THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT WASHINGTON ELEMENTARY SCHOOL

2020-21

37-68338-6040265
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Nunez, Juan
Contact Person: Nunez, Juan
Position: Principal
Telephone Number: 619-344-6300
Address: 1789 State St, Washington Elementary, San Diego, CA, 92101-2530,
E-mail Address: jnunez1@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- ☒ Parent&Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *12/15/2020*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego Unified SCHOOL DISTRICT

Attachment 3 – R/A
Modification of SPSA 2020-21

2020-21 School Plan for Student Achievement
Recommendations and Assurances

School Name: Washington Elementary

Site Contact Person: Juan Núñez

DUE: October 5, 2020

Phone: 619-344-6300 **Fax:** 619-344-6349 **E-mail Address: jnunez1@sandi.net**

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

☒ **Title 1 Schoolwide Programs (SWP)** ☐ **CSI School**

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☒ English Learner Advisory Committee (ELAC)	Date of presentation: 10/1/20
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: _____
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: _____
☒ Site Governance Team (SGT)	Date of presentation: 9/15/20
☒ Other (list): SSC has assumed ELAC responsibilities for 2020-21.	Date of presentation: 10/1/20

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: October 1st, 2020

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Juan Núñez Type/Print Name of School Principal	10/5/20 Signature of School Principal / Date
Nicole Paquette Type/Print Name of SSC Chairperson	NPaquette 10/5/2020 Signature of SSC Chairperson / Date
Nicole Paquette Type/Print Name of ELAC Chairperson	NPaquette 10/5/2020 Signature of ELAC Chairperson / Date
Mitzi Merino Type/Print Name of Area Superintendent	Mitzi Merino 10/7/2020 Signature of Area Superintendent / Date

Submit Document With Electronic Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

TABLE OF CONTENTS

1. Introduction

2. Executive Summary

3. SPSA Template

4. Appendix

    A. Budget Summary

    B. Parent & Family Engagement Policy

    C. School Parent Compact

    D. Data Reports

    E. 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a Title I Schoolwide Program. The staff at Washington Elementary STEAM Magnet School strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, the staff at Washington work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high-quality education that includes rigorous lessons that are standards-based.
This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT

At Washington, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, ILT, School Foundation, and staff meetings held throughout the year.
-September 6, 2019, the Annual Title I Parent Meeting was held.
-October 3, 2019, SSC developed the School Parent Compact and Parent Involvement Policy.
-January 14, 2020, SSC/ELAC provided input on funding that would support English Language Learners.
-January 29, 2020, SGT met to analyze data and provide budget recommendations.
-February 4, 2020 -SSC reviewed and approved the 20-21 Title I budget.
-February 4, 2019-SSC/ELAC provided input regarding goals for English Language Learners.
-October 1, 2020- SSC developed and approved 2020-2021 SPSA.

RESOURCE INEQUITIES

Washington's root cause analysis involved examining data from CAASPP, the California Dashboard, the California Healthy Kids Survey, California Parent Survey, site data, and a review of the 2020-21 SPSA. An analysis of the student groups (3rd-5th) 2019 CAASPP results indicate an overall decline in the area of ELA and in Math.

The 2016-2017 3rd grade student group met or exceeded grade-level standards at 33% (ELA) and 28% (Math). The same group of students moved up to 4th grade in 2017-2018 and their performance in met or exceeded was at 30% (ELA) and at 29% (Math). During the 2018-2019 school year, their performance in ELA met or exceeded grade-level standards was at 38% (ELA) and 27% (Math). This specific group of students grew 5 percentage points in ELA and dropped 1% in Math over the three-year span.

The school's overall data for the 2016-17 school year indicates 52% of 3rd-5th grade students met or exceeded standards in ELA. In the 2017-18 school year, the data indicates 58% of 3rd-5th grade students met or exceeded grade-level standards in ELA. In the 2018-19 school year, the data indicates that 38% of 3rd - 5th grade students met or exceeded grade-level standards in ELA. There was a significant 20% decrease in the area of ELA. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 72% of Washington's student population is considered socioeconomically disadvantaged.

There are also inequities in the area of math. When examining the groups of students as they move from 3rd to 5th grade both groups of students dropped in met or exceeded grade-level standards. The overall school data indicates a significant decrease from 2016-17 (47%) to 2018-19 (32%). This is a loss of 15% in math. To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in bi-weekly PLCs while students have opportunities to engage in visual and performing arts rotations); strengthening tier one instruction by integrating lesson studies and STEAM lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common diagnostic assessments (every 6 weeks) and common formative assessments (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a tri-weekly basis.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism in our homeless population and suspension rates (both areas are red). The school community has put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the principal, 4 days a week school counselor, and certificated staff to monitor attendance and social-emotional needs. There will be consistent weekly home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the clinician from the Northcentral Early Prevention Program will work directly with staff and families to provide professional development and strategies to support Tk-3rd grade students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will begin to look at programs like PBIS to cultivate a positive school culture for all stakeholders.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Dina Nichols	Teacher
Nicole Paquette	Other (Chairperson)
Danielle Cahill	Parent
Angie Curran	Other (Staff)
Dominique Huertas	Parent
Chelsea Meir	Teacher
Ledjana Nikollari	Parent
Juan Núñez	Principal
Ruth Reyes	Teacher
Ismael Romo	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

According to the 2019 Ca Dashboard the only red indicators are in regards to chronic absenteeism and suspension rate. Chronic absenteeism increased as a school by 1.3%. Our suspension rate also increased by 4.3%. There were no major changes and Washington will address these two areas of need in the 2020-2021 school year.

***Major Differences**

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

There are no major differences. We will continue to work in collaboration with our school attendance team, made up of our school counselor, attendance clerk, and principal in order to work with students with chronic absenteeism and our suspension rates.

***Changes**

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 continue to monitor our chronic absenteeism and suspension rates on a monthly basis. Our attendance clerk along with our school counselor will work together in reaching students with chronic absenteeism with support from the principal as well as with students identified with high suspension rates.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2021	Tk - 5	Decrease the overall school wide chronic absenteeism rate.	22.4%	17.92%	Attendance	Trimester
June 2021	Tk - 5	Decrease the overall school wide suspension rate.	11.9%	9.52%	Suspension	Trimester
June 2021	Tk - 5	Increase the average parent involvement rate (“strongly agree” in each of the 4 indicators).	53.25%	63.25%	CAL-SCHLS (CSPS)	Annually

***Identified Need**

On the California Dashboard (2019) Washington is in the red for Chronic Absenteeism and in the red for Suspension Rate. The overall school chronic absenteeism rate is 22.4%.

Chronic Absenteeism Rates (subgroups):

African American students=32.4%
English Learners=19.8%
Hispanic students= 23.4%
Students with disabilities=28.3%
Socioeconomically Disadvantaged=25% (Over 75% of Washington’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

According to the California Dashboard (2019), Washington’s suspension rate is at 11.9% (students were suspended at least one time).

Suspension Rates (subgroups):

African American=23.3%
English Learners=7%
Hispanic students=8.8%
Students with Disabilities=19.6%
Socioeconomically Disadvantaged students= 11.7% (Over 75% of Washington’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.)

According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate was at 53.25% (with the response of “strongly agree” in each of the indicators (see below). 222 parents completed the survey in a student population of 340 students (as of July 19, 2019).

Parent Involvement (indicators):

-School allows input and welcomes parents’ contributions=54%
-School encourages me to be an active partner with the school in educating my child=54%

-School actively seeks the input of parents before making important decisions=43%
-Parents feel welcome to participate at this school=62%

***Online Learning Implications**

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
-Social-Emotional Learning and Restorative Justice Practices
-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
-Schools will continue wellness efforts via school wellness coordinators.
-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

-Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5	Black or African American	Decrease chronic absenteeism rate	32.4%	25.92%	Attendance	Monthly
June 2021	TK - 5	Students with Disabilities	Decrease chronic absenteeism rate	28.3%	22.64%	Attendance	Monthly

June 2021	TK - 5	English Learner	Decrease chronic absenteeism rate	19.8%	15.84%	Attendance	Monthly
June 2021	TK - 5	Homeless/Foster	Decrease chronic absenteeism rate	57.1%	45.68%	Attendance	Monthly
June 2021	TK - 5	Black or African American	Decrease suspension rate.	23.3%	18.64%	Suspension	Trimester
June 2021	TK - 5	Students with Disabilities	Decrease suspension rate.	19.6%	15.68%	Suspension	Trimester
June 2021	TK - 5	Homeless/Foster	Decrease suspension rate.	17.5%	14%	Suspension	Trimester
June 2021	TK-5	English Learner	Decrease suspension rate.	7%	2%	Suspension	Trimester

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism,** specifically the following subgroups**:** African American, English Learners, Homeless, students with disabilities, and students who are considered Socioeconomically Disadvantaged.
All students at the school will benefit from this strategy/activity in the area of **Suspensions,** specifically the following subgroups**:** African American, English Learners, Homeless, Students with Disabilities, and students who are considered Socioeconomically Disadvantaged.
Note: Over 75% of Washington's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

A School Counselor assigned for four days will support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the School Counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The School Counselor will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The School Counselor will also be an active member of subcommittees as needed to support the positive school culture and increase attendance.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02871D	School Counselor	0.45000	$39,182.40	$58,583.90	0287-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Our school counselor will work with students and families in order to assist in providing resources to best support our students' and families' needs and will support our chronic absenteeism and suspension rate for our students.

