects successfully: New modular buildings.
b. Initiate planning for additional bond projects, including classroom and field renovations.

- new outdoor benches
- 6 new classrooms
- new art room
- new music room
- new student and staff bathrooms

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	

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 Strategic Maintenance
a. Continue to maintain our facilities for future generations of students.
b. Maintain our state of the art technology infrastructure.

- Add a mural to the exterior space facing the public park.

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 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 Reducing District Impact on Climate Change
a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.
b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.

- Continuing the composting and recycling in our cafeteria, drastically reducing landfill waste.

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 4

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

Strategy/Activity

5.4 Access to Internet and Technology
a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
c. Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

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: 2020-21

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.

Washington will see the completion of a major bond project prior to the 21-22 school year. This is an exceptional accomplishment and will add to the overall learning experience of our students.

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

The bond provided outdoor seating and therefore this line item was no longer a site funded item.

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.

The 2021 -2022 SPSA reflects strategies that address the new LCAP goals and an in person setting.

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	$68,877.00

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	$24,758.00

Subtotal of additional federal funds included for this school: $24,758.00

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
Supplemental and Concentration"	$24,720.00
Translation Budget	$2,024.00
Unrestricted	$17,375.00

Subtotal of state or local funds included for this school: $44,119.00

Total of federal, state, and/or local funds for this school: $68,877.00

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	24,758	0.00
Unrestricted	17,375	0.00
Supplemental and Concentration"	24,720	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Supplemental and Concentration"	24,720.00
Title I	24,758.00
Translation Budget	2,024.00
Unrestricted	17,375.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	25,720.00
2000-2999: Classified Personnel Salaries	21,772.00
4000-4999: Books And Supplies	9,600.00
5000-5999: Services And Other Operating Expenditures	11,785.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration"	14,520.00

2000-2999: Classified Personnel Salaries	Supplemental and Concentration"	1,000.00
4000-4999: Books And Supplies	Supplemental and Concentration"	3,495.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration"	5,705.00
1000-1999: Certificated Personnel Salaries	Title I	11,200.00
2000-2999: Classified Personnel Salaries	Title I	13,558.00
2000-2999: Classified Personnel Salaries	Translation Budget	2,024.00
2000-2999: Classified Personnel Salaries	Unrestricted	5,190.00
4000-4999: Books And Supplies	Unrestricted	6,105.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	6,080.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,848.00
Goal 2	6,585.00
Goal 3	11,200.00
Goal 4	6,244.00
Goal 5	0.00

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
Grace Durden	Classroom Teacher
Leah Martin	Classroom Teacher
Wendy Ponder	Classroom Teacher
Maria Ochoa	Other School Staff
Tyson Nichols	Parent or Community Member
Amparo Gutierrez	Parent or Community Member
Parker Martineau	Parent or Community Member
Christina Chavez	Parent or Community Member
Fleur McJilton	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
	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 6/14/21.

Attested:

	Principal, Elisa Alvarez on 6/14/21
	SSC Chairperson, Christina Chavez on 6/14/21