



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary	01-61143-6090328	May 10, 2022	June 1, 2022

## Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to ensure that we are providing a robust school-wide program to support all students and to provide details of comprehensive and targeted support systems for focal students. The School Site Committee will review data and the plan to ensure alignment and effective implementation.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The SSC, the PTA, and the faculty held a series of meetings throughout the school year to both share and collect information and feedback about our current program.

Staff also identified areas of priority for professional development. This year also featured additional work in the development of a plan for the Comprehensive Coordinated Early Intervention Services (CCEIS), to address the over identification of Black and Latinx students for Special Education.

## Classroom Observations

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

The school principal observes classrooms daily. The biennial teacher observation process involves teacher goal-setting/plans and principal observation, collaboration, and evaluation. The Leadership Team, composed of classroom teachers and subject area coaches, also analyzes student level data and student work.

In the classroom, all students are taught with specific District-mandated curriculum, including A Story of Units Mathematics Curriculum from Engage NY, and TCRWP (Teachers' College Reading and Writing Project) for reading and writing and English Learner curriculum. All students engage in standards-based Science curriculum, with a Science Release teacher, classroom teacher using FOSS kits, and gardening.

In addition, all students are taught with the school-site CARE plan. (Collaborative Active Research for Equity). This plan integrates equity trait teaching, teacher action research, engagement protocols, student assessment, thematic integration, differentiation, and enhanced practices for language development into a comprehensive plan. Teachers are released from the classroom twice a year to plan an equity-focused lesson, observe each other teaching and give each other specific feedback on the 4 engagement protocols: High Help/High Perfectionism; Opt In-Creating Scholars; Bringing Home Cultures into the Classroom and Including Multiple Perspectives

All teachers plan and integrate discipline/school climate protocols. These include PBIS practices (Positive Behavior Intervention & Supports) and Coordination of Services Team (COST)/Response to Instruction and Intervention (RTI2) supported, teacher-led individual and whole-class plans. In addition, all classrooms teach Welcoming Schools and Toolbox curriculum, learning how to treat everyone with respect, resolve interpersonal conflicts, and self-regulate emotions and behavior.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year. STAR 360 online reading and math assessment was administered 3 times per year (Fall, Winter and Spring) for grades 3-5. K-2 teachers administered DIBELS 8 as a dyslexia screener twice a year.

Local assessments in reading, math, and writing guide instruction. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math (end of unit assessments) are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. The ELPAC is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

Each teacher has been trained on using the model to support/increase student learning for gifted students. This approach is supported by legislation passed in California in 2001 that shifts the focus of GATE programming from "pull out" classes to teaching strategies and content that are integrated into all classrooms. Many of these strategies are integral parts of most Berkeley schools including GLAD, Math Assessment Collaborative (MAC), differentiated instruction, Reading and Writing Workshop, enrichment through art, music, gardening, and after school programs.

In addition teachers formally plan and assess their own teaching plans and delivery (CARE/equity curriculum/ RTI2 Team mentoring and teaching) Each teacher is formally observed, coached and mentored for equity strategies by at least two other staff members.

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

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and snapshot grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

Weekly gathered data, running records and BEAR spelling assessments guide the development of literacy and spelling groups and designate just-right book levels for guided reading instruction and specific spelling lessons. Kindergarten through second grade students have regular assessments embedded in the Fast Track Phonics curriculum, though with the advent of DIBELS these assessments have no become optional.

The Coordination of Services Team and RTI2 team uses Illuminate software information management systems and teacher records to select students for specific intervention services.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All the teachers at Washington hold a full credential. None of the faculty holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our staff holds an emergency permit.

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

Teachers receive whole group Literacy and Math training on Wednesday afternoons. This training is conducted either at the school site or at a district -designated site for grade level teachers in the school district. All teachers have access to AB 466 training.

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

Staff, Principal, Math and Literacy Lead Teachers collaborate to align all curriculum with the content standards. Teachers build standards based thematic units for the entire year. Content standards are woven into these major social studies and science themes. By grade level, teachers map out an entire year's curriculum, matching the core standards to specific content areas and themes.

All curriculum areas adhere to the standards and teachers meet Wednesdays to collaboratively plan standards' based units, assess effectiveness, and share teaching strategies. Our Leadership Team guides staff development for every teacher to observe and coach each other's standards' based curriculum as it is implemented with CARE/Literacy strategies. Washington's four reading and learning specialists work every day in teachers' classrooms during the Literacy block of time. During this daily literacy block:

The classroom teacher--- observes how the specialists set up learning groups, craft lessons for each child, teach the lessons, and assess students.

The specialists---organize students for optimal learning, bring in the best materials, demonstrate specific teaching methods, coach teachers, and continually assess for moving students ahead.

Students also attend differentiated Intervention and Enrichment Time. During this time, the EL students meet for instruction and students may be pulled out for reading or math intervention.

The arts program follows state standards for each grade level and is integrated into the math, literacy, science, and social studies curriculum. The standards' based P.E. program is taught by classroom teachers with the help of an instructional specialist.

Staff development guides teachers in using the standards to instruct and assess students. Teachers meet in whole groups and grade-level teams for study and collaborative action in teaching, assessing, and using the best strategies of instruction. For the sixth year, staff development opportunities have been increased from twice monthly after school meetings to weekly meetings for the purpose of assessing and tracking student performance, ensuring consistency of standards and curriculum, sharing and implementing effective intervention strategies, and using school-wide data to guide instruction.

Staff development also focuses on closing the achievement gap and is guided by the lead CARE (Collaborative Action Research for Equity) project teachers. Each team develops specific goals, shares classroom data and strategies to increase the academic abilities of African American and Latino students. Three times yearly, cross-grade level and grade level teams of 3 teachers devise equity lessons, observe and coach each other. Teachers are the staff developers in areas of math, language arts, GATE strategies, and equity. In addition, staff has attended numerous out-of-building staff development. Lead teachers research best practices for Latino/African American students. These CARE coaches lead seminars, observation and coaching of all Washington teachers in their work. Teachers meet with RTI and CARE leaders to assess and implement enhanced strategies for Target Students. Other areas of staff development attended by staff include writing and math.

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

Literacy instructional assistance is provided by the Response to Instruction and Intervention team (RTI2). The team is composed of one Literacy Coach, a part-time EL teacher, a part-time RtI teacher, and two Special Education teachers. This is in-classroom support that allows teachers to observe and learn best literacy practices and assessment techniques. After observing for specified lessons, teachers then are coached while they teach every leveled group.

RTI2 teachers also model writing and spelling lessons, then co-teach to build teacher skills.

CARE Leaders (Collaborative Active Research for Equity) plan monthly Courageous Conversations and facilitate teacher research/coaching activities.

District math leaders model lessons, help teachers build EveryDay Math curriculum, and set up yearly math teaching plans.

Coordination of Services Team meets weekly and assists teachers with specific services for students and in-classroom plans with behavior systems and specialized interventions.

All systems to support families, students, and teachers are integrated. For instance, Coordination of Services Team consists of RTI Team members as well as other in-school and city service providers. The RTI TEAM and CARE TEAM collaborate with Teacher Leadership Team to ensure cultural norms and best teaching strategies are integrated with the teaching of reading, writing, and spelling. Leadership Team guides teachers in using assessment data to further teacher expertise in differentiating the curriculum.