F02871E	School Counselor	0.15000	$13,060.80	$19,527.98	0287-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Our school counselor will work with students and families in order to assist in providing resources to best support our students' and families' needs and will support our chronic absenteeism and suspension rate for our students.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Resources were allocated to fund the following:
During PLCs our teachers participate in bi-weekly analysis of data that allows them to develop meaningful tier 1 instruction and support struggling students with tier 2 interventions; provide support for English Learners in acquiring English and accessing grade-level content; collaborate with each other to impact the effectiveness of the lesson in providing more individualized instruction and supports for students in ELA and other content areas. This occurs while students are participating in Visual and Performing Arts rotation provided by VAPA district teachers.
Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies. Visiting teachers also release teachers to participate in student monitoring with the principal to monitor adequate progress of focus students in class.

***Major Differences**

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

No major differences resulted from the intended implementation. Visiting teachers released classroom teachers for professional learning communities (PLCs) and teachers were able to analyze data, look at student work, create assessments, design lessons, and have student monitoring meetings with the principal every six weeks.

***Changes**

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.

Teachers will continue to participate in PLCs, but the students will not participate in the VAPA program during this time because instruction is not taking place on-site. SGT and SSC decided to not participate in the VAPA program, but instead have visiting teachers release teachers to participate in PLCs and have visiting teachers use teacher plans to deliver instruction to students. Visiting teachers will continue to release teachers every 6 weeks to participate in student monitoring meetings.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3 - 5	Increase the percentage of students meeting and exceeding grade level standards.	39%	49%	CAASPP ELA	Annually
June 2021	3 - 5	Increase the percentage of students meeting and exceeding grade level standards.	Baseline Year	49%	FAST aReading	Annually

***Identified Need**

The school's overall data for the 2017-18 school year indicates 58% of 3rd-5th grade students met or exceeded standards in ELA. In the 2018-19 school year, the data indicates 38% of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a significant loss of 20% in the area of ELA from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 75% of Washington's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in tri-weekly PLCs); strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common formative assessments (6 times a year) (for all TK-5th grade students) and monitoring student progress together as a grade-level team on a tri-weekly basis.

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd -5th	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	37%	47%	CAASPP ELA	Annually
June 2021	3rd - 5th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	10%	20%	CAASPP ELA	Annually
June 2021	3rd - 5th	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	36%	46%	CAASPP ELA	Annually
June 2021	3rd - 5th	Black or African American	Increase the percentage of	23%	33%	CAASPP ELA	Annually

			students meeting and exceeding grade level standards.				
June 2021	3rd - 5th	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	Baseline Year	47%	FAST aReading	Bi-annual (Fall & Spring)
June 2021	3rd - 5th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	Baseline Year	20%	FAST aReading	Bi-annual (Fall & Spring)
June 2021	3rd - 5th	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	Baseline Year	46%	FAST aReading	Bi-annual (Fall & Spring)
June 2021	3rd - 5th	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	Baseline Year	33%	FAST aReading	Bi-annual (Fall & Spring)

Strategy/Activity 1 PLC RTI

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Art, specifically the following subgroups: Hispanic, English Learners, African Americans, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 75% of Washington's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Teachers will continue to support and collaborate with each other during PLCs to impact teacher effectiveness. The PLCs will support differentiated instruction and supports for struggling students (tier 1 instruction). Teachers along with district resource teachers will go through coaching cycles to provide strategies that integrate ELD supports for English Learners. Ed Specialist will begin participating in PLCs to collaborate with gen ed teachers when developing lessons that will meet the needs of students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N028714	Prof&Curriclm Dev Vist Tchr		$9,134.00	$11,169.97	0287-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting Teachers will be used to release teachers for PLC and student monitoring meetings with the principal.
N02875M	Supplies		$10,238.00	$10,238.00	0287-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies needed to support ELLs, Low income students and SWD.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

During PLCs, our teachers participate in the bi-weekly analysis of data that allows them to develop meaningful tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade-level content in math; collaborate with each other to impact the effectiveness of the lesson in providing more individualized instruction and supports for students in Math and other content areas. This occurs while students are participating in Visual and Performing Arts rotation provided by VAPA district teachers.
Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies. Visiting teachers also release teachers to participate in student monitoring with the principal to monitor adequate progress of focus students in class.

***Major Differences**

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

No major differences resulted from the intended implementation. Visiting teachers released classroom teachers for professional learning communities (PLCs) and teachers were able to analyze data, look at student work, create assessments, design lessons, and have student monitoring meetings with the principal every six weeks.

***Changes**

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.

Teachers will continue to participate in PLCs, but the students will not participate in the VAPA program during this time because of online learning taking place and not being on-site. SGT and SSC decided to not participate in the VAPA program, but instead have visiting teachers release teachers to participate in PLCs and have visiting teachers use teacher plans to deliver instruction to students. Visiting teachers will continue to release teachers every 6 weeks to participate in student monitoring meetings.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	Increase the percentage of students meeting and exceeding grade level standards.	41%	51%	CAASPP Math	Annually
June 2021	3rd - 5th	Increase the percentage of students meeting and exceeding grade level standards.	Baseline Year	51%	FAST aMath	Bi-annually (Fall & Spring)

***Identified Need**

The school's overall data for the 2017-18 school year indicates 47% of 3rd-5th grade students met or exceeded standards in Math. In the 2018-19 school year, the data indicates 37% of 3rd-5th grade students met or exceeded grade-level standards in Math. There was a significant loss of 10% in the area of Math from 2018 to 2019. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and students with disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 75% of Washington's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

To continue to support student progress in Math, professional development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in tri-weekly PLCs); strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common formative assessments (6 times a year) (for all TK-5th grade students) as well as monitoring student progress together as a grade-level team on a tri-weekly basis.

***Online Learning Implications**

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.

- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.

-Structures and digital tools to support student collaboration
-Flexibility for teachers to provide both whole group, small group and individual instruction
-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
-Professional development for educators
-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
-Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd - 5th	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	36%	46%	CAASPP Math	Annually
June 2021	3rd -5th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	12%	22%	CAASPP Math	Annually
June 2021	3rd - 5th	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	35%	45%	CAASPP Math	Annually
June 2021	3rd - 5th	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	15%	25%	CAASPP Math	Annually

June 2021	3rd - 5th	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	Baseline Year	46%	FAST aMath	Bi-annual (Fall & Spring)
June 2021	3rd - 5th	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	Baseline Year	22%	FAST aMath	Bi-annual (Fall & Spring)
June 2021	3rd - 5th	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	Baseline Year	45%	FAST aMath	Bi-annual (Fall & Spring)
June 2021	3rd - 5th	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	Baseline Year	25%	FAST aMath	Bi-annual (Fall & Spring)

Strategy/Activity 1 PLCs RTI

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: Hispanic, African American, English Learners, students with disabilities, and students who are considered Socioeconomically Disadvantaged. Over 75% of Washington's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Teachers will continue to support and collaborate with each other during PLCs to impact teacher effectiveness. The PLCs will support differentiated instruction and supports for struggling students (tier 1 instruction). Teachers along with district resource teachers will go through coaching cycles to provide strategies that integrate ELD supports for English Learners. Ed Specialist will begin participating in PLCs to collaborate with gen ed teachers when developing lessons that will meet the needs of students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0287V	Interprogram Svcs/VAPA		$21,594.00	$21,594.00	0287-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		Our SSC decided to not use the VAPA program because of school closures and instead use the money for regular subs to release teachers to PLCs and student monitoring meetings with the principal.
N02875W	Supplies		$8,204.00	$8,204.00	0287-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies needed for identified subgroups of students identified in Goal #3.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

During PLCs our teachers participate in the bi-weekly analysis of data that allows them to develop meaningful tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade-level content; collaborate with each other to impact the effectiveness of the lesson in providing more individualized instruction and supports for students in ELA and other content areas. This occurs while students are participating in Visual and Performing Arts rotation provided by VAPA district teachers.
Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies. Visiting teachers also release teachers to participate in student monitoring with the principal to monitor adequate progress of focus students in class.

***Major Differences**

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

No major differences resulted from the intended implementation. Visiting teachers released classroom teachers for professional learning communities (PLCs) and teachers were able to analyze data, look at student work, create assessments, design lessons, and have student monitoring meetings with the principal every six weeks.

