



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 09/14/2021

George Washington Elementary

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary	39686766104665	Ver 1 – 06/04/2020 Ver 2 – N/A Ver 3 – 05/05/2021	Ver 1 – 06/10/2020 Ver 2 – 02/17/2021 Ver 3 – 08/11/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 09/14/2021

Purpose and Description

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

In January 2019, Washington Elementary was identified as a Comprehensive Support and Improvement (CSI) school. In the school year 2019-2020, Washington Elementary met the criteria that allowed the school to be exited from the Comprehensive Support and Improvement (CSI) designation.

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.

Washington Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies)) can be referenced to the LCAP's intent.

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

Washington Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 16, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Washington Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the December 20th, 2018, School Site Council meeting.

In school year 2018-2019, (Year 2), Washington Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. There was a total of four meetings: March 26th, 2019, April 2nd, 2019, April 16th, 2019, and April 17th, 2019.

The first two meetings were an opportunity for all stakeholders to review school wide data and discuss the purpose of the planning team. During the third and fourth planning meetings, the team discussed the root causes of the gaps identified through our data analysis, a goal for each specific area of need, action steps needed to ensure the success of the actions steps and the process for monitoring and evaluating each goal.

In school year 2019-2020, (Year 3), Washington Elementary continued to evaluate and refine the SPSA by evaluating actions put in place. In this year, the district implemented two new curricula. Due to the COVID-19 shut down, some actions put in place were unable to be completed or accurately evaluated.

Barriers for Washington include the size of the school and the lack of support staff to support the school. For example, for Goal 3, Meaningful Partnerships, Washington was unable to fill the open position for a community assistant during the 2018-2019 school year.

As a result of the stakeholder involvement and data reviews, Washington Elementary has been able to complete the Decision-Making Model. The Decision-Making Model includes a review of the following components: Current Performance Level, Gap Analysis, Cause Analysis Results, Design & Improvement, Success Assurances, and Implementation/Evaluation.

Resource Inequities

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

Washington Elementary is a small school with less than 300 students and 9 teachers. Due to the size of the school, Washington Elementary receives limited funding and resources. Due to the limited funding, inequities exist in staffing, for example, there is only a part-time assistant principal and the budget does not allow for adding .5 FTE. Another example of staffing inequity, based on prior collaborative discussions with Comprehensive Planning Team and Leadership Team, is for support in coordinating curriculum, technology, testing, and EL programs on site.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: 35% of our students will meet or exceed the standards in ELA on the SBAC Exam in 2021.

By June 30, 2021, decrease the distance from 3 in ELA for all students by 3 points.

School Goal for Math: 30% of our students will meet or exceed the standards in Math on the SBAC exam in 2021.

By June 30, 2021, decrease the distance from 3 in Math for all students by 3 points.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD: 2018: -73.7 points with a change of -13 Red for all students

English Learner Progress:

Level 4 - Well Developed - 22.2%

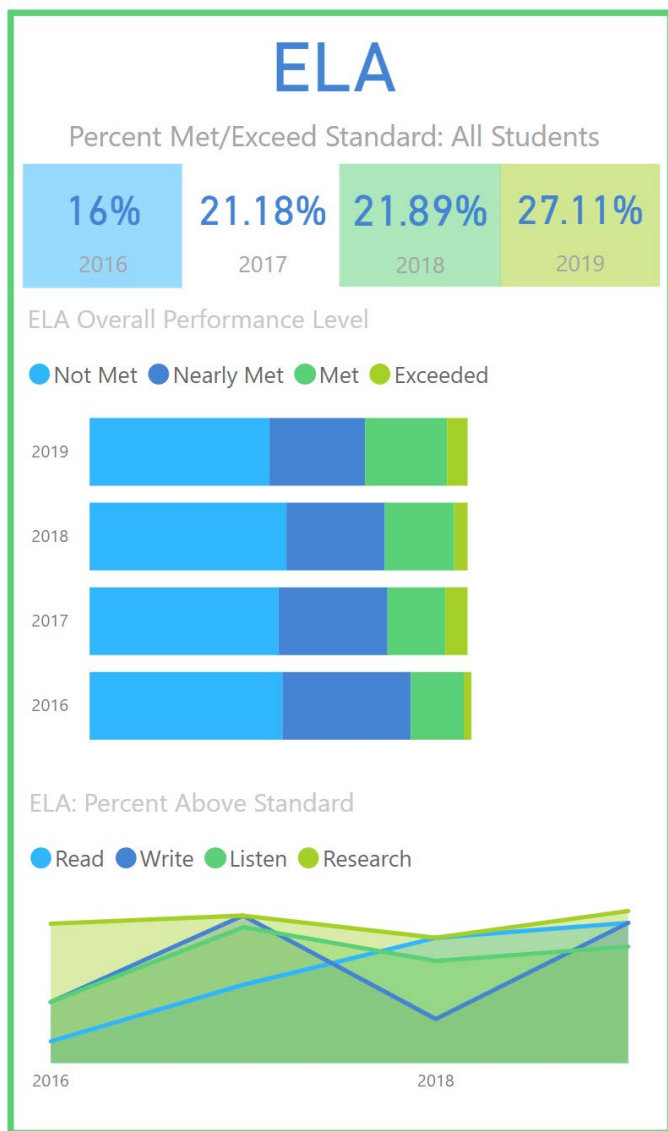
Level 3 - Moderately Developed - 48.6%

Level 2 - Somewhat Developed - 23.6%

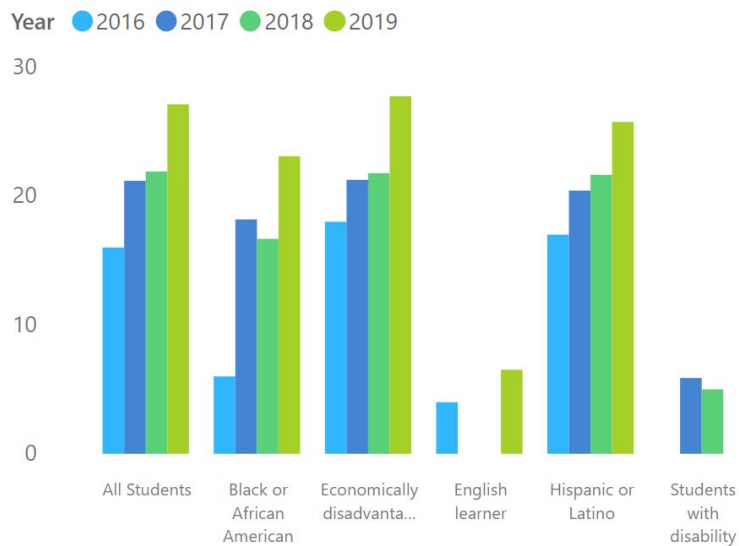
Level 1 - Beginning Stage - 5.6%

Math: 2018: -89.1 points with a change of -13 Orange for all students