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

Teachers collaborate a minimum of four hours each month. That collaboration includes curriculum planning, action research for equity, analysis of student work, and planning lesson strategies and materials in areas of literacy, math, science, social studies. In addition, teachers meet three whole-days to write equity lessons and assessment strategies, model lessons for peers, and observe partner-teachers' lessons. They all then serve as coaches to evaluate teaching effectiveness and brainstorm additional teaching practices and curriculum for others and themselves. They are supported in evaluation and implementation of strategies by CARE and RTI2 leaders.

## Teaching and Learning

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

Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress.

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

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.) Daily minutes:

90 English Language Arts (some of the language arts' minutes can be combined with social studies and science curriculums)

30 English Learner Development

60 math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times. Daily minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)

30 English Learner Development

60 math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times. Daily minutes:

60 English Language Arts

30 English Learner Development and other ELA interventions

50 math, including interventions

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

To ensure that all students receive the complete standards-based curriculum, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade levels in September and throughout the school year to design, then refine their pacing/teaching guides with their grade-level teams.

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

Standards' based instructional materials are used at every grade level. If the major state mandated materials do not address the needs of sub-groups of students, such as English Learners or Title 1 students, additional state-acceptable materials are selected and used to ensure that every group is instructed in learning the standards. For example, Washington Teachers use the English Learner curriculum, EL-specific guided reading books, and the Lucy Calkins Units of Study reading and writing program to better meet the needs of English Learner students. The newly adopted EL materials are used by all teachers.

The RTI team assists the teachers by instructing small groups of students with the standards' based strategies that specifically address how the English Learner students learn best. Similar differentiated focus is used to meet the needs of Title I students, GATE students, and Special Education students. The additional materials have been purchased by funds provided by the Berkeley Schools Enrichment Project and the Berkeley Public Education Foundation. Science Curriculum is California standards' based for K-5. Teachers study all materials to determine if they are grade-level appropriate and include the grade-level standards. Students are instructed in grade level content.

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

Teachers use SBE-adopted, standards-aligned instructional materials. Intervention materials are adopted for specific levels and student needs from the State-accepted list of materials.

## **Opportunity and Equal Educational Access**

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

All students are taught grade-level standards using state-mandated materials. The reading curriculum (TCRWP), Lucy Calkins writing, and specific spelling interventions (BEAR spelling) are used to ensure students receive scaffolded lessons and are taught in small groups or through one-on-one teaching. Teachers individualize amount of work, simplify page designs, and repeat lessons in several different formats for under-performing students. English Learner Students are CELDT-tested and organized by ability, then taught in small EL curriculum-based groups. The standards-based Washington developed CARE/GLAD/RTI plan assists teachers in planning equitable lessons that have specific protocols for engagement, racially defined strategies, and brain-research models for access to knowledge.

The math curriculum, The Story of Units Common Core Mathematics, guides teachers in extending learning for under-performing students and presenting content in various formats and with more frequent repetitions/interventions.

Assessment data is used to carefully monitor under-performing students to ensure students are taught the next-step lessons and assure that they receive more frequent small-group help.

Our CoS/Rtl system supports teachers in discovering issues: COS referrals, Assessment, Attendance data, and Illuminate assessments. Team meetings and data help intervene to diagnose issues: Information from SST meetings, conferences, District assessment data, grade-level meetings, weekly and monthly Coordination of Services meetings, Snapshot meetings, SARB meetings, observations, and the assessment Literacy Wall. Under-performing students receive services from the Rtl2 teachers, classroom teachers, CAL tutors, BEAM volunteers, SAGE volunteers, BUILD volunteers, Berkeley High reading buddies, Berkeley Mental Health counselors, and City Nursing services intervention. Additional community agencies help with specific, short-term interventions.

District supported Math and English Learner coaches, an outstanding Professional Development office for staff development, as well as an excellent data support system, are supports for teachers in meeting the needs of under-performing students.

Parents are engaged in various group activities and programs. The parent group for African American and other parents in PTA (African American Unity Group or AAUG), meet monthly to coordinate fundraising, positive school climate events, and celebrations, such as the Black History Month, Multicultural Night, Playground clean-up days, Welcome Barbeques, and potlucks. Parent education events, such as parenting classes, how to assist students in math and reading, and equity discussions, support parents in helping their children. Parents volunteer in classrooms and throughout the school, as permitted by local health guidance.

### Evidence-based educational practices to raise student achievement

Brain-researched strategies and teaching methods, enhancing learning for all types of student learning styles, combine with the best ways to integrate curriculum units, such as the use of thematic teaching. Teachers study and use culturally relevant teaching strategies. Washington teachers have combined these practices, CARE (Collaborative Action Research for Equity) with Best Literacy strategies in a curriculum that maximizes achievement. Each teacher uses these units as research for building their own knowledge base and coaches at least two other teachers in the development of their teaching practices.

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. They use research-based practices when teaching guided reading, writing, spelling, and math. Specialists support individual students with the delivery of targeted educational strategies and methods. Instructional Assistants have been taught specific BEARS' spelling lessons to deliver one-on-one targeted phonics, word-building, and writing lessons.

## Parental Engagement



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

Berkeley Learns after school program serves over 100 students with homework help, academic enrichment time and other enrichment activities. In addition to one full-time and 6 part time staff, tutors and parents are recruited to better the adult/student ratio. BEARS program has 25 students. It continues to offer before and after school child care for families who qualify.

Berkeley Learns Academic Support: Homework Assistance- all LEARNS staff are NCLB qualified. Students receive assistance with their homework four days per week during the after school program. Berkeley Learns and BEARS' staff monitor homework success and completion and communicate with school day staff when they are concerned about students performance.

Mentors and volunteers were impacted by the ability to access campus, which was restricted by the pandemic. As the school year progressed, we were able to allow more mentors and volunteers on to campus.

Mentors: Approximately 40 mentors (UC Berkeley and Berkeley High School students) volunteered at Washington, during and after school this year. UC Berkeley mentors work in the classroom of their mentees and support the class as a tutor, as needed. This program increased the school day support for most classroom teachers.

Volunteers: SAGE Project provided 30 volunteers; Cal Corps provided 40 volunteers, Berkeley High School provided 15 volunteers, and BEAM provided 5 teaching volunteers during the 2009-2010 school year

Whole Child: Enrichment activities, Cultural Arts -Movement, Visual Arts, Chess, African Dance, Hip Hop, Girls' group

Recreation activities- Washington elementary participated in partnership with City of Berkeley to provide basketball and soccer. Additional Berkeley Learns recreation activities include: Lacrosse, Frisbee, Football and Tennis.

Healthy snacks are provided daily by BUSD Nutrition Services.

After school program staff are involved in SSTs whenever relevant and add to the supports for students. Through grants and volunteer individuals and organizations, low performing students may receive small group or individual tutoring during and after school by tutors and in some cases classroom teachers. Special projects, such as the Read-a-Thon, support families and learning. What began as a Healthy Start grant in 2000, has provided linkages for referrals to both on and off-site services related to social/emotional, physical and educational needs. A Partnership with Berkeley Mental Health and Governance funding provides practicum students as counselors for our students.. A partnership with City Services supports individual students and families.