Teachers participated in Designated ELD professional development that allowed to target the needs of ELLs. ELPAC Summative Assessment was not completed to identify adequate progress of language acquisition due to school closures.

***Changes**

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.

Teachers will continue to participate in PLCs, deliver Designated ELD instruction, and analyze the adequate progress of ELLs. The goal will be to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered the US, attendance, or any other circumstances, we would like to see all students making annual expected growth. Data from 18-19 will serve as a baseline due to summative assessments not administered due to school closures.

***Integrated English Language Development**

All professional development will include Quality Teaching for English Learners (QTEL) strategies.
During PLCs teachers will ensure to embed ELD strategies to modify lessons that include support for English Learners.
Professional Development with Benchmark specific for ELD.
The principal will conduct walkthroughs and provide feedback with regards to supporting all of our EL's during their lessons.
We will continue to get support from the Office of Language Acquisition (OLA) in looking at teaching our EL's.

***Designated English Language Development**

Professional Development will include specific topics for Designated ELD. Teachers will meet in tri-weekly PLCs to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Common formative assessments will be used based on standards/critical concepts. Setting Language goals and targets will be a common practice in all PLCs. Classroom walkthroughs will be conducted to show evidence of Designated ELD. Each classroom will dedicate at least 35 minutes of Designated ELD on the daily schedule.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd -5th	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	37%	47%	CAASPP ELA	Annually
June 2021	3rd -5th	English Learner	Increase the percentage of students meeting	36%	46%	CAASPP Math	Annually

			and exceeding grade level standards in Math.				
June 2021	K-5	English Learner	Increase a minimum of one performance level.	No Baseline due to changes in the scale score ranges from 17-18	90%	Summative ELPAC	Annually
June 2021	3rd -5th	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	Baseline Year	47%	Other (Describe in Objective)	Bi-annually (Fall & Spring)
June 2021	3rd -5th	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math.	Baseline Year	46%	Other (Describe in Objective)	Bi-annually (Fall & Spring)

***Identified Need**

English Learner students make up 30% of the overall student population. According to the CA Dashboard, English Learner students are performing 21.4 points below standards in ELA and 40.8 below standards in Math. According to the K-5 Summative ELPAC data, there is 1 student performing at Level 4 (well developed), 27 students performing at Level 3 (moderately developed), 31 students performing at Level 2 (somewhat developed), and 7 students performing at a Level 1 (minimally developed).

***Online Learning Implications**

District will provide students with targeted small group support through a push-in integrated model.
The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
Online professional development modules with iELD (integrated English Language)
The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support. Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K - 5th	English Learner	Increase percentage of English Learners eligible for reclassification .	4%	30%	Summative ELPAC	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically English Learner students.

***Strategy/Activity - Description**

Teachers will continue to support and collaborate with each other during PLCs to impact teacher effectiveness. The PLCs will support differentiated instruction and supports for struggling students (tier 1 instruction). Teachers along with district resource teachers will go through coaching cycles to provide strategies that integrate ELD supports for English Learners as well as developing a designated ELD structured time. Ed Specialist will begin participating in PLCs to collaborate with gen ed teachers when developing lessons that will meet the needs of students with students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N028787	Prof&Curriclm Dev Vist Tchr		$5,069.00	$6,198.88	0287-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Visiting teacher to release teachers to administer ELPAC initials or summative.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

The data from our Ca Dashboard & CAASPP data shows that we need to continue to work with our students with disabilities.

***Major Differences**

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

Teachers will continue to work in collaboration between our Special Ed team and gen ed teachers in meeting the needs of our students with disabilities. We will continue to focus on their needs during our monthly PLC meetings.

***Changes**

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.

Continue to collaborate during our monthly PLC's by looking at data and areas of need and how to address them.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of	10%	20%	Other (Describe in Objective)	Annually

		students meeting and exceeding grade level standards in ELA as measured by CAASPP.				
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP.	12%	22%	Other (Describe in Objective)	Annually

***Identified Need**

According to the California Dashboard, there were less than 11 students with disabilities that participated in ELA and in Math for the CAASPP Summative assessment. *Note: Goals under Annual Measurable Outcomes are limted by accessible data.

***Online Learning Implications**

Implementation of IEP Services in Online Learning Setting
Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
All staff will be working as a team to support all students to accelerate their learning.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5th	Students with Disabilities	Students with IEP's will be making adequate progress towards their individual goals.	Baseline Year	80%	Progress Reports on IEP Goals	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

***Strategy/Activity - Description**

Teachers will modify grade level specific ELA and Math curriculum to meet common core state standards and needs for the students with disabilities. Education Specialists will plan and facilitate professional development for para educators who directly supports students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK - 5th	African American Students	Decrease Suspension Rates	Baseline Year	1%	Suspensions (Classroom and School)	Monthly

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Washington site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Washington will develop and implement a site-specific system for tracking classroom referrals.
3. Washington will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Washington will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Washington will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Washington is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

We will continue to work with our sub-group of African Americans focused around the area of decreasing our suspension rate.

***Online Learning Implications**

Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Our African American students TK - 5th will benefit from this goal.

***Strategy/Activity - Description**

Our school counselor will be doing weekly presentations focused on the social emotional needs of our students. This strategy benefits our African American students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0287-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F02871D	Counselor will support students with their social emotional needs.
	School Counselor				0287-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture | Ref Id : F02871E	Counselor will support students with their social emotional needs.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

In order for parents to be more involved, the school will provide more opportunities for parents to participate in monthly Family Fridays where families will receive information about school events and then participate in STEAM activities in the classrooms with their children. The principal will also communicate through weekly announcements through School Messenger to keep parents informed and engaged. Parents will also participate in the School Site Council, School Governance Team, and with the Washington Foundation participating in fundraising for the school.

***Major Differences**

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

No major differences. Parent involvement for school activities have been successful turnouts. The school still needs to improve in having parents participate consistently during school committees like School Site Council, School Governance Team, and ELAC committee.

***Changes**

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.

Continue to provide opportunities for parent trainings/meetings and workshops such as the Incredible Years. In addition, continue to have family-friendly events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.

*Goal 7- Family Engagement					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: School allows input and welcomes parents' contributions from all parent groups as measured by CA Parent Survey.	54%	64%	CAL - SCHLS (CSPS)

***Identified Need**

Parent Involvement (indicators) that include only "Strongly Agree" responses:

-School allows input and welcomes parents' contributions=54%
-School encourages me to be an active partner with the school in educating my child=54%
-School actively seeks the input of parents before making important decisions=43%
-Parents feel welcome to participate at this school=62%

Parent Involvement (indicators) that include both "<u>Strongly Agree</u>" and "<u>Agree</u>" responses:

-School allows input and welcomes parents' contributions (54% 42%=96%)
-School encourages me to be an active partner with the school in educating my child (54% 40%=94%)
-School actively seeks the input of parents before making important decisions (43% 41%=84%)
-Parents feel welcome to participate at this school (62% 32%=94%)?

***Online Learning Implications**

A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
District is also supplying families with training on SEL, Wellness, Health and Safety.
These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendation.
These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.
This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.
Training for parents and other caregivers.
Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise.

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	54%	64%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 3: School actively seeks the input of parents before making important decisions from all parent groups as measured by CA Parent Survey.	43%	53%	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase the percentage of parents responding “Strongly Agree” in Indicator 4: Parents feel welcome to participate at this school from all	62%	72%	Other - Describe in Objective

		parent groups as measured by CA Parent Survey.			

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All families and students at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

Communicate and provide opportunities for parent trainings/meetings and workshops. In addition, continue to have family-friendly events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings. All staff will work collaboratively to increase parent awareness on the importance and impact of parent involvement and academic achievement.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02877O	Tech Professional OTBS Hrly		$600.00	$796.74	0287-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Support for parents during parent meetings.
N02877P	Inservice supplies		$827.00	$827.00	0287-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Inservice supplies needed for Family Fridays, parent meetings and workshops.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Resources were allocated to fund the following:
Classroom teachers are meeting every two weeks during PLCs to design and strategically develop tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade-level content through integrating ELD strategies during all subject areas as well as during Designated English Language Development; Collaborate with each other to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data, and improve instructional strategies.

***Major Differences**

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

No major differences resulted from the intended implementation. Visiting teachers released classroom teachers for professional learning communities (PLCs) and teachers were able to analyze data, look at student work, create assessments, design lessons, and have student monitoring meetings with the principal every six weeks.

***Changes**

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.

