School Year: **2023-24**

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 11, 2023	June 7, 2023

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
- Additional Targeted Support and Improvement

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 so that all students can succeed.

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 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.

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 weekly 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 now 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 when substitutes are available to allow for this to happen during the school day.

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 Developoment 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/RtI 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 RtI2 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 peer observation and feedback practice 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 (when the availability of substitutes allows for this practice)

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, Berkeley High School provided 15 volunteers, and BEAM provided 5 teaching volunteers during the 2022-23 school year

Whole Child: Enrichment activities, Carpentry, Girl's Science, Cooking and Art.

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.

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 latest strategies in the Science of Reading. 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, when substitutes are available. 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 developing children's reading with research-based practices. Four members of RtI2 teach reading skills to the lowest groups of students. In the beginning of the year, students are assessed and grouped according to need. Then, they are given intense weekly intervention until they show improvement. 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 RtI2 teachers teachers and Instructional Assistants, when appropriate. 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.

Educational Partner 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 Washington 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.
For the past two years, we have had no certificated math support. Funding for the ELD teacher was cut.
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		
	20-21	21-22	22-23
Kindergarten	56	70	79
Grade 1	65	63	59
Grade 2	66	59	64
Grade3	61	67	63
Grade 4	71	60	64
Grade 5	76	69	66
Total Enrollment	395	388	395

Conclusions based on this data:

1. Asian student population has grown slightly.
2. White student population has declined slightly.
3. We have largely recovered enrollment losses incurred during the pandemic.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	38	30	32	9.60%	7.7%	8.1%
Fluent English Proficient (FEP)	27	31	30	6.80%	8.0%	7.6%
Reclassified Fluent English Proficient (RFEP)	9			23.7%		

Conclusions based on this data:

1. We have experienced a gradual decline in the number of English Learner students. This impacts funding 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	69		0	62		0	62		0.0	89.9	
Grade 4	57	59		0	56		0	56		0.0	94.9	
Grade 5	58	65		0	62		0	62		0.0	95.4	
All Grades	166	193		0	180		0	180		0.0	93.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2441.			33.87			24.19			20.97			20.97	
Grade 4		2496.			33.93			35.71			10.71			19.64	
Grade 5		2522.			27.42			33.87			14.52			24.19	
All Grades	N/A	N/A	N/A		31.67			31.11			15.56			21.67	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.81			58.06			16.13	
Grade 4		25.00			58.93			16.07	
Grade 5		20.97			64.52			14.52	
All Grades		23.89			60.56			15.56	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.03			46.77			24.19	
Grade 4		28.57			55.36			16.07	
Grade 5		27.42			59.68			12.90	
All Grades		28.33			53.89			17.78	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.74			70.97			11.29	
Grade 4		23.21			60.71			16.07	
Grade 5		9.68			80.65			9.68	
All Grades		16.67			71.11			12.22	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.97			59.68			19.35	
Grade 4		26.79			60.71			12.50	
Grade 5		19.35			64.52			16.13	
All Grades		22.22			61.67			16.11	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	69		0	62		0	62		0.0	89.9	
Grade 4	57	59		0	57		0	57		0.0	96.6	
Grade 5	58	65		0	63		0	63		0.0	96.9	
All Grades	166	193		0	182		0	182		0.0	94.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2456.			40.32			22.58			22.58			14.52	
Grade 4		2511.			28.07			40.35			17.54			14.04	
Grade 5		2504.			17.46			25.40			25.40			31.75	
All Grades	N/A	N/A	N/A		28.57			29.12			21.98			20.33	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.94			35.48			22.58	
Grade 4		38.60			40.35			21.05	
Grade 5		17.46			47.62			34.92	
All Grades		32.42			41.21			26.37	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.26			51.61			16.13	
Grade 4		36.84			45.61			17.54	
Grade 5		20.63			55.56			23.81	
All Grades		29.67			51.10			19.23	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.71			50.00			11.29	
Grade 4		35.09			49.12			15.79	
Grade 5		20.63			65.08			14.29	
All Grades		31.32			54.95			13.74	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		4	*	
2	*	*		*	*		*	*		*	4	
3	*	*		*	*		*	*		4	*	
4	*	*		*	*		*	*		8	5	
5	*	*		*	*		*	*		10	7	
All Grades										29	31	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	17.24	19.35		41.38	48.39		31.03	22.58		10.34	9.68		29	31	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	44.83	48.39		37.93	29.03		10.34	16.13		6.90	6.45		29	31	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	3.45	0.00		24.14	45.16		44.83	38.71		27.59	16.13		29	31	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	24.14	25.81		65.52	67.74		10.34	6.45		29	31	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	58.62	64.52		34.48	19.35		6.90	16.13		29	31	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	6.90	6.45		55.17	74.19		37.93	19.35		29	31	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	0.00	16.13		79.31	67.74		20.69	16.13		29	31	