The school district provides curriculum-knowledge instruction for all teachers and support days for teachers to develop units. Teachers, with support from the CoS team, further communicate and enhance resources through the use of Parent Conferences, IEP goals and SST meetings. Back to School Night and Open House encourage parent participation, help staff receive input, and enable us to communicate standards and opportunities for assistance. Teacher, Principal, and PTA Newsletters keep families informed. Spanish translations on important documents are sent to English Learner families.

Free and Reduced price meals help students receive balanced nutrition. Our garden classes acquaint students and parents with good foods and how to grow them. In Dulci Jubilo Foundation Grants, Berkeley Schools Fund Grants and the Arts' Block grant grant provide funding for specialized projects and materials. Our Special Education staff and Special Education teachers (RTI model) provide a range of services as well. The Psychologist provides testing and student/family support, and a Speech Therapist works with students needing Language and Articulation Therapy. Our two Special Education teachers work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program.

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

School Governance Council is composed of 5 parents and 5 teachers who meet monthly to follow the state and federal guidelines for funding sources and to develop and monitor the overall school plan. Beginning in September, parents are encouraged to join the nomination/voting process to become members of this team. It has been successful, through a variety of print based, web based, and phone based communication to encourage a large group of diverse parents to "run for office." For the past two years, this process has ensured a diverse governing parent group.

Yearly, Governance Team surveys parents, teachers, and students. Survey information is used to develop priorities for the school. They also research all the programs and curriculum areas in the school. With this information, the Council develops the site plan and budget to lead the instructional program at Washington.

## Funding

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

It is also used for materials to support and increase the academic abilities of second language learners. Teachers are trained in the EL program and all use Guided Reading Plus (enhanced guided reading strategies) in their classrooms. English Learner staff development and mentoring are provided by an English Learner Coach, who also teaches pull-out EL classes for all students.

The entire staff has benefited from developing culturally relevant teaching strategies to use with African American/Latino focus students. Teacher teams observe and coach each other three times yearly. Data guides the assessment of the teams' work. In addition, the Literacy Coach and Special education teachers (RtI2 Team) instructs all teachers in the techniques of in-class guided reading and Lucy Calkins literacy block curriculum. Three members of RtI2 teach reading skills to the lowest groups of students. In the beginning of the year, students are assessed and ranked according to need. Then, they are given intense daily training until they have met grade level expectations. Funding is provided for professional development and teacher collaboration to develop units and strategies that reinforce the curriculum and engage under-performing students. Under-performing students receive assistance from RtI teachers teachers and three Instructional Assistants. Their services are coordinated with the classroom teacher to target the same learning goals outlined in the student's Individual Education Plans and regular education plans.

A physical education instructional specialist works with students to teach physical skills, fairness, leadership skills, and responsibility, and works on the PE standards for all grades. In addition, a credentialed PE teacher works with grades 1-3 twice a week on CA PE standards.

## Fiscal support (EPC)

Fiscal school support is provided through the generous gifting from our PTA and individual donations, corporate matching grants, BUSD general fund, District and teacher/parent generated grants, parent fund raising, and State and Federal monies. In addition, the city BSEP funds support the school with educational materials, lower class sizes, a Librarian and books, enrichment programs, and physical improvements.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The School Site Committee, established via a schoolwide election and composed of parent/guardians and staff, reviews data periodically and updates the SPSA annually.

## Resource Inequities

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

Lack of sufficient funding to provide adequate reading, math and social emotional intervention services.

Lack of sufficient funding to provide adequate staff training for both certificated and classified staff. We have two days of paid training before school begins each year, which is inadequate to meet the need, as it is often taken over by other departments for their training needs.

Lack of access to internet and devices at home for families to support additional learning.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	128	67	56
Grade 1	65	68	65
Grade 2	84	66	66
Grade3	78	79	61
Grade 4	64	78	71
Grade 5	82	67	76
<b>Total Enrollment</b>	501	425	395

### Conclusions based on this data:

1. Asian student population has grown slightly.
2. White student population has declined slightly. We expect to recover COVID related enrollment losses in 2021-22.
3. Kindergarten numbers continue to include tk students who are not actually present on site.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	66	64	38	13.2%	15.1%	9.6%
Fluent English Proficient (FEP)	20	25	27	4.0%	5.9%	6.8%
Reclassified Fluent English Proficient (RFEP)	0	1	9	0.0%	1.5%	14.1%

### Conclusions based on this data:

1. We have experienced a gradual decline in the number of English Learner students. This impacts staffing for the ELD teacher, who was reduced to 2 days a week from 3 when enrollment dipped below 50 ELD students. This impacts our ability to deliver a coherent and effective ELD program.
2. Fluent English Proficient numbers have fluctuated slightly due to the presence of younger ELs who are typically reclassified by 5th grade.
3. Reclassified Fluent English Proficient (RFEP) numbers experience year to year fluctuations.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	66	78	51	58	68	0	58	68	0	87.9	87.2	0.0
Grade 4	81	65	57	81	57	0	81	57	0	100	87.7	0.0
Grade 5	81	81	58	75	78	0	75	78	0	92.6	96.3	0.0
All Grades	228	224	166	214	203	0	214	203	0	93.9	90.6	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2442.	2450.		32.76	36.76		18.97	20.59		25.86	26.47		22.41	16.18	
Grade 4	2490.	2507.		35.80	43.86		25.93	17.54		13.58	21.05		24.69	17.54	
Grade 5	2560.	2544.		49.33	39.74		28.00	33.33		6.67	10.26		16.00	16.67	
All Grades	N/A	N/A	N/A	39.72	39.90		24.77	24.63		14.49	18.72		21.03	16.75	

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.86	36.76		46.55	33.82		27.59	29.41	
Grade 4	39.51	45.61		35.80	40.35		24.69	14.04	
Grade 5	60.00	55.13		26.67	29.49		13.33	15.38	
All Grades	42.99	46.31		35.51	33.99		21.50	19.70	