Teachers will continue to participate in PLCs, but the students will not participate in the VAPA program during this time because instruction is not taking place on-site. SGT and SSC decided to not participate in the VAPA program, but instead have visiting teachers release teachers to participate in PLCs and have visiting teachers use teacher plans to deliver instruction to students. Visiting teachers will continue to release teachers every 6 weeks to participate in student monitoring meetings.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase the percentage of 3rd grade students meeting or exceeding grade level standards as measured by the CAASPP ELA.	36%	46%	CAASPP ELA	Annually

***Identified Need**

The 2017-2018 3rd grade students met or exceeded grade-level standards was at 76% (ELA). When this group of students moved to 4th grade in the 2018-19 school year, their performance at the met or exceeded grade-level standards was at 42% (ELA). This is a 34% decrease in ELA. The 2018-19 SPSA was focused on ELA and funding supported ELA development. The school's overall data for the 2018 school year indicated 58% of 3rd-5th grade students met or exceeded standards in ELA. In the 2019 school year, the data indicated 38% of 3rd-5th grade students met or exceeded grade-level standards in ELA. There was a significant decrease of 20% in the area of ELA from 2018 to 2019. Based on the data, we need to continue the focus to improve student achievement and close the achievement gap specifically with our English Learners and students with disabilities.

***Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding	37%	47%	CAASPP ELA	Annually

			grade level standards in ELA as measured by CAASPP.				
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	0%	10%	CAASPP ELA	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically the following grade level: 3rd grade students.

***Strategy/Activity - Description**

Teachers will continue to support and collaborate with each other during PLCs to impact teacher effectiveness. The PLCs will support differentiated instruction and supports for struggling students (tier 1 instruction). Teachers along with district resource teachers will go through coaching cycles to provide strategies that integrate ELD supports for English Learners. Ed Specialist will begin participating in PLCs to collaborate with gen ed teachers when developing lessons that will meet the needs of students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02877M	Classroom Teacher Hrly		$3,863.00	$4,724.06	0287-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		After school tutoring.
N02877N	Supplies		$8,428.00	$8,428.00	0287-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies needed to meet the needs of students.
	Prof&Curriclm Dev Vist Tchr				0287-09800-00-1192-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts | Ref Id : N028714	PLC time allows teachers to analyze data and plan for instruction to support all students.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Our vision is to create a rigorous learning environment which inspires, engages, and empowers all children and staff to love learning through a deep understanding of Science, Technology, Engineering, Art, Language Arts, and Mathematics because they see the relevance of these subjects in their personal world and the world outside themselves.

As a S.T.E.A.M. Magnet, the school personnel, families, district personnel and community has a clearer focus on the school as an agent for change. The school has expanded its focus from rudimentary math and reading skills to an inquiry-based curriculum. This curriculum is not static but continues to evolve and improve each year through focused planning and assessment based on standards monitoring systems.

The S.T.E.A.M. Magnet design for Washington is that all classrooms provide a stratified layering of ever-increasing complexity of the instruction in six key areas; Exploration, Reading, Organizing and Analyzing Thought, Talk, Writing, and Numeracy. As children delve deeply into the different subject areas around a common unit focus, for each trimester, they experience greater responsibility for the work in the above six areas, until gradually, they form opinions and positions that lead them to original thought, supported by evidence and experience, and guided by the concepts of the design process.

Targeted interventions and strategies for Tier 2 instruction include the use of gradual release in the true sense. Small group instruction takes place throughout the day in all areas of study, particularly with those children who are challenged by the grade-level standards.

Teachers participate in Professional Learning Communities every three weeks to ensure that they have enough time to look at data, student work, and continually develop lessons that support the STEAM curriculum and philosophy of learning.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following strategies and leadership actions will be implemented school-wide at Washington Elementary to meet or exceed the SPSA goals.

Monitoring Instructional Content, Pedagogy, and Student Engagement

The site administrator will work alongside all members of the Instructional Leadership Team to ensure that the following are in place at the school:

-A guaranteed and viable curriculum in every classroom.

-All teachers are implementing a set of school-wide agreed upon instructional expectations and strategies focused on student engagement and learning.

-Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.

-Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies, and the quality of student learning.

-All staff knows students' learning needs and can recognize if instruction is impacting learning.

Monitoring Student Learning and Providing Support

The site administrator and all staff members will take responsibility for monitoring student learning and providing appropriate support:

-Develop and fine-tune a comprehensive assessment system.

-Implement six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.

-Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.

-Ensure that reteach and reassessment opportunities are provided to students.

-Ensure that all students have access to rigorous and standards-based lessons.

Targeted Professional Learning and Implementation

The site administrator along the ILT will continue to focus on creating a collaborative risk-taking environment for teachers and students; and leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at the school:

-Data from classroom observations and common assessments will be used to inform professional learning opportunities.

-Identify teacher's practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
-The school's focus, common pedagogy, professional learning, and teacher collaboration are evident in all classrooms.

Interpersonal Skills

-Model positive and productive relationships with staff, students, parents, and the community.
-Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
-Value mutual respect, multiple cultural perspectives, and experiences.
-Views work through an appreciative lens and focus on what is working at the school.

Organizational Leadership

-Develop and maintain clear systems to organize and maximize resources and operations.
-Establish clear lines of communication.
-Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

Parents/ Community

-Cultivate positive relationships with parents and the community.
-Implement systems and structures that engage, teach, support parents/community.
-Have clear and open communication with parents/community.
-Help parents understand their child's learning successes and needs.
-Provide resources to support parents.

Leading for Second Order Change

-Strengthen and fine-tune current instructional practices.
-Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies.
-Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance, and Social-Emotional learning (safe, supportive, and collaborative school culture).
-Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards with STEAM focus & based on student data.
-Reflect on our work as educators and equity for ALL STUDENTS.
-Be comfortable with Being Uncomfortable
-Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

Outcomes:

Professional Learning Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:
-Strong knowledge of the standards.
-Deeper understanding of the vertical alignment of critical concepts between grade levels.
-Application of teaching practices that impact student achievement.

Teaching Outcomes: Teachers will move from theory to application in regards to acquiring **a**nd responding to evidence of student understanding, building upon learning from the previous year, as evidenced by:
-Daily monitoring of student progress towards a learning goal as well as specific targets.
-Lifting or shifting instruction in the moment based on what students are controlling and approximating
-Team analysis of student work and next steps on a biweekly basis (PLC).
Planning Outcomes: Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:
-Starting with student assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.
-Planning learning goals based on critical concepts and breaking them down into smaller targets (kid friendly, replicable, measurable) to meet the goal.

Professional Development Plan and Progression of Learning:
Progression of Learning
- Vertical alignment of critical concepts.
- Starting with student assessment and critical concept to make decisions about units using balanced literacy.
- Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts.
- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why).
- Monitoring/analyzing and responding lessonly, daily, weekly (common/PLCs).
- Developing systems for monitoring.

Professional Development Goals
- Build an Understanding of Vertical Alignment of Standards.
- Set learning goals and targets (standards).
- Use qualitative and quantitative data to make instructional decisions (revisit targets).

Professional Development Structures:
PLC (bi-weekly per grade level)
PLC Guiding Questions:
- What do we want students to learn (target)?
- How will we know they have learned it (common exit slip)?
- What will we do if they don't learn it?
- What will we do if they do learn it?

PLC Process:
- Bring common current exit slip.
- Analyze exit slips (calibrate).
- Reflect on student progress towards target based on data.

- Design next common exit slip.

Lesson Study

Focus:

- Instructional Practices/Balanced Literacy
- Lift and shift - planning for and responding to evidence of understanding in the moment.

Process:

- Plan a lesson as a team
- Teach
- Debrief
- Teach again
- Debrief
- Reflect

Focused Observations/ Feedback

Lift and Shift:

- What is the learning target?
- What are students doing in relation to the targets?
- How are students responding?

Guiding Questions:

- What opportunity was provided in the moment for students to demonstrate understanding?
- What are students saying about meaning? About strategy work?
- What was lifted? (meaning? strategy?)
- What was shifted? (meaning? strategy?)
- How did the teacher lift/shift (teacher response)? (voice-over, summary, reread with a focus...)

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Washington ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 68,411.64
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 150,292.53

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$ 40,944.94
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 40,944.94

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$ 40,935.95
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 40,935.95

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 150,292.53

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Washington Elementary	**09800 LCFF Intervention Support**	School Counselor	**1210**	Counselor	0.1500	$ 13,060.80
		School Counselor	**3000**			$ 6,467.18
			1192	Prof&Curriclm Dev Vist Tchr		$ 9,134.00
			3000			$ 2,035.97
			4301	Supplies		$ 10,238.00
	09800 LCFF Intervention Support Total				**0.1500**	**$ 40,935.95**
	30100 Title I Basic Program	School Counselor	**1210**	Counselor	0.4500	$ 39,182.40
		School Counselor	**3000**			$ 19,401.50
			4301	Supplies		$ 8,204.00
	30100 Title I Basic Program Total				**0.4500**	**$ 66,787.90**
	30103 Title I Parent Involvement		**2455**	Tech Professional OTBS Hrly		$ 600.00
			3000			$ 196.74
			4304	Inservice supplies		$ 827.00
	30103 Title I Parent Involvement Total					**$ 1,623.74**
	30106 Title I Supplmnt Prog Imprvmnt		**1157**	Classroom Teacher Hrly		$ 3,863.00
			1192	Prof&Curriclm Dev Vist Tchr		$ 5,069.00
			3000			$ 1,990.94
			4301	Supplies		$ 8,428.00
			5738	Interprogram Svcs/VAPA		$ 21,594.00
	30106 Title I Supplmnt Prog Imprvmnt Total					**$ 40,944.94**
Grand Total					**0.6000**	**$ 150,292.53**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

Washington Elementary STEAM Magnet School
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2020-21

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Washington Elementary has developed a written Title I parent and family engagement policy with input from Title I parents.