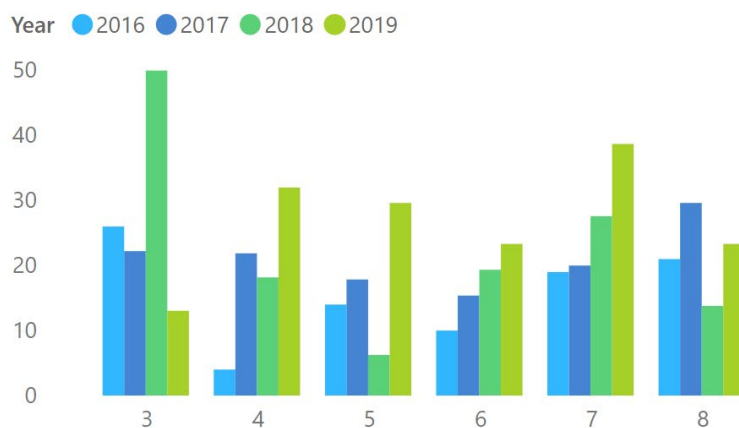
George Washington Elementary – Goal 1



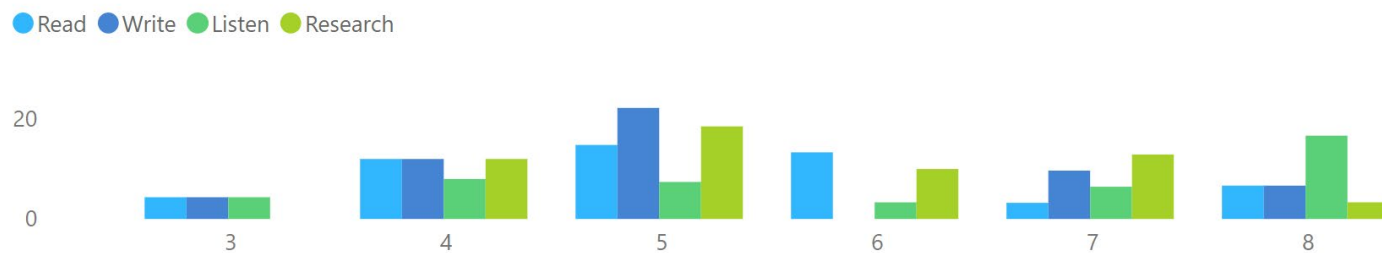
ELA CAASPP: Percent Met/Exceed Standard



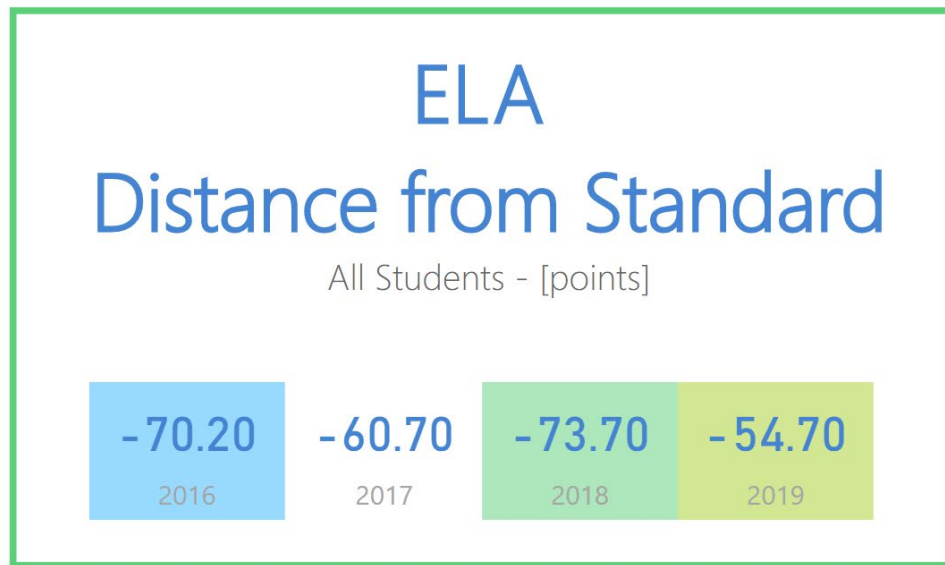
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