### 2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.48	31.34		41.38	50.75		24.14	17.91	
Grade 4	28.40	29.82		46.91	57.89		24.69	12.28	
Grade 5	53.33	39.74		32.00	38.46		14.67	21.79	
All Grades	38.79	34.16		40.19	48.02		21.03	17.82	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.14	27.94		62.07	58.82		13.79	13.24	
Grade 4	27.16	29.82		59.26	63.16		13.58	7.02	
Grade 5	37.33	29.49		48.00	55.13		14.67	15.38	
All Grades	29.91	29.06		56.07	58.62		14.02	12.32	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.48	28.36		41.38	58.21		24.14	13.43	
Grade 4	34.57	33.33		45.68	54.39		19.75	12.28	
Grade 5	52.00	42.31		32.00	42.31		16.00	15.38	
All Grades	40.65	35.15		39.72	50.99		19.63	13.86	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Washington has robust participation rates in all areas.
2. Listening, a relatively new standard, would benefit from some focused attention and development.
3. A persistent group of students are not meeting grade level standards.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	66	78	51	62	69	0	62	69	0	93.9	88.5	0.0
Grade 4	81	65	57	81	60	0	81	60	0	100	92.3	0.0
Grade 5	81	81	58	77	78	0	77	78	0	95.1	96.3	0.0
All Grades	228	224	166	220	207	0	220	207	0	96.5	92.4	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2461.	2457.		35.48	26.09		30.65	40.58		20.97	17.39		12.90	15.94	
Grade 4	2497.	2529.		35.80	38.33		22.22	36.67		23.46	16.67		18.52	8.33	
Grade 5	2546.	2539.		45.45	35.90		18.18	25.64		15.58	19.23		20.78	19.23	
All Grades	N/A	N/A	N/A	39.09	33.33		23.18	33.82		20.00	17.87		17.73	14.98	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	46.77	42.03		33.87	36.23		19.35	21.74	
Grade 4	45.68	51.67		27.16	26.67		27.16	21.67	
Grade 5	55.84	43.59		15.58	30.77		28.57	25.64	
All Grades	49.55	45.41		25.00	31.40		25.45	23.19	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	41.94	40.58		40.32	46.38		17.74	13.04	
<b>Grade 4</b>	39.51	53.33		37.04	38.33		23.46	8.33	
<b>Grade 5</b>	42.86	38.46		36.36	35.90		20.78	25.64	
<b>All Grades</b>	41.36	43.48		37.73	40.10		20.91	16.43	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	40.32	30.43		43.55	55.07		16.13	14.49	
<b>Grade 4</b>	37.04	43.33		41.98	41.67		20.99	15.00	
<b>Grade 5</b>	37.66	37.18		40.26	44.87		22.08	17.95	
<b>All Grades</b>	38.18	36.71		41.82	47.34		20.00	15.94	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The group of students in the Standards Nearly Met category would be a group upon which to focus efforts and staff resources.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1398.8	1444.1		1412.7	1473.4		1366.0	1375.7		25	17	
<b>1</b>	1435.3	1432.5	*	1452.5	1462.8	*	1417.5	1401.8	*	11	13	4
<b>2</b>	1454.9	*	*	1466.7	*	*	1442.5	*	*	11	10	*
<b>3</b>	*	1474.9	*	*	1468.1	*	*	1481.1	*	*	16	4
<b>4</b>	*	*	*	*	*	*	*	*	*	*	10	8
<b>5</b>	*	*	*	*	*	*	*	*	*	*	5	10
<b>All Grades</b>										67	71	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	29.41		*	35.29		*	23.53		*	11.76		25	17	
<b>1</b>	*	23.08	*	*	30.77	*	*	15.38	*	*	30.77	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>3</b>	*	6.25	*	*	37.50	*	*	25.00	*	*	31.25	*	*	16	*
<b>4</b>	*	*	*		*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	26.87	18.31	17.24	17.91	38.03	41.38	34.33	25.35	31.03	20.90	18.31	10.34	67	71	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	52.94		*	17.65		*	17.65		*	11.76		25	17	
<b>1</b>	*	38.46	*	*	23.08	*	*	15.38	*	*	23.08	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>3</b>	*	25.00	*	*	37.50	*	*	6.25	*	*	31.25	*	*	16	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	32.84	39.44	44.83	25.37	30.99	37.93	19.40	12.68	10.34	22.39	16.90	6.90	67	71	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	5.88		*	11.76		*	64.71		44.00	17.65		25	17	
<b>1</b>	*	7.69	*	*	23.08	*	*	38.46	*	*	30.77	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
<b>3</b>		6.25	*	*	12.50	*	*	62.50	*	*	18.75	*	*	16	*
<b>4</b>	*	*	*		*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	7.04	3.45	23.88	21.13	24.14	23.88	54.93	44.83	37.31	16.90	27.59	67	71	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	44.00	47.06		*	52.94		*	0.00		25	17	
<b>1</b>	*	46.15	*	*	38.46	*	*	15.38	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>3</b>	*	6.25	*	*	50.00	*	*	43.75	*	*	16	*
<b>4</b>		*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	32.84	26.76	24.14	40.30	54.93	65.52	26.87	18.31	10.34	67	71	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	41.18		52.00	41.18		*	17.65		25	17	
<b>1</b>	*	38.46	*	*	38.46	*	*	23.08	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>3</b>	*	56.25	*	*	18.75	*	*	25.00	*	*	16	*
<b>4</b>	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	38.81	50.70	58.62	43.28	32.39	34.48	17.91	16.90	6.90	67	71	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00		60.00	94.12		*	5.88		25	17	
<b>1</b>	*	23.08	*	*	46.15	*	*	30.77	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>3</b>		6.25	*	*	43.75	*	*	50.00	*	*	16	*
<b>4</b>	*	*	*		*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	16.42	8.45	6.90	46.27	69.01	55.17	37.31	22.54	37.93	67	71	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	11.76		*	29.41		48.00	58.82		25	17	
<b>1</b>	*	7.69	*	*	61.54	*	*	30.77	*	11	13	*
<b>2</b>	*	*	*	*	*	*	*	*	*	11	*	*
<b>3</b>	*	6.25	*	*	68.75	*	*	25.00	*	*	16	*
<b>4</b>		*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	25.37	9.86	0.00	49.25	60.56	79.31	25.37	29.58	20.69	67	71	29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. We're seeing steady progress in our English learner students.
2. The number of English Learner students at Washington has remained steady at Washington, even as it has declined district wide.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
395	22.5	9.6	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	9.6
Foster Youth	1	0.3
Homeless	2	0.5
Socioeconomically Disadvantaged	89	22.5
Students with Disabilities	36	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	10.9
American Indian or Alaska Native	1	0.3
Asian	46	11.6
Filipino	5	1.3
Hispanic	66	16.7
Two or More Races	54	13.7
Native Hawaiian or Pacific Islander	1	0.3
White	179	45.3

### Conclusions based on this data:

1. The total enrollment of 500 students includes tk students at King CDC, who typically have lower attendance rates due to illness. Therefore, these attendance figures do not accurately reflect Washington attendance.

2. BUSD has experienced an overall decline in the numbers of lower income students.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="295 749 371 777">Green</p>	<p data-bbox="672 667 946 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="764 749 854 777">Orange</p>	<p data-bbox="1179 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1260 749 1317 777">Blue</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="295 949 371 976">Green</p>		

### Conclusions based on this data:

1. Chronic absenteeism is a high impact issue at Washington. We've targeted high need families in a variety of ways and have seen improvement over time.