During the first SSC meeting, the staff, parents and the principal discuss what should be the parent responsibilities. We work on a draft from the previous year and then we complete the final revision to distribute to parents.

Washington has distributed the policy to parents of Title I students.
After the first SSC meeting where we complete the final revision of the Parent Involvement Policy, it is sent home to all families.

The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents in the Title I, Part A programs, the following practices have been established:

- *We hold SSC/Title I meetings the third Tuesday of every month.*
- *We hold monthly Coffee with the Principal/Family Friday meetings.*
- *Open House*

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- *At our first SSC meeting and Coffee with the Principal, we discuss parent rights in the Title I program.*

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- *We have surveyed our parents and it was determined that the best time to meet is the first Friday of every month at 8:10am.*

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- *At our SSC/Title I meetings, we review student data and come up with a strategic plan aligned with a budget to ensure success for all students.*

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]). How does the school provide the information?

- *We send out communication to parents through email, newsletters, School Messenger, Class Dojo and sending home flyers. In addition, the principal has an open door policy and parents are always welcome on campus to discuss concerns.*
- *We discuss student progress and monitor student data at our monthly SSC meetings.*
- *We review the Title I program throughout the school year at SSC meetings.*

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

- *Parents are given information about the curriculum, assessments and expectations at Back to School Night each year as well as during School Governance Meetings when necessary.*

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- *Parents are encouraged to attend our SSC/Title I meetings, Coffee with the Principal and Family Fridays every month.*

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- *The parents are informed about student progress during each reporting period (3X a year).*
- *Teachers communicate weekly with parents through emails, newsletters, phone calls and Class Dojo.*
- *We use various websites to educate our parents about Common Core Standards. In addition, we hold parent workshops based on their needs.*

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- *We have Family Fridays every month to help our parents understand the curriculum and to learn how to support their students at home. In addition, we supply the take home books and monitor their progress.*

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- *At Washington Elementary, we understand the importance of having a partnership with our parents. They are welcomed to visit our school any day and we encourage them to provide us with feedback when they feel it is necessary.*

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- *The Title I program also works closely with the Washington Foundation, SGT, and SSC committees and parents to ensure student success for all of our students.*

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- *Many of our parent population speaks Spanish and we ensure that all communication that goes home, either verbally or written, is done in both Spanish and/or English when necessary as well as providing translation services when needed.*

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- *Our parents are recommended and provided with support and resources at the school site. If necessary, the parents are recommended to outside agencies and resources.*
- *The Incredible Years weekly parent workshops*

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- *In the event any Washington parents see our school-wide program plan to be unsatisfactory, the principal will contact parents to address their concerns. All unsatisfactory comments will also be shared with Washington's School Site Council and the San Diego Unified School District.*

This policy was adopted by Washington Elementary on September 24rd, 2020and will be in effect for the period of 2020-2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 25th, 2020.

Juan Núñez, Principal

September 24th, 2020

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

WASHINGTON ELEMENTARY STEAM MAGNET SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021 .

Washington Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- Staff is committed to high expectations for all students and encourages them to reach their highest potential.
- Staff will provide well balanced instruction in all content areas based on the Common Core State Standards through STEAM units and philosphy.
- Instruction will be provided in a variety of ways to accommodate different styles of learning.
- Instruction will be differentiated to reach all levels of learning.
- Conferences to monitor ongoing progress will be held at the end of November and again in March. At this time the parent will receive information about how their student is making progress in reaching the California standards in all content areas.

- A learning contract will be given to the family if the student is below grade level expectations. Supports will be noted for the student.
- We strongly encourage families meet on an ongoing basis with their teacher through phone calls, conferences, or notes between the reporting periods.
- Parents are encouraged to communicate with the classroom teachers either through email, Class Dojo or in person regarding their student's progress.
- Parents are encouraged to join the school's Washington Foundation, SSC, SGT and attend the monthly Coffee with the Principal and Family Friday meetings and other school functions.
- Volunteers are always welcomed at Washington. Interested parents need to fill out a volunteer application form located at the school office.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- At the monthly Coffee with the Principal and Family Friday meetings, data is shared as well as topics of interests to parents.
- Parents are encouraged to attend the monthly SSC/SGT meetings where information regarding student progress are shared.
- Teachers and the Principal are available to parents to explain student progress or achievement.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- At the monthly Coffee with the Principal and Family Friday meetings, data is shared as well as topics of interests to parents.
- Parents are encouraged to attend the monthly SSC/SGT meetings where information regarding student progress are shared.
- Teachers and the Principal are available to parents to explain student progress or achievement.
- The Incredible Years Parent Weekly Workshop

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Washington Elementary staff see parents as an equal partner in the student's education.
- There is always collaboration/communication between the school and the home through email, flyers, Newsletters, Class Dojo or School Messenger Voice and Email.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- The school is always collaborating with outside agencies to find the support needed for families.
- The Northeast Early Prevention Program, UPAC, and other agencies have formed a partnership with Washington Elementary to ensure that students and families receive services needed.
- The Say San Diego organization has a partnership with our school.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Washington Elementary is constantly checking with families and language of preference and ensures that the communication with all languages are represented.
- The Home Language Survey is checked constantly as students enroll to ensure that we are covering all languages that are represented.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Monthly Family Fridays allow parents to observe and participate in STEAM activities in the classrooms with their children.
- Parents are always welcome at Washington and are surveyed on the services or supports needed to meet their needs.
- CA Healthy Kids Survey is used to assess our effectiveness.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Washington Elementary is constantly checking with families and language of preference and ensures that the communication with all languages are represented.
- The Home Language Survey is checked constantly as students enroll to ensure that we are covering all languages that are represented.

This Compact was adopted by the Washington Elementary on September 24th, 2020 and will be in effect for the period of 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 25, 2020.

Juan Núñez, Principal

September 24th, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from
https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above

SCHOOL PERFORMANCE OVERVIEW

Washington Elementary

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

Chronic Absenteeism

Red

Suspension Rate

Red

English Learner Progress

No Performance Color

English Language Arts

Orange

Mathematics

Yellow

School Details

NAME
Washington Elementary

ADDRESS
1789 State Street
San Diego, CA 92101-2598

WEBSITE
http://www.sandi.net/w...

GRADES SERVED
K-5

WASHINGTON ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

323

Socioeconomically Disadvantaged

74%

English Learners

31.3%

Foster Youth

0.6%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

16.4 points below standard

Declined 19.1 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics

Yellow

24.3 points below standard

Declined 17.6 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

37.9% making progress towards English language proficiency

Number of EL Students: 58

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

WASHINGTON ELEMENTARY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Red

22.4% chronically absent

Increased 1.3% ▲

EQUITY REPORT

Number of Student Groups in Each Color

4 Red	2 Orange	1 Yellow
0 Green	0 Blue	

WASHINGTON ELEMENTARY

Conditions & Climate

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

LEARN MORE

Suspension Rate

Red

11.9% suspended at least once

Increased 4.3% ▲

EQUITY REPORT

Number of Student Groups in Each Color

7	0	0
Red	Orange	Yellow

0	0
Green	Blue

Academic Performance

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

English Language Arts

All Students

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

All Students

Orange

16.4 points below standard

Declined 19.1 Points ▼

Number of Students: 111

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

African American

No Performance Color

33 points below standard

No Data

Number of Students: 12

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

White

No Performance Color

44.2 points above standard

Maintained 0.3 Points

Number of Students: 18

English Learners

Orange

21.4 points below standard

Maintained -0.2 Points

Number of Students: 42

Hispanic

Orange

30 points below standard

Declined 27.9 Points ▼

Number of Students: 70

Socioeconomically Disadvantaged

Orange

27.6 points below standard

Declined 23.4 Points ▼

Number of Students: 77

Distance From Standard (English Language Arts)

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

	2017	2018	2019
All Students	0.7 points above standard	2.7 points above standard	16.4 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
76.6 points below standard	40.2 points above standard	18.4 points below standard
Declined 20 Points ▼	Increased 14.8 Points ▲	Declined 36.4 Points ▼
Number of Students: 22	Number of Students: 20	Number of Students: 62

Mathematics

All Students

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

All Students

Yellow

24.3 points below standard

Declined 17.6 Points ▼

Number of Students: 109

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

African American

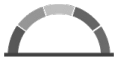
No Performance Color

52.3 points below standard

No Data

Number of Students: 12

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

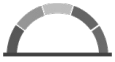
Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