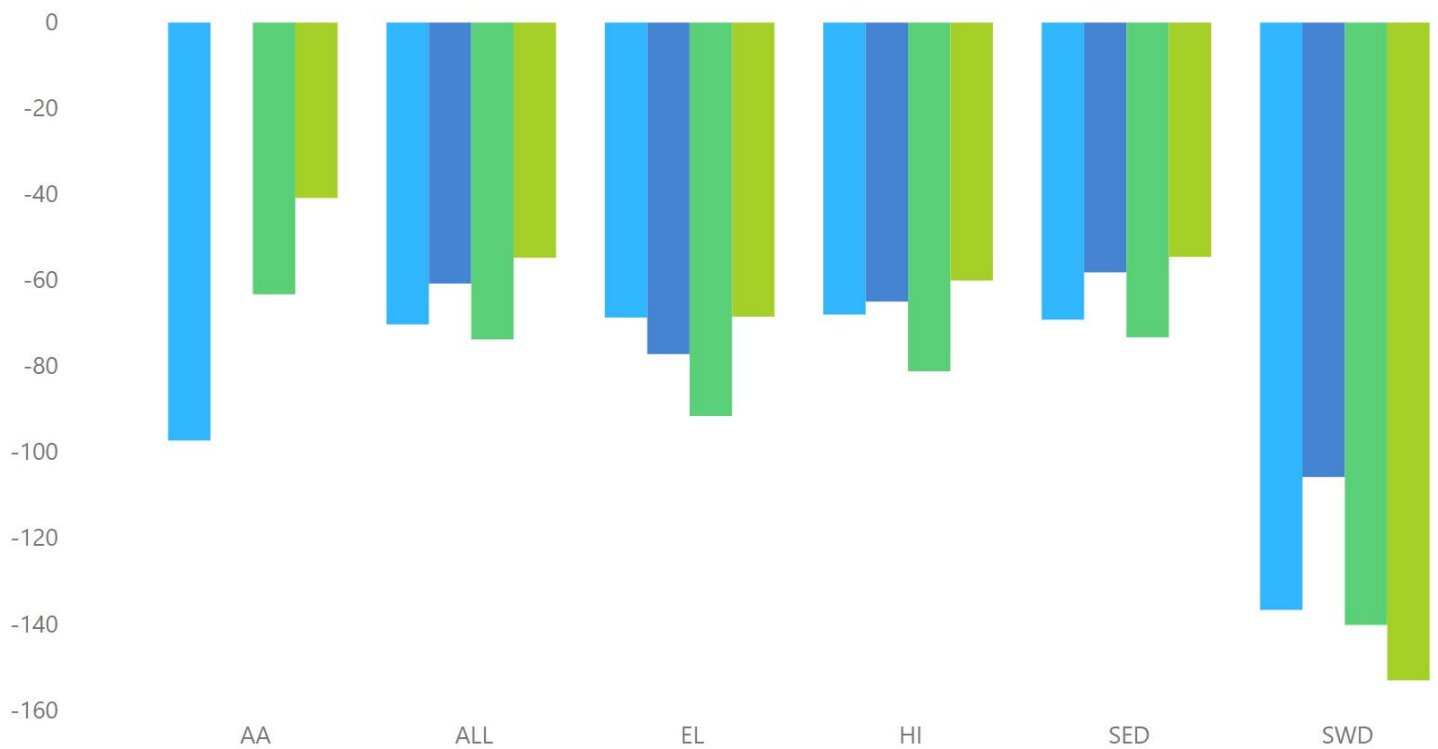


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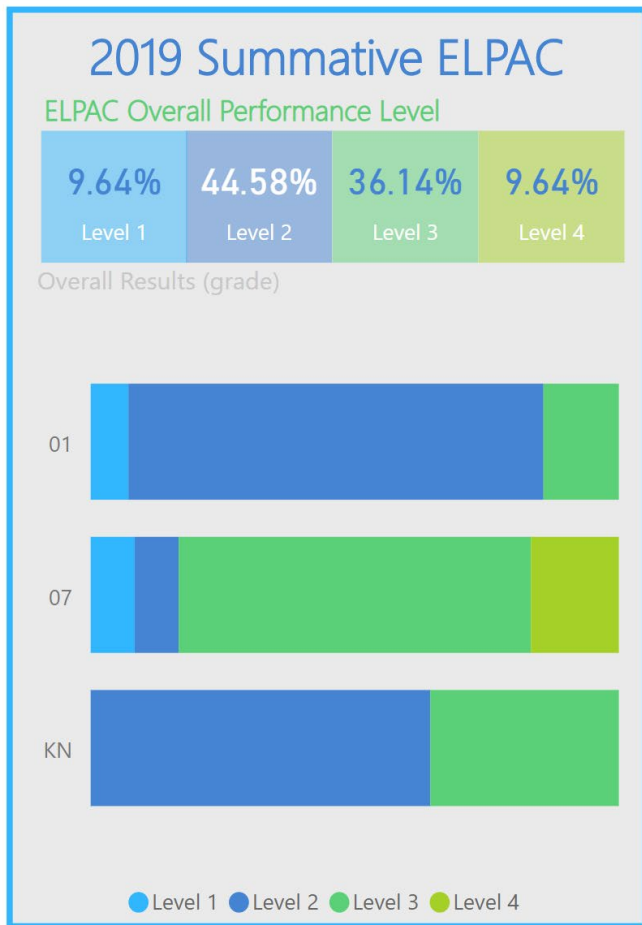


ELA Distance from Standard [points]

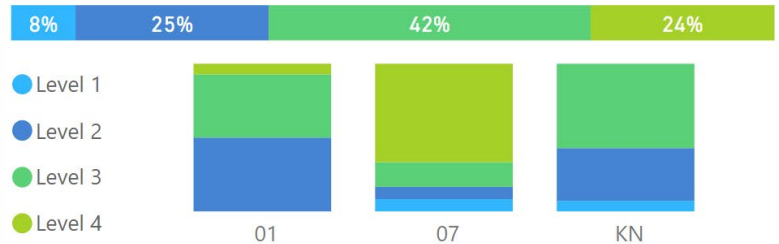
Year ● 2016 ● 2017 ● 2018 ● 2019



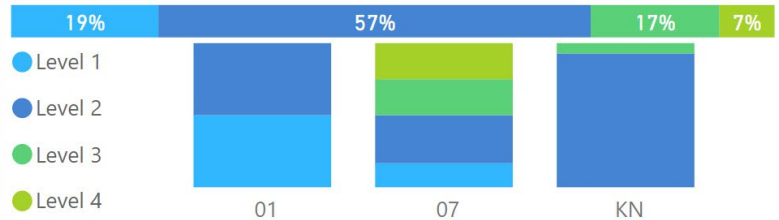
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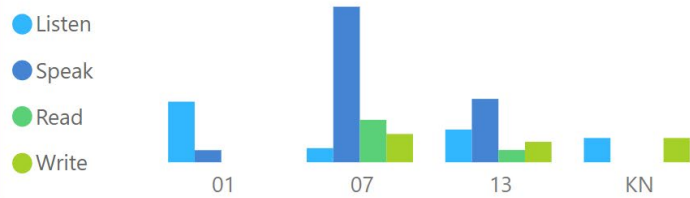
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