# School and Student Performance Data

## Academic Performance English Language Arts

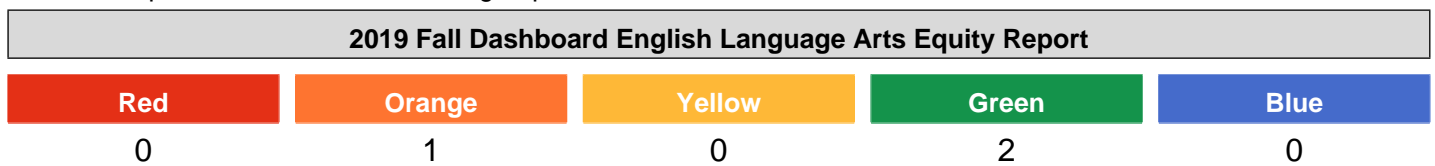
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>32 points above standard</p> <p>Maintained ++1.9 points</p> <p>200</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>63.6 points below standard</p> <p>Increased ++4.6 points</p> <p>22</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>41.2 points below standard</p> <p>Maintained -2.9 points</p> <p>52</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>65.9 points below standard</p> <p>Increased Significantly ++20.5 points</p> <p>28</p>

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 46.6 points below standard Increased Significantly +18.2 points 27	 No Performance Color 0 Students	 No Performance Color 40.9 points below standard Declined Significantly -19.3 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 10.1 points above standard Declined -9.4 points 35	 No Performance Color 63.2 points above standard Increased ++8.9 points 25	 No Performance Color 0 Students	 Green 64.8 points above standard Declined -7 points 97

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.2 points below standard Increased Significantly +18.4 points 19	Less than 11 Students - Data Not Displayed for Privacy 3	44.6 points above standard Maintained ++2.7 points 170

**Conclusions based on this data:**

- Similarly to achievement in Mathematics, Washington's overall achievement profile in ELA looks good, but performance by sub groups can vary dramatically. There has been good growth in achievement in the last year (+18 points)
- While all sub groups showed growth, African American students are farthest from standard (83 points below), which actually represents a 22 point increase, so it was even worse previously.
- Question: how much overlap is there in students who belong to socioeconomically disadvantaged group and African American? How are non-socioeconomically disadvantaged African American students progressing? Is the number of students in this group large enough to draw a conclusion?

# School and Student Performance Data

## Academic Performance Mathematics

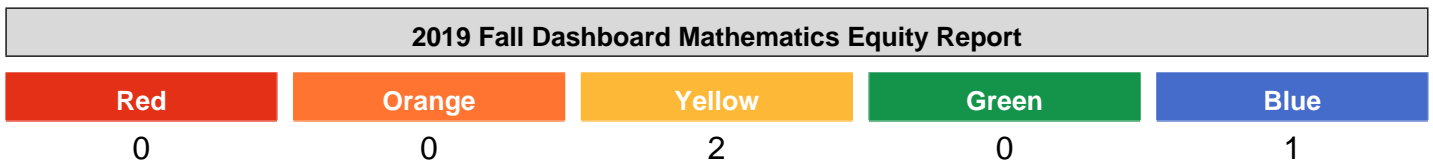
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>23.9 points above standard</p> <p>Increased ++6.2 points</p> <p>202</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>45.1 points below standard</p> <p>Declined -8.3 points</p> <p>22</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>32.5 points below standard</p> <p>Increased ++9 points</p> <p>53</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>65 points below standard</p> <p>Increased Significantly ++15.4 points</p> <p>30</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 61.1 points below standard Increased Significantly +24.5 points 27		 No Performance Color 5.6 points below standard Increased ++11 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.6 points below standard Declined -12.9 points 35	 No Performance Color 53.8 points above standard Increased Significantly +20.8 points 26		 Blue 54.2 points above standard Maintained -1.1 points 98

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.4 points below standard Declined -5.3 points 19	Less than 11 Students - Data Not Displayed for Privacy 3	32.4 points above standard Increased ++7.3 points 172

#### Conclusions based on this data:

- While overall Washington's data on math achievement looks good, sub group performance can vary significantly.
- English Learners experienced significant growth, but are still below standard. Many English learners are in ELD classes during Intervention and Enrichment period, limiting the amount of math intervention they can experience outside of the classroom. Encouraging English Learners to enroll in one of the after school programs would allow for math enrichment to take place in after school.
- As a group, African American students (n=31) are furthest from the standard, but showed significant growth last year. While this is a small sample size, the growth is real.

# School and Student Performance Data

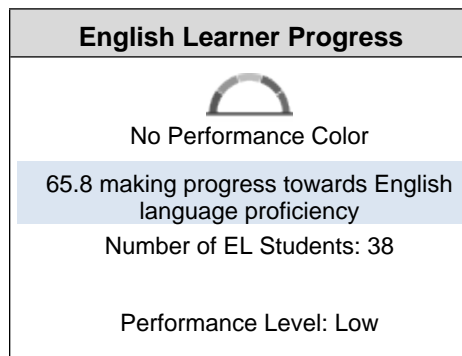
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.2	28.9	5.2	60.5

#### Conclusions based on this data:

1. Students are moving through the proficiency levels more or less as expected.
2. Washington's reclassification rate is comparable to other elementary schools.
3. Our newcomer students are making rapid progress and are benefitting from their instructional groups.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).



<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

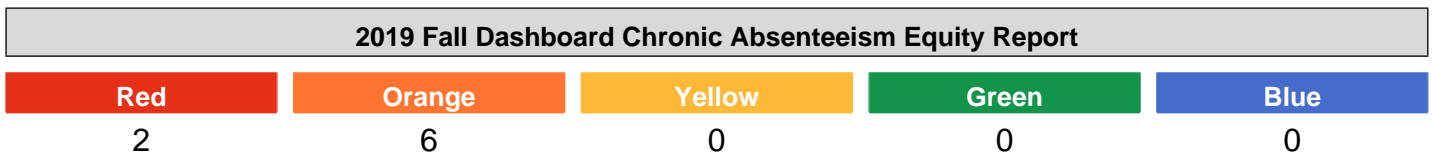
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 11.5 Increased +2.7 520	<p><b>English Learners</b></p> Orange 14.8 Increased +3.9 81	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p><b>Socioeconomically Disadvantaged</b></p> Red 24.8 Increased +6.8 149	<p><b>Students with Disabilities</b></p> Orange 18.6 Increased +0.5 59

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 29.2 Increased +7.3 65	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 9.6 Increased +4.4 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14.1 Increased +1.5 85	 Orange 12.8 Increased +3.1 78	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 5.6 Increased +1.3 233

**Conclusions based on this data:**

1. A significant percentage of our African American students are chronically absent, which has a devastating impact on academic achievement.
2. The School Attendance Review Team (SART) has held regular meetings with chronically absent families, which has resulted in improved attendance.
3. A schoolwide attendance push is needed, and was implemented in January 2020. We saw increased attendance and increased on time arrivals.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

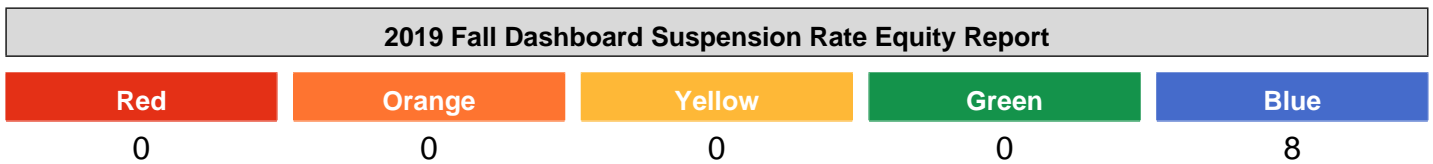
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0 527</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0 83</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0 152</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0 60</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 67	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 52	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 85	 Blue 0 Maintained 0 79	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 237