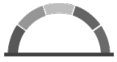


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth

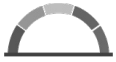


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

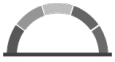


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Two or More Races

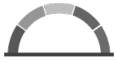


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities

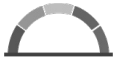


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

White



No Performance Color

16.2 points above standard

Declined 4.1 Points ▼

Number of Students: 18

English Learners

Orange

40.8 points below standard

Declined 14.4 Points ▼

Number of Students: 41

Hispanic

Orange

33.1 points below standard

Declined 20 Points ▼

Number of Students: 68

Socioeconomically Disadvantaged

Orange

33.3 points below standard

Declined 18.8 Points ▼

Number of Students: 75

Distance From Standard (Mathematics)

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

	2017	2018	2019
All Students	14 points below standard	6.7 points below standard	24.3 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

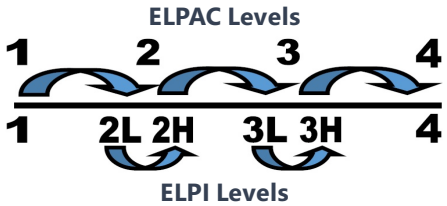
Current English Learners	Reclassified English Learners	English Only
97.2 points below standard	20.2 points above standard	19 points below standard
Declined 41.7 Points ▼	Increased 10 Points ▲	Declined 24.3 Points ▼
Number of Students: 21	Number of Students: 20	Number of Students: 61

English Learner Progress Indicator

All English Learner Students

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

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

LEARN MORE

English Learner Progress

37.9% making progress towards English language proficiency

Number of EL Students: 58

Performance Level

Low

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students

Red

22.4% chronically absent

Increased 1.3% ▲

Number of Students: 348

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

- Students with Disabilities
- Hispanic
- Homeless
- Socioeconomically Disadvantaged

Orange

- African American
- English Learners

Yellow

- White

Green

No Students

Blue

No Students

No Performance Color

- American Indian
- Asian
- Filipino
- Foster Youth
- Pacific Islander
- Two or More Races

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

20% chronically absent

Declined 3.1% ▼

Number of Students: 35

Students with Disabilities

Red

28.3% chronically absent

Increased 5.2% ▲

Number of Students: 53

Hispanic

Red

23.4% chronically absent

Increased 5.9% ▲

Number of Students: 201

Homeless

Red

57.1% chronically absent

Increased 2.6% ▲

Number of Students: 42

Socioeconomically Disadvantaged

Red

25% chronically absent

Increased 1.8% ▲

Number of Students: 260

African American

Orange

32.4% chronically absent

Declined 9% ▼

Number of Students: 37

English Learners

Orange

19.8% chronically absent

Increased 3.6% ▲

Number of Students: 106

White

Yellow

18.3% chronically absent

Declined 2.7% ▼

Number of Students: 60

Conditions and Climate

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

Suspension Rate

All Students

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

All Students

Red

11.9% suspended at least once

Increased 4.3% ▲

Number of Students: 377

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

- African American
- English Learners
- Hispanic
- Homeless
- Socioeconomically Disadvantaged
- Students with Disabilities
- White

Orange

No Students

Yellow

No Students

Green

No Students

Blue

No Students

No Performance Color

- American Indian
- Asian
- Filipino
- Foster Youth
- Two or More Races
- Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

13.5% suspended at least once

Increased 6.4% ▲

Number of Students: 37

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American

Red

23.3% suspended at least once

Increased 6.6% ▲

Number of Students: 43

English Learners

Red

7% suspended at least once

Increased 2.3% ▲

Number of Students: 115

Hispanic

Red

8.8% suspended at least once

Increased 3% ▲

Number of Students: 217

Homeless

Red

17.5% suspended at least once

Maintained -0.1%

Number of Students: 57

Socioeconomically Disadvantaged

Red

11.7% suspended at least once

Increased 3.7% ▲

Number of Students: 283

Students with Disabilities

Red

19.6% suspended at least once

Increased 8.3% ▲

Number of Students: 56

White

Red

13.8% suspended at least once

Increased 3.7% ▲

Number of Students: 65

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Washington
All Grades Combined

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	132	27.3	118	52.5	103	52.4	118	58.5	121	40.5	13.2	-18.0	124	18.5	117	38.5	103	46.6	117	47.9	120	38.3	19.8	-9.6
Female	61	26.2	57	63.2	47	59.6	55	54.5	57	43.9	17.7	-10.6	59	11.9	56	39.3	47	51.1	54	44.4	58	43.1	31.2	-1.3
Male	71	28.2	61	42.6	56	46.4	63	61.9	64	37.5	9.3	-24.4	65	24.6	61	37.7	56	42.9	63	50.8	62	33.9	9.3	-16.9
African American	9	-	8	-	9	-	10	40.0	13	23.1	-	-16.9	8	-	7	-	9	-	11	9.1	13	15.4	-	6.3
Asian**	1	-	1	-	2	-	3	-	1	-	-	-	1	-	1	-	2	-	3	-	1	-	-	-
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Hispanic	95	28.4	85	44.7	66	47.0	76	56.6	75	36.0	7.6	-20.6	92	17.4	84	31.0	66	45.5	74	48.6	74	35.1	17.7	-13.5
Indochinese**	0	-	1	-	1	-	0	-	-	-	-	-	0	-	1	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
White	18	16.7	14	78.6	17	70.6	20	65.0	20	75.0	58.3	10.0	14	21.4	14	64.3	17	64.7	20	55.0	20	60.0	38.6	5.0
Multiracial	9	-	8	-	7	-	9	-	10	20.0	-	-	9	-	8	-	7	-	9	-	10	30.0	-	-
English Learner	39	7.7	33	33.3	20	15.0	27	29.6	24	4.2	-3.5	-25.4	39	10.3	32	15.6	20	15.0	25	24.0	23	8.7	-1.6	-15.3
English-Speaking	93	35.5	85	60.0	83	61.4	91	67.0	97	49.5	14.0	-17.5	85	22.4	85	47.1	83	54.2	92	54.3	97	45.4	23.0	-8.9
Reclassified†	28	60.7	14	85.7	24	75.0	20	70.0	22	72.7	12.0	2.7	27	33.3	14	57.1	24	62.5	20	60.0	22	63.6	30.3	3.6
Initially Eng. Speaking	65	24.6	71	54.9	59	55.9	71	66.2	75	42.7	18.1	-23.5	58	17.2	71	45.1	59	50.8	72	52.8	75	40.0	22.8	-12.8
Econ. Disadv.*	132	27.3	93	47.3	74	48.6	80	53.8	84	40.5	13.2	-13.3	124	18.5	91	34.1	74	44.6	79	41.8	83	33.7	15.2	-8.1
Non-Econ. Disadv.	0	-	25	72.0	29	62.1	38	68.4	37	40.5	-	-27.9	0	-	26	53.8	29	51.7	38	60.5	37	48.6	-	-11.9
Gifted	34	41.2	30	76.7	21	71.4	18	88.9	15	86.7	45.5	-2.2	29	31.0	29	69.0	21	76.2	18	77.8	15	60.0	29.0	-17.8
Not Gifted	98	22.4	88	44.3	82	47.6	100	53.0	106	34.0	11.6	-19.0	95	14.7	88	28.4	82	39.0	99	42.4	105	35.2	20.5	-7.2
With Disabilities	14	0.0	10	10.0	0	-	3	-	9	-	-	-	15	0.0	10	10.0	0	-	2	-	7	-	-	-
WO Disabilities	118	30.5	108	56.5	103	52.4	115	58.3	112	42.9	12.4	-15.4	109	21.1	107	41.1	103	46.6	115	48.7	113	40.7	19.6	-8.0
Homeless	9	-	9	-	6	-	8	-	10	20.0	-	-	11	18.2	8	-	6	-	9	-	11	18.2	0.0	-
Foster	1	-	0	-	1	-	3	-	1	-	-	-	1	-	0	-	1	-	3	-	1	-	-	-
Military	2	-	5	-	7	-	7	-	6	-	-	-	1	-	6	-	7	-	7	-	6	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Washington
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	54	18.5	46	67.4	37	32.4	38	76.3	41	36.6	18.1	-39.7	54	16.7	45	51.1	37	27.0	39	64.1	42	52.4	35.7	-11.7
Female	28	25.0	22	72.7	18	44.4	14	78.6	19	42.1	17.1	-36.5	28	17.9	21	52.4	18	33.3	14	71.4	20	55.0	37.1	-16.4
Male	26	11.5	24	62.5	19	21.1	24	75.0	22	31.8	20.3	-43.2	26	15.4	24	50.0	19	21.1	25	60.0	22	50.0	34.6	-10.0
African American	6	-	1	-	5	-	2	-	4	-	-	-	4	-	1	-	5	-	3	-	4	-	-	-
Asian**	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	38	18.4	29	55.2	25	28.0	30	73.3	21	19.0	0.6	-54.3	39	15.4	28	39.3	25	28.0	30	66.7	22	45.5	30.1	-21.2
Indochinese**	0	-	1	-	0	-	0	-	-	-	-	-	0	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	7	-	9	-	5	-	4	-	8	-	-	-	7	-	8	-	5	-	4	-	8	-	-	-
Multiracial	3	-	5	-	2	-	2	-	5	-	-	-	4	-	5	-	2	-	2	-	5	-	-	-
English Learner	20	0.0	13	53.8	14	14.3	11	63.6	5	-	-	-	20	0.0	11	27.3	14	7.1	11	45.5	5	-	-	-
English-Speaking	34	29.4	33	72.7	23	43.5	27	81.5	36	41.7	12.3	-39.8	34	26.5	34	58.8	23	39.1	28	71.4	37	54.1	27.6	-17.3
Reclassified†	4	-	3	-	3	-	2	-	6	-	-	-	5	-	3	-	3	-	2	-	6	-	-	-
Initially Eng. Speaking	30	26.7	30	70.0	20	40.0	25	80.0	30	36.7	10.0	-43.3	29	24.1	31	58.1	20	35.0	26	69.2	31	45.2	21.1	-24.0
Econ. Disadv.*	54	18.5	36	61.1	22	22.7	28	75.0	28	39.3	20.8	-35.7	54	16.7	35	42.9	22	18.2	29	62.1	29	48.3	31.6	-13.8
Non-Econ. Disadv.	0	-	10	90.0	15	46.7	10	80.0	13	30.8	-	-49.2	0	-	10	80.0	15	40.0	10	70.0	13	61.5	-	-8.5
Gifted	15	20.0	15	100.0	4	-	5	-	5	-	-	-	14	21.4	14	85.7	4	-	5	-	5	-	-	-
Not Gifted	39	17.9	31	51.6	33	30.3	33	72.7	36	27.8	9.9	-44.9	40	15.0	31	35.5	33	24.2	34	58.8	37	51.4	36.4	-7.4
With Disabilities	4	-	10	10.0	0	-	3	-	3	-	-	-	4	-	1	-	0	-	2	-	3	-	-	-
WO Disabilities	50	20.0	45	68.9	37	32.4	38	76.3	38	39.5	19.5	-36.8	50	18.0	44	52.3	37	27.0	39	64.1	39	56.4	38.4	-7.7
Homeless	5	-	9	-	3	-	2	-	2	-	-	-	6	-	2	-	3	-	3	-	3	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	3	-	0	-	2	-	3	-	-	-	1	-	4	-	0	-	2	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Washington
Grade 4