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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
388	**25.8**	**7.7**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Washington Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	30	7.7
Foster Youth		
Homeless	2	0.5
Socioeconomically Disadvantaged	100	25.8
Students with Disabilities	29	7.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	37	9.5
American Indian	2	0.5
Asian	42	10.8
Filipino	6	1.5
Hispanic	62	16.0
Two or More Races	65	16.8
Pacific Islander	2	0.5
White	172	44.3

Conclusions based on this data:

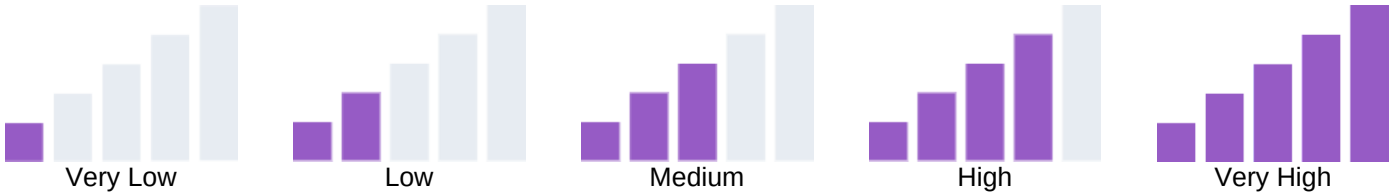
1. After school began, Washington experienced an influx of students who had not been enrolled in in-person school due to the pandemic and were consequently very low academically. This impacted the capacity of our RTI2 services.
2. BUSD has experienced an overall decline in the numbers of lower income students and students of color.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: High	Suspension Rate: Very Low
Mathematics: High		
English Learner Progress: No Performance Level		

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. There continue to be a handful of families with attendance challenges.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
0	1	2	0	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

High
15.8 points above standard
179 Students

English Learners

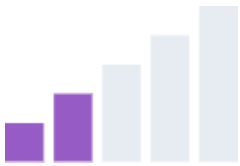
No Performance Level
48.4 points below standard
26 Students

Foster Youth

Homeless

No Performance Level
0 Students

Socioeconomically Disadvantaged



Low
59.8 points below standard
51 Students

Students with Disabilities

No Performance Level
136.0 points below standard
24 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 92.8 points below standard 19 Students		No Performance Level 0.3 points above standard 18 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 2.3 points below standard 34 Students	Medium 1.4 points below standard 30 Students	No Performance Level 1 Student	Very High 50.6 points above standard 78 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107.6 points below standard 16 Students	16.9 points above standard 11 Students	20.8 points above standard 143 Students

Conclusions based on this data:

1. 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.
2. 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.
3. 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

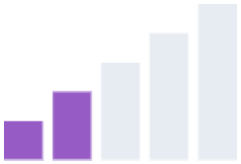
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	2	1	0	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
7.8 points above standard	51.3 points below standard	
179 Students	26 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
0 Students	61.7 points below standard	105.8 points below standard
	52 Students	24 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 65.7 points below standard 19 Students		No Performance Level 3.1 points above standard 19 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 26.2 points below standard 34 Students	Medium 9.9 points below standard 30 Students	No Performance Level 1 Student	Very High 39.9 points above standard 77 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
119.3 points below standard 15 Students	17.5 points above standard 12 Students	13.0 points above standard 143 Students

Conclusions based on this data:

1. Washington has not had funding for a math coach for the last year, which has impacted the ability of students to receive extra help with math.
2. 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.
3. 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

62.5 making progress towards English language proficiency

Number of EL Students: 16 Students

Performance Level: No Performance Level

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.