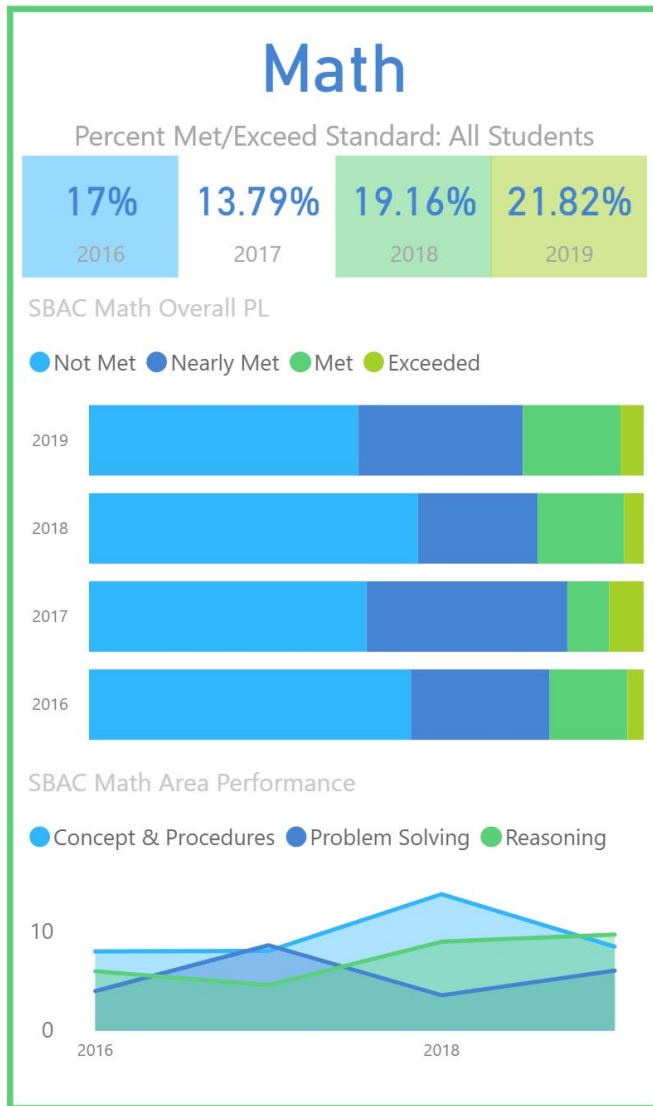
English Learner Progress Reclassification Rates



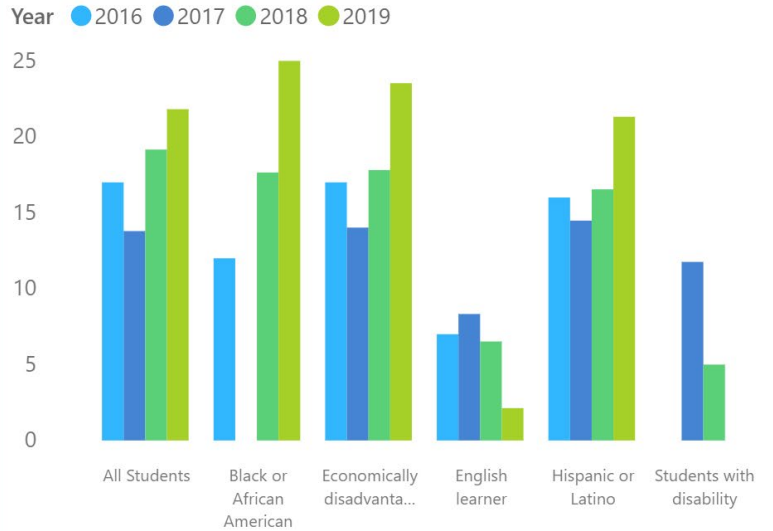
English Learner Progress Indicator (ELPI)