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0	0

**Conclusions based on this data:**

1. Washington has a low/no suspension rate.
2. Suspension rate can fluctuate due to new student enrollment.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

## Goal 1

All teachers will be supported in teaching Common Core State Standards in English Language Arts/Literacy, Mathematics, Social Studies and Next Generation Science Standards including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

## Identified Need

Strong classroom instruction is key for student success. Even experienced teachers need professional development and opportunities for collaboration in order to plan, pace and strategize on how to best serve all students to ensure high academic achievement. In addition, students who fall behind need extra support and services to keep them engaged and successful in school. We need to constantly monitor intervention programs and data from results to determine their effectiveness and respond accordingly.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TCRWP Reading Assessments	2021-22 TCRWP Reading Assessments	2021-22TCRWP Reading Assessments - Increase in students performing at or above grade level across all student sub groups
TCRWP Writing Assessments	2021-22TCRWP Writing Assessments	2021-22 TCRWP Writing Assessments - Increase in students performing at or above grade level across all student sub groups
Eureka Math Trimester Assessments will be optional	2021-22 Eureka Math Assessments	2021-22 Eureka Math Trimester Assessments - Increase in students performing at or above grade level across all student sub groups
STAR 360 Reading and Math Assessments for 3rd - 5th grades	2021-22 STAR 360 Reading Assessments	2021-22 STAR 360 Reading Assessments - Increase in students performing at or above grade level across all student sub groups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS 8 Assessments for tk-2nd	New assessment being implemented in 2021-22 for tk-2	We will have baseline literacy data on all tk-2 students.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students Students with Disabilities

### Strategy/Activity

#### Professional Learning Community

- Literacy Coaches will lead staff development and model guided reading, TCRWP Writing, effective Language Arts and Literacy Teaching in all K-5 classrooms.
- Staff development for the implementation of differentiated instruction and universal access strategies in the curriculum to support, engage and challenge the range of students in each classroom.
- Teachers will collaborate weekly in grade-level teams to evaluate student progress, discuss student needs and supports, and develop standards-based strategies and lessons for the Core Curriculum.
- Monthly, Response To Intervention (RTI) coach and K-5 teachers will assess data and plan curriculum in connection to the progress evident on the reading and writing assessments. Literacy Coach will provide training and ongoing professional development and may demonstrate lessons in classrooms.
- At least 3 times a year, staff meeting time will be devoted to analysis of student writing samples based on agreed upon standards and rubric to discuss strengths and revise lessons/instruction as needed.
- All students will participate in a weekly library program.

Proposed Expenditure Line 1) Literacy Coach 0.25 FTE

Proposed Expenditure Line 2) Response to Instruction and Intervention Literacy Intervention 0.30 FTE

Proposed Expenditure Line 3) Unallocated reserve (required)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
27810	BSEP
27749	BSEP
4713	BSEP

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students Students with Disabilities

### Strategy/Activity

#### Academic Teaching Practices

#### English Language Arts

- Teachers will teach daily TCRWP reading and writing lessons along with Fast Track Phonics and Phonemic Awareness lessons and or word study and morphology. ALL components of TCRWP workshop will be present in daily instruction, including:
  - Mini lessons
  - Personal book tubs for k-3 students
  - Book to home program of "Just Right" books
  - Interactive Read Aloud
  - Anchor Charts posted in the classroom, according to the genre of text being studied
  - Individual student conferencing on a regular basis
  - Strategy or guided reading groups
  - Regular use of word wall during phonics instruction and independent writing time; use of personal writing dictionaries
  - Systematic and explicit phonics and phonemic awareness instruction every day with Fast Track Phonics
- Three times a year stand alone computerized reading assessments with STAR 360 for appropriate grade levels.
- Teachers will include reading logs in homework packets to ensure nightly student reading beyond the school day (minimum of 15 - 30 minutes according to grade level)
- ELD teacher and classroom teachers will teach daily ELD lessons. ELD teacher is responsible for children testing at CELDT 1-3 and classroom teachers are responsible for serving CELDT 4-5
- A daily Intervention and Enrichment period will strengthen individual student learning. Students will receive four times a week 40 minutes of intervention support, enrichment, or EL instruction with a classroom, special ed personnel, EL teacher, or RTI teacher, as determined by the RTI2 team.
- Teachers will assess students regularly and collaborate at least 4 hours per month to plan differentiated instruction and implement strategies to improve student achievement.

## Math

- Teachers will implement the Eureka Math curriculum (A Story of Units), develop their teaching proficiency, and provide intervention support based on district assessments.
- Intervention Support for children performing below grade level as determined by assessments in BUSD math curriculum will be provided by credentialed or certificated staff at the direction of the COS Team.
- A whole school focus on building number sense and mastery of math facts will include math games and activities throughout the school (cafeteria, line up, etc.). When staffing and/or parent volunteer support allows, Problem of the Month math challenge will be implemented school wide.

## Science

- Teachers will teach the NGSS-aligned science curriculum
- Gardening Instructional Specialist will teach gardening skills aligned with NGSS science standards.

Proposed Expenditures Line 1: Restore 0.20 FTE to ELD teacher to allow for 3 days a week of ELD groups

Proposed Expenditure Line 2: Allocate funding for academic intervention

Proposed Expenditure Line 3: Allocate carryover funding for academic intervention

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

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

Amount(s)	Source(s)
23,013	BSEP
19976	BSEP
11000	BSEP Carryover

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students, Students with Disabilities

#### Strategy/Activity

##### Extended Learning Opportunities

- After school teacher-led small group Guided Reading/ Literacy instruction for EL students
- After school teacher-led Reading Intervention for targeted students

- After school LEARNS-Homework Centers and Reading intervention.
- During the school day continue and expand Volunteer services to meet the needs of underperforming children. Increase partnerships with the Jewish Coalition for Literacy, SAGE mentors, Experience Corps and community volunteers.
- After-school UC Berkeley BUILD tutors for students and provide them with basic literacy training

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	Other
	Other

**Strategy/Activity 4**

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

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students, Students with Disabilities

**Strategy/Activity**

Instruction and Materials

- Instruction of all students requires materials and supplies. While some are supplied by BUSD, there is a need for additional funding for necessary classroom supplies.
- Specific materials for phonics, fluency, spelling, and comprehension instruction will be used and purchased for student and teacher use, including Teacher's College Reading and Writing, new district-adopted phonics and phonemic awareness program for k-3 and BEAR spelling materials.
- Fountas and Pinnell intervention reading and assessment programs (LLI) will support language arts groups.

\*When possible, Handwriting Without Tears materials will be purchased

\*Materials and supplies to support classroom activities

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2916

BSEP

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Other

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Tier one classroom instruction in core subjects is increasing in effectiveness every year, as teachers receive more training and model lessons from subject area coaches and have more time to collaborate on instruction with each other.