2022 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
6.3%	31.3%	0.0%	62.5%

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 provided by the ELD teacher and the materials she provides to classroom teachers.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	3	0	0	0

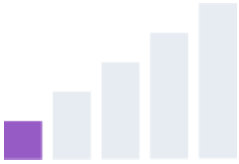
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

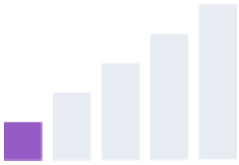
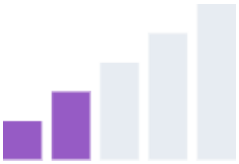
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	
18.6% Chronically Absent	38.9% Chronically Absent	
409 Students	36 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	33% Chronically Absent	30% Chronically Absent
4 Students	109 Students	40 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	High	No Performance Level
39% Chronically Absent	Less than 11 Students	11.9% Chronically Absent	Less than 11 Students
41 Students	2 Students	42 Students	6 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	High	No Performance Level	High
25% Chronically Absent	17.9% Chronically Absent	Less than 11 Students	12.8% Chronically Absent
68 Students	67 Students	3 Students	180 Students

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. Several families were referred to SARB as well.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

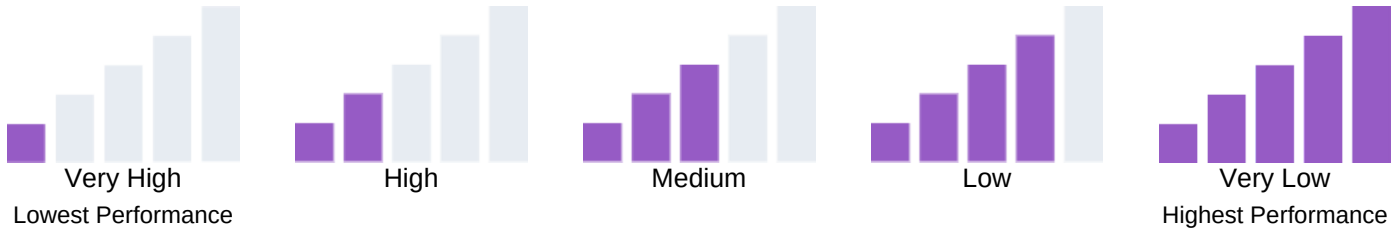
1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	8

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low
0% suspended at least one day
417 Students

English Learners

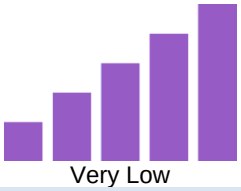
Very Low
0% suspended at least one day
38 Students

Foster Youth

Homeless

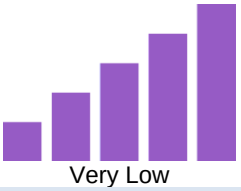
No Performance Level
Less than 11 Students
4 Students

Socioeconomically Disadvantaged

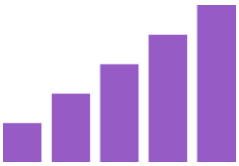


Very Low
0% suspended at least one day
110 Students

Students with Disabilities



Very Low
0% suspended at least one day
41 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very Low	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
41 Students	2 Students	42 Students	6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very Low	Very Low	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
73 Students	68 Students	3 Students	182 Students

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.

Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

Identified Need

All students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Literacy Coaches provide classroom coaching and reading intervention aligned with the Science of Reading.
.25 FTE Literacy Coach, $31,809 from BSEP

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)
31809	BSEP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Academic Intervention

Strategy/Activity

Provide culturally inclusive academic intervention for students below grade level.
$31,330 from BSEP

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)
31,330	BSEP

Strategy/Activity 3

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

Focal students

Strategy/Activity

CARE Observations - ensure that classroom instruction is culturally responsive (Collaborative Action Research for Equity) through peer observations and feedback.

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

Amount(s)	Source(s)

Strategy/Activity 4

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

All students

Strategy/Activity

Provide culturally appropriate materials and supplies to support classroom instruction

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

Amount(s)	Source(s)
15,600	BSEP Carryover

Annual Review

SPSA Year Reviewed: 2022-23

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.

Literacy Coaches provide classroom coaching and reading intervention for below grade level students, as recommended by COST. With the shift to structured literacy based on the science of reading, there is a large body of knowledge for teachers to absorb and translate into action.

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

Illness and injury forced staff to take leaves of absence. Fortunately, substitutes were eventually found and services continued with minimal interruption.

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.

Shifting more resources to support math remediation.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Identified Need

Students are below grade level in reading and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Students below grade level in reading

Strategy/Activity

Provide high quality reading intervention with activities based on the Science of Reading and more frequent assessments.
.30 FTE RTI TSA, $31,770 from BSEP
Academic Intervention hourly pay, $2,345 from Title IV

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)
31770	BSEP
2345	Other

Strategy/Activity 2

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

Students below grade level in academic areas

Strategy/Activity

Provide academic intervention with classified or certificated staff.

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)
9400	BSEP Carryover

Annual Review

SPSA Year Reviewed: 2022-23

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.

We were successful in providing reading intervention to many of the students who were below grade level according to assessments.

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

Health issues required some reading intervention staff to take leaves of absence, which impacted the ability of the program to serve students.

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.

Staff will be returning and expect to serve students again.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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.

Identified Need

Provide supervision of the playground at recess and instruction in cooperative games.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

All students

Strategy/Activity

Instruct students in cooperative games and good sportsmanship. Provide adequate supervision to ensure student safety at recess. Teach students how to be inclusive on the playground through class games that emphasize inclusivity and fairness.
.15 FTE P.E. Instructional Specialist, $17,565 from BSEP
.54 FTE School Campus Aide, $27,701 from BSEP
.58 FTE P.E. Instructional Specialist, $67,920 from PTA
Reserve for Personnel Variance: $2,038 from PTA
Reserve for Personnel Variance: $4,000 from BSEP

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)
17565	BSEP
27701	BSEP
67920	PTA
2038	PTA
4000	BSEP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students showing the need for social-emotional supports

Strategy/Activity

Provide counseling services and include students in social groups with explicit instruction in turn-taking and being a good friend.
Behavioral Health Contract: $7,000 from PTA

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

OFEE conducts home visits to discover family needs, personal outreach to connect families to school resources and frequent monitoring of students at risk for chronic absence.

Strategy/Activity

Allocate time for checking in with families at risk for chronic absence.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Restorative Justice services to students having conflicts with each other and their families.
RJ Coordinator Contract, $18,000 from PTA

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)
18000	PTA

Annual Review

SPSA Year Reviewed: 2022-23

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.

It's been extremely helpful to have additional staff on the playground, and having staff who come to us highly trained is a real find!

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

PTA decides each year to continue funding RJ and contributing an additional amount to the counseling support. While greatly appreciated, this year to year funding makes it difficult to make long term plans.

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.

RJ coordinator is seeking outside grant support.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Identified Need

Site staff will review and monitor the Site Plan for Student Achievement. The SPSA is the school's road map for the school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once per year
Annual Review of SPSA funds expended	All funds expened	All funds expended

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees.

Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.

On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

Utilize benchmark and program monitoring data to assess student need for interventions.

Share student assessment data through family communications.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2022-23

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.

We've been able to provide additional training for teachers in using EduClimber to show student progress and identify areas of need. Additional training in the data analysis tools available to teachers is needed, and a common protocol for each of the three trimesters would improve effectiveness.