52.4%

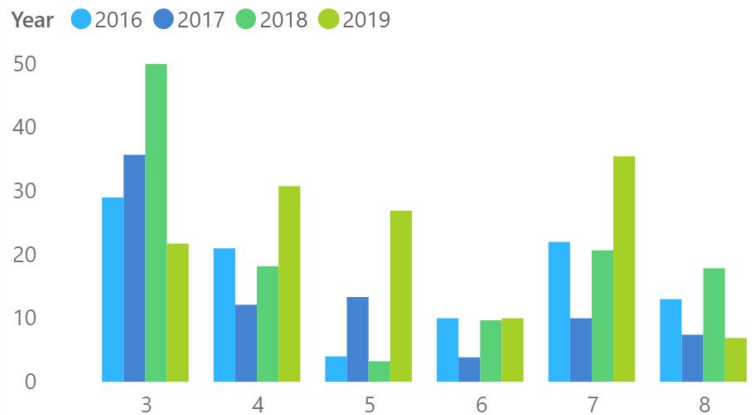
ELPI 2019



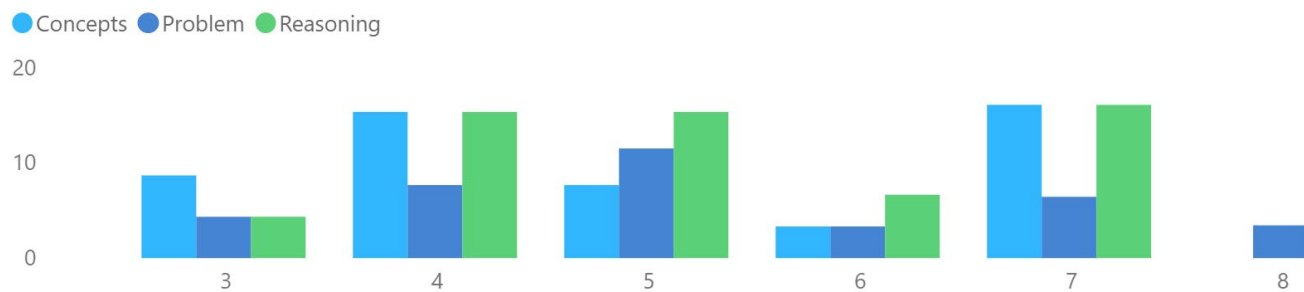
Math CAASPP: Percent Met/Exceed Standard