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

DIBELS and STAR are now established assessments. We do not yet have robust data analysis practices that would render this data actionable for all teachers. This data is useful for flagging student difficulties and will be especially useful as more longitudinal data is gathered. Grades 4 and 5 still do not have an explicit and systematic morphology and multisyllabic word study curriculum. It is unclear when funds will be available for this purpose, or when the district will move to adopt a curriculum.

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.

Upper grade teachers will be supported to collaborate together on word study programs of instruction.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

## Goal 2

End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

## Identified Need

Students are not achieving to their full potential. Washington continues to have a race and class based achievement and behavioral gap.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development: Cultural Competency training sign ins and linguistic relevance as measured by the district Equity Rubric CARE/ Equity focused staff meeting agendas, lesson plans and peer observations. Twice a year, teachers observe each other teach with a special eyes on focal students. Recruit and retain teachers of color as measured by the district indicators California English Language Development Test (CELDT) measures of annual progress Re-designation (RFEP) records to measure rate of student reclassifications	Our chronic absences have remained steady, with improvements by one family being offset by new families with attendance challenges. There have been no out of school suspensions this year.	Reduce the number of chronically absent or tardy students Continue to have low or no out of school suspensions.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students, Students with Disabilities

### Strategy/Activity

- Washington will participate in an equity-centered Professional Learning Community, known as CARE (Collaborative Action Research for Equity) that uses peer observation and feedback to improve outcomes for focal students.
- Teacher teams collaborate on observation, coaching, and planning for the development of engagement and strategies to improve achievement of African American and Latino students. (2 classroom release days a year to observe peers and receive feedback).
- Staff will continue to focus on equity centered high expectation teaching and learning equitable teaching habits to use in the classroom (i.e. Opt In, Culturally Responsive Teaching, High Help/High Perfectionism, Multiple Perspectives).
- Staff will keep equity as a focus in district-initiated Professional Learning Communities by identifying focal students (non-proficient students) to monitor progress of PLC goals.
- Staff will continue ongoing professional development in district-initiated Equity Strategies, conducted by the Equity Teacher Lead.
- Continuous staff development and communication to develop best practice strategies for everyone working with students through the weekly meeting of the Coordination of Services Team (COST) to identify academic, social, emotional, and health needs of all students at the first sign of academic struggle or need.
- School Service Assistant and Family Engagement Coordinator will monitor attendance, contact families, send letters, assist with student behavior support, and host parent/school SARC meetings.
- Twice yearly Snapshot meetings with every K-5 teacher to review student caseloads, devise positive student strategies and support families.
- Leadership Team will continue to focus on issues of race and racism and their impact on student learning through professional reading, research, literature and current community events.
- PTA will partner with the school to hold equity based, culturally relevant parent training events.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)



## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students, Students with Disabilities

### Strategy/Activity

#### Teaching Practices

- An instructional specialist will provide weekly physical education classes for physical skills, games/social skills, leadership, and endurance during and after school (Proposed Expenditure Lines 1 and 2). Reserve required for personnel variance (Proposed Expenditure Line 1)
- Each K-5 teacher will plan, write, teach, and share three culturally relevant teaching lessons and assessments to maximize protocols and academic success for African American/ Latino students, which will be observed by grade level team members during "CARE Release Days".
- Classroom teachers develop and execute daily 30 minute ELD lessons for CELDT 4-5 level second language students.
- Each teacher will attend Cultural Competency Foundations Academy as provided by BUSD.
- All teachers will present daily lessons in culturally relevant ways.
- Every K-5 teacher will implement Toolbox curriculum, Class Meetings, and Buddies Activities.
- If funding becomes available teachers will pilot Caring School Communities curriculum, which teaches how to establish effective classroom meetings, partner with buddy classes and involve families in classroom learning
- Provide Universal breakfast---healthy food for morning break
- Provide healthy food choices at lunchtime
- Provide high-interest classes to complement academic subjects:
  - Music class-Certificated music teacher-grades 1-5, BUSD funded
  - Contracted music instructor-grade K grant funded
  - K-5 classroom teachers (one for each grade level) will attend Arts Integration summer training funded through Arts Anchor funding and serve as grade level resources for development of integrated visual arts lessons (Proposed Expenditure Line 4)
  - Field trips-Classroom trips to complement classroom teaching will be consistent throughout a grade level
- Teachers will use English Learner materials and curriculum in classrooms daily.

- PBIS (Positive Behavior Intervention Systems) for development of protocols and materials for discipline and positive climate

Proposed expenditure Line 1: Instructional Specialist to deliver weekly PE classes  
 Proposed expenditure Line 2: Instructional Specialist to support supervision at recess  
 Proposed expenditure Line 3: Required reserve for personnel variance

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
60642	PTA
15683	BSEP
3032	PTA

**Strategy/Activity 3**

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

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students, Students with Disabilities

**Strategy/Activity**

Extended Learning Opportunities:

- LEARNS staff will use Be The Change curriculum to build community and carry over SEL concepts from the school day to after school. Each LEARNS IT will commit to teaching at least one Be The Change activity a week.
- Berkeley LEARNS will provide a variety of culturally-rich after-school classes that will also be accessible to BEARS students.
- LEARNS and BEARS will use Chromebooks so that students can practice keyboarding and access approved online learning sites.
- LEARNS and BEARS will participate in Cultural Assemblies throughout the school year, for example, by working with students to prepare performances for the Oratorical Festival.
- Provide healthy snacks and experiences during the after-school program.
- Provide gardening, cooking and health-related after-school classes

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	Other

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students, Students with Disabilities

#### Strategy/Activity

##### Instruction and Materials

- Provide supplies to classroom teachers to integrate visual arts activities into core instruction.
- PTA donations will supplement the basic supplies provided by the school.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	BSEP Carryover

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Four teachers attended summer arts integration training funded by Arts Anchor grant. They were very successful in adding visual arts instruction and activities to core instructional areas (ELA, Math, Social Studies).

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

Staff turn over, lack of effective training and lack of understanding on the part of LEARNS staff has limited the growth of a supportive, inclusive and responsive climate in the LEARNS extended

learning program. This carries over into the school day in the form of conflicts that originate in after school and impact the school day.

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 with the arts integration training. The challenges with extended learning were addressed in the Extended Learning Task Force recommendations of November 2018, that unfortunately have not yet been implemented. Washington's SSC continues to advocate on this issue at the district level.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

## Goal 3

Ensure that Washington is a safe, welcoming and inclusive climate for all students and their families, so that all students are in their classes ready to learn.

Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by the district survey.

Recruit and retain certificated employees of color.

Increase the percentage of parent/guardians of color serving on the School Site Committee so that is representative of the school community.