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	36	38.9	42	52.4	37	73.0	40	30.0	43	46.5	7.6	16.5	27	37.0	43	32.6	37	62.2	38	28.9	42	33.3	-3.7	4.4
Female	11	27.3	24	66.7	15	73.3	22	36.4	18	44.4	17.1	8.0	10	10.0	25	40.0	15	66.7	21	33.3	18	33.3	23.3	0.0
Male	25	44.0	18	33.3	22	72.7	18	22.2	25	48.0	4.0	25.8	17	52.9	18	22.2	22	59.1	17	23.5	24	33.3	-19.6	9.8
African American	1	-	5	-	1	-	5	-	3	-	-	-	1	-	5	-	1	-	5	-	3	-	-	-
Asian**	0	-	0	-	2	-	0	-	0	-	-	-	0	-	0	-	2	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	28	42.9	32	46.9	20	60.0	26	34.6	31	41.9	-1.0	7.3	23	30.4	32	31.3	20	55.0	24	33.3	30	33.3	2.9	0.0
Indochinese**	0	-	0	-	1	-	0	-	-	-	-	-	0	-	0	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	5	-	3	-	8	-	6	-	7	-	-	-	2	-	4	-	8	-	6	-	7	-	-	-
Multiracial	2	-	2	-	4	-	3	-	2	-	-	-	1	-	2	-	4	-	3	-	2	-	-	-
English Learner	10	20.0	14	28.6	1	-	14	7.1	9	-	-	-	9	-	15	13.3	1	-	12	8.3	9	-	-	-
English-Speaking	26	46.2	28	64.3	36	75.0	26	42.3	34	58.8	12.6	16.5	18	38.9	28	42.9	36	63.9	26	38.5	33	42.4	3.5	3.9
Reclassified†	11	81.8	4	-	14	78.6	7	-	5	-	-	-	9	-	4	-	14	64.3	7	-	5	-	-	-
Initially Eng. Speaking	15	20.0	24	58.3	22	72.7	19	36.8	29	51.7	31.7	14.9	9	-	24	37.5	22	63.6	19	31.6	28	35.7	-	4.1
Econ. Disadv.*	36	38.9	34	47.1	28	67.9	25	20.0	32	40.6	1.7	20.6	27	37.0	34	32.4	28	57.1	23	21.7	31	32.3	-4.7	10.6
Non-Econ. Disadv.	0	-	8	-	9	-	15	46.7	11	63.6	-	16.9	0	-	9	-	9	-	15	40.0	11	36.4	-	-3.6
Gifted	11	45.5	10	70.0	9	-	4	-	5	-	-	-	7	-	10	60.0	9	-	4	-	5	-	-	-
Not Gifted	25	36.0	32	46.9	28	67.9	36	25.0	38	39.5	3.5	14.5	20	30.0	33	24.2	28	50.0	34	26.5	37	24.3	-5.7	-2.2
With Disabilities	4	-	2	-	0	-	1	-	2	-	-	-	4	-	2	-	0	-	2	-	1	-	-	-
WO Disabilities	32	43.8	40	52.5	37	73.0	39	30.8	41	46.3	2.5	15.5	23	43.5	41	34.1	37	62.2	38	28.9	41	34.1	-9.4	5.2
Homeless	2	-	3	-	6	-	4	-	4	-	-	-	2	-	3	-	1	-	4	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	5	-	1	-	2	-	-	-	0	-	1	-	5	-	1	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Washington
Grade 5

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	42	28.6	30	30.0	29	51.7	40	70.0	37	37.8	9.2	-32.2	43	9.3	29	27.6	29	51.7	40	50.0	36	27.8	18.5	-22.2
Female	22	27.3	11	36.4	14	64.3	19	57.9	20	45.0	17.7	-12.9	21	4.8	10	10.0	14	57.1	19	36.8	20	40.0	35.2	3.2
Male	20	30.0	19	26.3	15	40.0	21	81.0	17	29.4	-0.6	-51.6	22	13.6	19	36.8	15	46.7	21	61.9	16	12.5	-1.1	-49.4
African American	2	-	2	-	3	-	3	-	6	-	-	-	3	-	1	-	3	-	3	-	6	-	-	-
Asian**	1	-	0	-	0	-	3	-	0	-	-	-	1	-	0	-	0	-	3	-	0	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Hispanic	29	27.6	24	29.2	21	57.1	20	60.0	23	43.5	15.9	-16.5	30	10.0	24	20.8	21	57.1	20	40.0	22	27.3	17.3	-12.7
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	6	-	2	-	4	-	10	70.0	5	-	-	-	5	-	2	-	4	-	10	60.0	5	-	-	-
Multiracial	4	-	1	-	1	-	4	-	3	-	-	-	4	-	1	-	1	-	4	-	3	-	-	-
English Learner	9	-	6	-	5	-	2	-	10	10.0	-	-	10	10.0	6	-	5	-	2	-	9	-	-	-
English-Speaking	33	33.3	24	37.5	24	58.3	38	73.7	27	48.1	14.8	-25.6	33	9.1	23	34.8	24	54.2	38	52.6	27	37.0	27.9	-15.6
Reclassified†	13	46.2	7	-	7	-	11	72.7	11	63.6	17.4	-9.1	13	15.4	7	-	7	-	11	54.5	11	36.4	21.0	-18.1
Initially Eng. Speaking	20	25.0	17	23.5	17	52.9	27	74.1	16	37.5	12.5	-36.6	20	5.0	16	31.3	17	52.9	27	51.9	16	37.5	32.5	-14.4
Econ. Disadv.*	42	28.6	23	26.1	24	50.0	27	63.0	24	41.7	13.1	-21.3	43	9.3	22	22.7	24	54.2	27	37.0	23	17.4	8.1	-19.6
Non-Econ. Disadv.	0	-	7	-	5	-	13	84.6	13	30.8	-	-53.8	0	-	7	-	5	-	13	76.9	13	46.2	-	-30.7
Gifted	8	-	5	-	8	-	9	-	5	-	-	-	8	-	5	-	8	-	9	-	5	-	-	-
Not Gifted	34	17.6	25	32.0	21	47.6	31	64.5	32	34.4	16.8	-30.1	35	5.7	24	25.0	21	47.6	31	41.9	31	29.0	23.3	-12.9
With Disabilities	6	-	10	10.0	0	-	2	-	4	-	-	-	7	-	7	-	0	-	2	-	3	-	-	-
WO Disabilities	36	33.3	23	39.1	29	51.7	38	68.4	33	42.4	9.1	-26.0	36	11.1	22	31.8	29	51.7	38	52.6	33	30.3	19.2	-22.3
Homeless	2	-	4	-	2	-	2	-	4	-	-	-	3	-	3	-	6	-	2	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	4	-	1	-	-	-	0	-	1	-	0	-	4	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

SCHOOL NAME: WASHINGTON ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The School Counselor will support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Counselor will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modificatio based on evaluation results.
School Counselor –	0.45	$58,583	0287-30100-1210	Working with students with chronic absences. Monitors attendance and provides supports and	We definitely have a need of having a counselor on school site at least 4 days a week. We saw how having 1	Our suspension rate went up slightly (4.3%) from the previous year.	We will contir to have ou counselor wo with student teachers an families.

				social emotional needs.	day of counselor last year was very beneficial and helped students deal with their social emotional needs.		