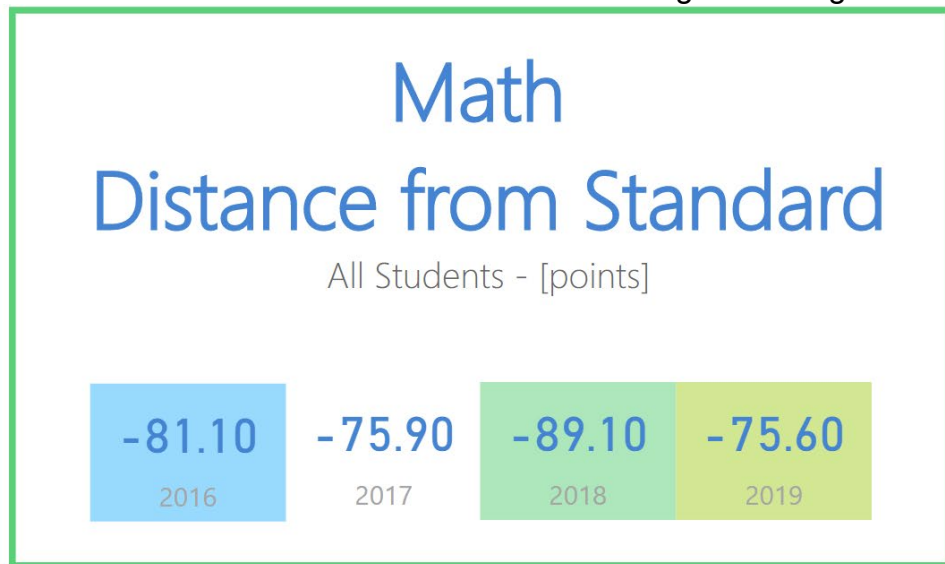


Math CAASPP: Percent Met/Exceed Standard by Grade Level



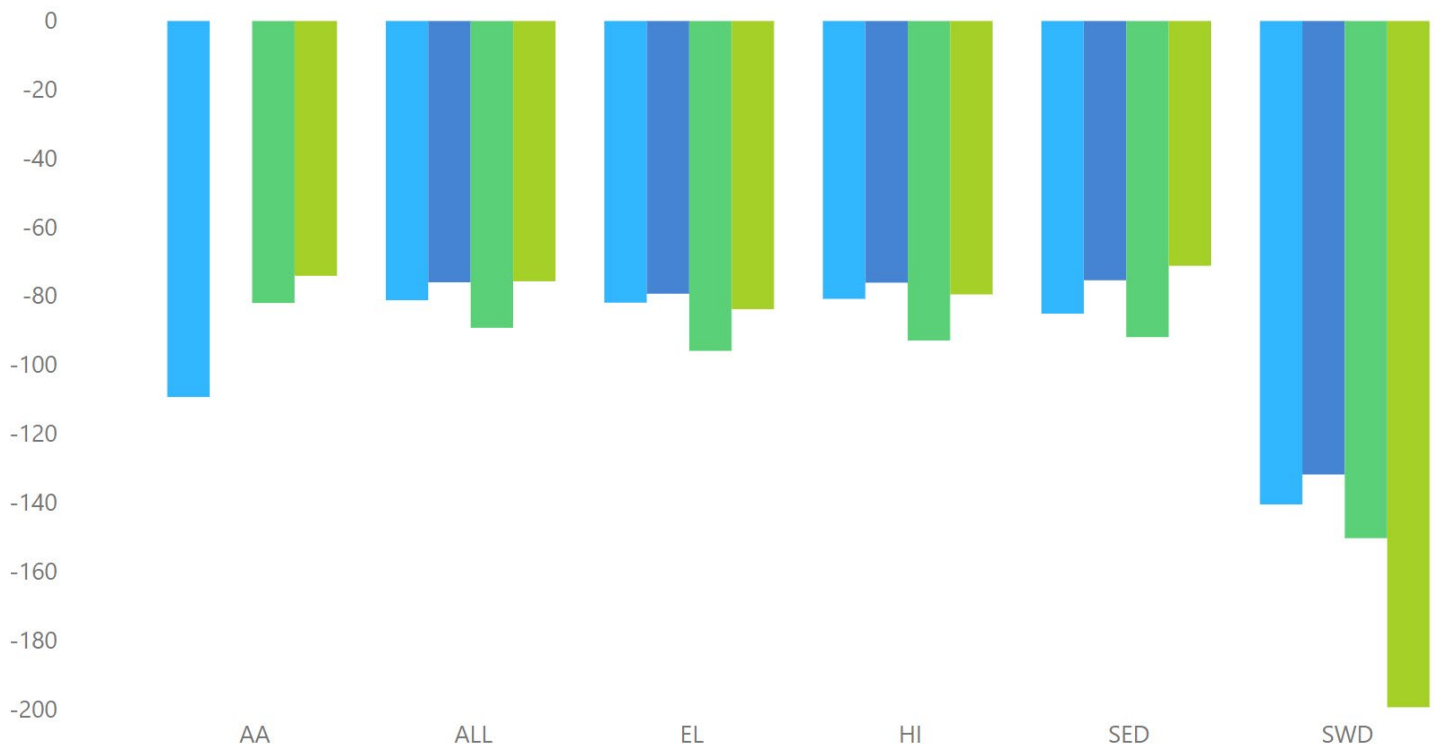
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



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PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

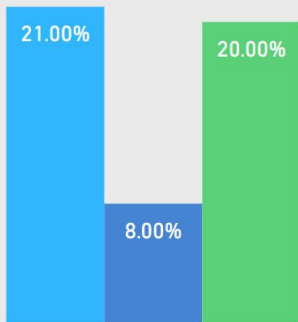
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

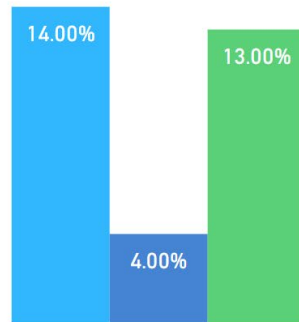
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

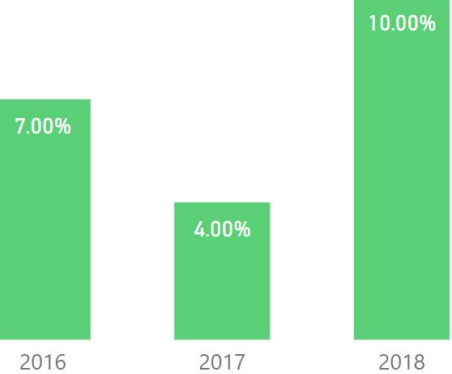
Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	73.7 points below	70.7 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	89.1 points below	86.1 points below

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

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

All students, subgroup: Tier 2 & 3

Strategy/Activity

Academic Conferences will be held to identify specific student needs as well as teacher support needs. Teachers will use SBAC, ELPAC, and ongoing formative and summative curricular assessments. Substitutes will provide staff with release time to actively participate. (9 days)

Substitute Pay Calculation: 9 days X \$200 = \$1,800

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,800	11700	Title I – 50643 Substitutes for academic conferences

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, subgroup: English Learners

Strategy/Activity

Increased teacher collaboration strategies to include to focus on PLCs, English Learners, AVID, strategies, Intervention, and the district's adopted curriculum for ELA and Math.