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 meeting time was able to be used as intended for teacher training, but additional time is needed.

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.

District level decisions about use of student release days for additional training in data analysis is planned for the coming year.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Identified Need

Students and families who are experiencing homelessness are more likely to have a high absentee rate, need health and wellness assistance, and academic support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math - 22%	ELA - 35% Math - 30%
Chronic Absentee Rate (CDE Dataquest)	33%	15%
Suspension Rate (CDE Dataquest)	8%	5%

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)

Students Experiencing Homelessness

Strategy/Activity

Supports for Students Experiencing Homelessness:

Collaborate with the district to provide direct services and support to our McKinney-Vento students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 2

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

Students Experiencing Homelessness

Strategy/Activity

Family Engagement - Office of Family Engagement and Equity (OFEE):

Site Staff to provide support in three main focal areas:

1) Establishing links between home and school for academic success
2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
3) Promoting attendance and access to health services

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

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

Students Experiencing Homelessness

Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.

On going review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available resources.

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

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2022-23

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.

We've identified a core group of families experiencing severe reluctance to send their children to school, on time, every day. The reasons and causes are unique to each family and as such demand individually tailored supports.

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

Several families with students who have high unexcused absenteeism rates were taken through the SART and SARB process without showing any improvement in attendance. These families were referred for home visits and ultimately referral the the District Attorney, but it is unclear whether these actions occurred.

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 have new OFEE staff and are working closely with them to increase outreach and support to families with high rates of absenteeism and chronic tardies.

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	$266,478.00

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 ($)
	$0.00
BSEP	$144,175.00
BSEP Carryover	$25,000.00
Other	$2,345.00
PTA	$94,958.00

Subtotal of state or local funds included for this school: $266,478.00

Total of federal, state, and/or local funds for this school: $266,478.00

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

5 Parent or Community Members

Name of Members	Role
Katia Hazen	Principal
Ja'Mein Sanchez	Classroom Teacher
Dawn Bail	Classroom Teacher
Janine Waddell	Classroom Teacher
Jamie Davidson	Classroom Teacher
Alex Schoenfeld	Parent or Community Member
Diana Cooney Moore	Parent or Community Member
Melanie Lawton	Parent or Community Member
Eliza Noh	Parent or Community Member
Chowdary Ranbir	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 May 11, 2023.

Attested:

	Principal, Katia Hazen on 5/12/23
	SSC Chairperson, Alex Schoenfeld on 5/11/23

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

5/25/23
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature

5/25/23
Date

BUDGET SUMMARY 2023-24

Washington (121) 5/12/23	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		Centrally - Funded BSEP		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**RES.**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**BGT**	**FTE**	
Literacy Coach/TSA	1/1	1102	31,809	0.25	0741	0.25								0.50
Literacy Coach		1102			0763	0.50								0.50
RTI TSA		1102						0.10						0.10
RTI TSA		1102						0.20			3312	CCEIS	0.10	0.30
RTI TSA	2/1	1102	31,770	0.30				0.20						0.50
ELD Teacher	1/1	1102						0.60						0.60
Instructional Specialist - PE	3/1	2182	17,565	0.15					67,920	0.58	9130	after sch.	0.27	1.00
School Campus Aide	3/1	2902	27,701	0.54							0000	SCA	0.26	0.80
Materials & Supplies		4300									0000	9,085		
Contract RJ Coordinator (Contract)	3/4	5800							18,000					
Contract Behavioral Health (CTIM)	3/2	5800							7,000		Dist-wide	1,000	hours	
Academic Intervention	1/2, 2/1	1116	31,330								Title IV	2,345	40 hrs	
Unallocated Reserve	3/1	4380	4,000						2,038					
Total Expenditures			144,175	1.24		0.75	0	1.10	94,957	0.58		0	0.63	
Revenue Allocation			**144,175**											
			0											
BSEP Carryover Priorities														
Materials and Supplies	1/4	4,300	15,600											
Intervention Hourly	2/2	1/2116	9,400											
Total Carryover Priorities			**25,000**											