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1-PLC's

***Strategy/Activity - Description**

During PLCs our teachers participate in bi-weekly analysis of data that allows them to develop meaningful tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; collaborate with each other to impact the effectiveness of the lesson in providing more individualized instruction and supports for students in ELA and other content areas. This occurs while students are participating in Visual and Performing Arts rotation provided by VAPA district teachers.
Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze stud work/data and improve instructional strategies. Visiting teachers also release teachers to participate in student monitoring with principal to monitor adequate progress of focus students in class.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modificatio based on evaluation results.

Prof&Curriclm Dev Vist Tchr From LCFF		$11,169	0287-09800-00-1192	Release time for teachers for PLC's	PLC's were very effective as it gave opportunities for classroom teachers and ed specialist to look at data and and design effective instruction.	Some students still struggle on the assessments.	We will contin to work on analyzing data and plan durir our PLC, but v have Visiting teachers deliv lessons creat by teachers instead of participating i the VAPA program.
Supplies From LCFF		$10,238	0287-09800-00-4301	Supplies needed to support ELLs, Low income students and SWD.	The supplies allow the school to provide students supplies needed for STEAM lessons integrated in all subject areas.	-	We will contir to work with t our STEAM curriculum a integrate Benchmarl curriculum

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1-PLC's

***Strategy/Activity - Description**

During PLCs our teachers participate in bi-weekly analysis of data that allows them to develop meaningful tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content in math; collaborate wi each other to impact the effectiveness of the lesson in providing more individualized instruction and supports for students in Math and other content areas. This occurs while students are participating in Visual and Performing Arts rotation provided by VAPA district teachers.
Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze stud work/data and improve instructional strategies. Visiting teachers also release teachers to participate in student monitoring with principal to monitor adequate progress of focus students in class.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modificatio based on evaluation results.
Interprogram Svcs/VAPA Prof&Curriclm Dev Vist Tchr	--	$21,594	0287-30106-00-5738-1000-1110-01000-1313	Our SSC decided to not use the VAPA program because of school closures and instead use the money for regular subs to release teachers to PLCs and	PLC time was used for teachers to analyze data and plan accordingly.	-SSC decided to not participate in VAPA this year because of Online Learning.	-We will conti to use moni for PLC.

				student monitoring meetings with the principal.			
Supplies	--	$8,204	0287-30100-00-4301-1000-1110-01000-0000	Copies and other supplies needed for students such as pencils, journals, chart paper, etc. in support of needs identified during PLCS.	These are all the necessities that our students need throughout the year.	-	We will contir to put monie aside for supplies tha students nee

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers will work during their PLC's and look at student sub-groups specifically EL's and identify their needs. We will be using materials to suppor our integrated ELD. The OLA department will also support our teachers in meeting the needs of our EL's.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modificatio based on evaluation results.

Prof&Curriclm Dev Vist Tchr	--	$6,198	0287-30106-00-1192-1000-1110-01000-0000	monthly PLC's.	PLC time was used for teachers to analyze data and plan accordingly to support our ELLs.	-	We will contir to put monie aside for PL planning.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1-Reading/Math PLC

***Strategy/Activity - Description**

Teachers will write grade level specific ELA and Math curriculum that meet common core state standards. Classroom teachers and Education Special will collaborate and plan together during PLCs, and Ed Specialist will facilitate professional development for para educators who directly supports students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modificatio based on evaluation results.
							.

Note/Reminders (optional):

Funding to support goal #5 are described in goal number #2 and #3 to support PLCs and supplies for students with disabilities..

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

In order for parents to be more involved, school will provide more opportunities for parents to participate in monthly Family Fridays where families w receive information about school events and then participate in STEAM activities in the classrooms with their children. Principal will also communic through weekly announcements through SchoolMessenger to keep parents informed and engaged. Parents will also participate in School Site Council School Governance Team and with the Washington Foundation participating in fundraising for the school.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modificatio based on evaluation results.
Tech Professional OTBS Hrly		$796	0287-30103-00-2455-2495-0000-01000-0000	Childcare for parent involvement activities.	This is necessary for parents that need child care during meetings.	-	We will contir to put monie aside for chi care.
Inservice supplies		$827	0287-30103-00-4304-2495-0000-01000-0000	Light refreshments/snacks and materials for parent involvement meetings.	Parents really appreciate the materials, snacks and light refreshments during the meetings.	-	We will contir to put monie aside for materials sna and light refreshment

Note/Reminders (optional):

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Classroom teachers be meeting every two weeks in during PLCs to design and strategically develop tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content through integrating ELD strategies during all subject are as well as during Designated English Language Development; Collaborate with each other to impact the effectiveness of the teacher in providing more individualiz instruction and supports for students in ELA and other content areas.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modificatio based on evaluation results.
Classroom Teacher Hrly	--	$4,724	0287-30106-00-1157-1000-1110-01000-0000	After school tutoring for students needing extra support.	Identifying students that need support and providing targeted learning.	-	We will contir to put monie aside for tutoring..
Supplies	--	$8,428	0287-30106-00-4301-1000-1110-01000-0000	Supplies such as pencils, journals, chart paper, etc.	These are necessary supplies for our students.	-	We will contir to put monie aside for supplies.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: WASHINGTON ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 1- Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The School Counselor will support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Counselor will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Counselor will conduct weekly home visits with a certificated or support staff to ensure families receive the supports they need to get their children to school every day and on time. The Counselor will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modificatio based on evaluation results.
School Counselor –	0.15	$19,527	0287-09800-00-1210-3110-0000-01000-0000	Working with students with chronic absences. Monitors attendance and provides supports and	We definitely have a need of having a counselor on school site at least 4 days a week. We saw how having 1	Our suspension rate went up slightly (4.3%) from the previous year.	We will contir to have ou counselor wo with student teachers an families.

				social emotional needs.	day of counselor last year was very beneficial and helped students deal with their social emotional needs.		

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1-RTI and PLC's

***Strategy/Activity - Description**

During PLCs our teachers participate in bi-weekly analysis of data that allows them to develop meaningful tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; collaborate with each other to impact the effectiveness of the lesson in providing more individualized instruction and supports for students in ELA and other content areas. This occurs while students are participating in Visual and Performing Arts rotation provided by VAPA district teachers.
Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze stud work/data and improve instructional strategies. Visiting teachers also release teachers to participate in student monitoring with principal to monitor adequate progress of focus students in class.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modificatio based on evaluation results.

Prof&Curriclm Dev Vist Tchr		$11,169	0287-09800-00-1192	Release time for teachers for PLC's	PLC's were very effective as it gave opportunities for classroom teachers and ed specialist to look at data and and design effective instruction.	Some students still struggle on the assessments.	We will contin to work on analyzing data and plan durir our PLC, but v have Visiting teachers deliv lessons create by teachers instead of participating i the VAPA program.
Supplies		$10,238.00	0287-09800-00-4301	Supplies needed to support ELLs, Low income students and SWD.	The supplies allow the school to provide students supplies needed for STEAM lessons integrated in all subject areas.	-	We will contin to work with o STEAM curriculum an integrate Benchmark curriculum.

Note/Reminders (optional):

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Classroom teachers be meeting every two weeks in during PLCs to design and strategically develop tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content through integrating ELD strategies during all subject are as well as during Designated English Language Development; Collaborate with each other to impact the effectiveness of the teacher in providing more individualiz instruction and supports for students in ELA and other content areas.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modificatio based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	$11,169	0287-09800-00-1192-1000-4760-01000-0000	PLC time allows teachers to analyze data and plan for instruction to support all students	PLC's were very effective as it gave opportunities for classroom teachers and ed specialist to look at data and and design effective instruction.	Some students still struggle on the assessments.	We will contin to work on analyzing data and plan durir our PLC, but v have Visiting teachers deliv lessons creat by teachers instead of participating i the VAPA program.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?