## Identified Need

Data shows that 80%+ of students respond to tier 1 SEL programs and support and that it is necessary to have tier 2 and 3 intervention to guarantee a successful climate for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Engagement Survey District LCAP Survey Attendance information: chronic absenteeism Special Education Information System (SEIS) reports Family Engagement Coordinator contact logs Restorative Justice Coordinator contact logs Family affinity group meetings Family involvement in district/school activities (SGC, ELAC, DELAC, P&O,etc) PTA membership	141 families took the survey, out of a total of roughly 340 families at Washington: 91% responded that their children enjoy going to school 84% say that the classroom lessons are culturally inclusive 95% agree that teachers are available to discuss children's academic progress 70% say that expectations around behavior are consistently applied 87% say the school values the diversity of backgrounds present in students 84% agree that the administrators create an environment that helps students learn 74% of respondents feel a part of the school community	We expect high ratings to continue or overall improvements in year to year outcomes.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL)  
Socio-Economically Disadvantaged Students  
Foster-Youth  
African-American Students Hispanic or Latino Students Students with Disabilities

### Strategy/Activity

#### SEL (Social/Emotional Learning)

- Counselors or other providers will support students in need of counseling through targeted social skills groups and 1:1 counseling.
- Positive community building through use of the the Positive Behavior Systems' strategies: awards, discipline plans, themes, contests, assemblies, and assessment. These assemblies will be home grown, with 2 to 3 teachers and classrooms presenting every other week to the whole school on a PBIS topic (Toolbox tools, "I" Messages, Kindness, the Washington Way, etc).
- Develop and implement Buddies Classes for explicit teaching of cross age social skills and build mentoring relationships between students. Buddy classes are far more than reading buddies - they are a chance for older students to experience being a mentor and role model and for younger students to develop trusting relationships with older students. Teachers will debrief buddy class activities with a
- Continuous staff development and communication to develop best practice strategies for everyone working with students through PBIS, RTI, and Coordination of Services Team to identify social, emotional, health, and academic needs of all students at the first sign of academic struggle or need.
- BUSD has purchased the program Toolbox. All teachers will continue to be trained in its implementation and the PBIS committee will strategize ways to keep it alive and relevant.
- Teachers will implement regular class meetings to explicitly teach social/emotional skills and restorative practices such as emotional literacy and conflict resolution.

\* When funding allows, add FTE to Behavioral side of RTI2 pyramid and allow trained staff to collaborate with students to create Social Skills Stories that target lagging SEL skills that are impeding student learning and classroom participation.

Proposed expenditure Line 1: Social skills groups facilitated by counselors from Child Therapy Institute of Marin (CTIM)

Proposed expenditure Line 2: Additional funding for counseling support from Child Therapy Institute

of Marin (CTIM)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7000	PTA
12,000	BSEP

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students, Students with Disabilities

#### Strategy/Activity

- Build community through collaborative parent/teacher events and identify and celebrate student academic goals and achievements.
- School and PTA-sponsored events: Back-to-School Night, Grade level Potlucks, Open House, Conference days, Black History and Multicultural Celebration performance nights, Science Fair, volunteer orientation, Kindergarten tours, playdates and information evenings, SST meetings for struggling students, teacher communication in newsletters and emails, email newsletters.

1) \$13,500.00 for Community Engagement from PTA for event, family engagement and meeting expenses (custodial overtime and facilities rental, food, facilitators, etc).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students, Students with Disabilities

### Strategy/Activity

•PTA-sponsored Restorative Justice Coordinator who works with all students on both preventative SEL skill building and reactive restorative practices to ensure a just and inclusive school climate. The Restorative Justice Coordinator will consult with teachers and devise effective strategies to support students and families, as well as work directly with students in solving conflicts and learning pro-social skills to be successful in school.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15000

PTA

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students, Students with Disabilities

### Strategy/Activity

•Welcoming Japanese volunteers who work with students in various ways to improve cultural knowledge and connections.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students, Students with Disabilities.

### Strategy/Activity

- Provide all families with a copy of the Washington School Rules every year, so everyone is clear on the expectations and knows how to approach problems.
- Communicate and discuss school PBIS programs, safety plans, and school rules with students and parents. Include parents in activities to recognize and motivate students.



- Provide all students and families with an Anti Bullying Pledge to be reviewed and signed each year, detailing responsibilities and expected actions for establishing and maintaining a bully-free environment.
- Continue weekly assemblies led by grade levels for building positive school culture and other SEL goals.
- Weekly lunchtime recognition presentations of "Super Rhino Heroes & Scholars" with short narratives contributed by teachers of actual student pro-social and academic actions in the classroom, when staffing allows.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 6**

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

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Hispanic or Latino Students, Students with Disabilities

Strategy/Activity

Direct Classroom funding support: for teachers to use for books, materials, supplies, and special projects not otherwise funded through BUSD.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

Other

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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

**ANALYSIS**

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

The Restorative Justice Coordinator was key this year in supporting a classroom of 5th grade students whose teacher went out on paternity leave in March. The class was grieving and acting out. The RJ coordinator established a twice weekly mentoring group where students practiced mindfulness, meditation, journaling and a discussion group that allowed students to feel heard and come up with their own strategies for having a successful end to the year. In addition, RJ was able to conduct staff meetings where teachers learned more about restorative conversations and strategies to strengthen their relationships with students.

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

The lunchtime Super Rhino Heros and Scholars, where teachers submit 1-2 sentences each week about a student in the classroom who has made notable efforts academically or socially, which is then projected with pictures in lunchtime assemblies, was not able to be implemented due to lack of School Campus Aide staffing. Overall, the lack of School Campus Aides is having a very negative impact on school culture. A new state law requires this position to be part of BCCE, which now requires a lengthy recruitment, testing, eligibility and hiring process that can take 90 days, all for a position that is 2 hours a day at modest pay. Washington is funded for 6 School Campus Aides and we currently have 4. The principal typically spends 2 hours a day in the cafeteria and on the playground, providing supervision and meeting with the SCAs 3 times a week to train them. Appeals for parent/guardian volunteers have been largely unsuccessful. Principals had asked for the creation of a position that spans lunchtime supervision and after school supervision, with no success. Washington would like to implement a play first lunch, which is shown to reduce conflicts and allow students to transition to class after lunch in a more focused manner, but due to the lack of SCA staffing, we are unable to do this, as transitioning upwards of 160 students from the playground to the cafeteria with insufficient staffing is a safety concern.

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 build out the SEL program and capitalize on staff talents and strengths to develop a welcoming, safe and inclusive school community.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$240,534.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
BSEP	\$133,860.00
BSEP Carryover	\$21,000.00
PTA	\$85,674.00

Subtotal of state or local funds included for this school: \$240,534.00

Total of federal, state, and/or local funds for this school: \$240,534.00

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Katia Hazen	Principal
Ja'Mein Sanchez	Classroom Teacher
Kristin Kelly	Classroom Teacher
Oscar Zarate	Classroom Teacher
Annelisa Hedgecock	Classroom Teacher
Nathan Dalton	Parent or Community Member
Alex Schoenfeld	Parent or Community Member
Heather Flett	Parent or Community Member
Lassen Hines	Parent or Community Member

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

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

Other: School Faculty, Washington School Community through the annual SGC survey.

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

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

This SPSA was adopted by the SSC at a public meeting on 5/10/22.

Attested:



Principal, Katia Hazen on 5/10/22



SSC Chairperson, Nate Dalton on 5/10/22

Kathy Fleming  
Director of Local Resources

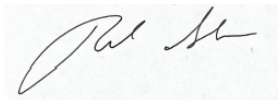


5-24-22

Signature

Date

Ruben Aurelio  
Associate Superintendent, Educational Services



5/25/22

Signature

Date