Additional Hourly Pay:

Teacher (Staff) Pay Calculation

9 teachers x 4 hours x 60 = \$2,160

Provide teachers and students with supportive resources that positively impact student learning through implementation of Professional Learning Communities (PLCs) and structured professional coaching.

Provide professional development opportunities through trainings and consultants to all staff through webinars, conferences, virtual learning opportunities, or on-site training focusing on professional learning communities, coaching, and practices that support improvement of student achievement.

Conferences/Trainings/Workshops:

Professional Learning Communities, teacher support consultant - Fall 2021 - administrator, counselor, teachers

Professional learning using the coaching model to review data or to provide coverage for training during the school day and alignment of instructional strategies with the district's adopted curriculum. Substitutes will provide time for teachers to participate in professional learning activities.

Substitute Pay:

Substitute (Staff) Pay Calculation:

Substitutes X 25 days X \$200 = \$5,000

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,160	11500	Title 1-50643 Teacher Hourly Pay
\$19,714	58100	Title 1 50671 Professional Development and support
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$5,000	11700	LCFF 23020 Substitute Pay for professional development and learning activities.
\$20,000	58100	LCFF 23030 Professional Development and support

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Library Media Clerk will provide students with support and direction in learning and accessing library resources. Library Media Clerk will also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read-alouds and small group reading appreciation groups. In addition, the Library Media Clerk will support the use of Accelerated Reader. Accelerated Reader will be used to supplement and enrich reading for all students. This web-based program also helps us in collecting data useful to level our kids according to their reading skill level.

Purchase additional books/novels to provide students with grade level and culturally relevant reading materials to supplement district curriculum including 6 double sided shelving units (\$1,300 x 6 = \$7,800) for purchased books.

Support standards-based ELA/ELD and Math instruction with project materials, instructional materials, manipulatives, and appropriate technology. Materials will be used to support differentiated instruction (based on individual student need) and enrichment activities (tiered assignments: challenging and more complex assignment (high-level math problems, more complex vocabulary, more challenging text, etc.) identified through grade level PLC collaborative process.

Appropriate materials/equipment to enhance/support ELA and Math instruction will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, computers, document camera projectors, color ink, pens, rulers, post it notes, SmartBoard or other interactive media, etc.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker, Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories to be used as additional resources/manipulatives for student learning.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$4,000	58450	Title 1 50643 License Agreement
\$15,000	43110	Title 1 50643 Instructional Materials
\$1,000	57150	Title 1 50643 Duplicating
(Not currently Funded) \$5,000	56590	Title 1 50643 Maintenance Agreements

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$16,623	24101	LCFF 23030 (.4375 FTE Library Media Clerk)
\$2,039	30000	LCFF 23030 (.4375 FTE Library Media Clerk Statutory Benefits)
\$5,486	42000	LCFF 23030 Books
(Not currently Funded) \$22,800	44000	LCFF 23030 Equipment

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students including subgroup: English Learners

Strategy/Activity

Students identified needing Tier 2 and Tier 3 intervention will receive supports such as tutoring, one-on-one/small group instruction supporting district adopted curriculum focusing on concepts taught during the instructional day on reading, writing, and mathematics. Students identified will be provided pre/post assessment to verify growth. Support provided may be for 2 days per week based on student needs.

Substitute Pay Calculation: 60 days x \$200 = \$12,000

Provide students scheduled time with the bilingual assist to increase reclassification rate. Provide students with extra support through small group instruction to support early literacy with focus on letter recognition and sounds through the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc. Bilingual assist will work collaboratively with teachers to identify areas of need to support EL students.

Material to support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc.

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$12,000	11700	Title 1 50643 Teacher Substitute

Fund Source – Site LCFF:

\$ Amount(s)	Object Code	Description
\$13,347	21101	LCFF-23020 (.4375 FTE Bilingual Assist)
\$1,285	30000	LCFF-23020 (.4375 FTE Bilingual Assist Statutory Benefits)
(Not currently Funded) \$3,000	43110	LCFF-23030 Instructional Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will enhance NGSS (science) curriculum through hand-on science experiments integrating Project Lead the Way and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials, including Portable sinks to be used for science experiments in the portable classrooms.

4 classes(sinks) x \$2000 = \$8,000

Support standards-based ELA/ELD and Math instruction with project materials, instructional materials, manipulatives, and appropriate technology. Materials will be used to support differentiated instruction (based on individual student need) and enrichment activities (tiered assignments: challenging and more complex assignments (high-level math problems, more complex vocabulary, more challenging texts, etc.) identified through grade level PLC collaborative process.

Applicable supplemental instructional materials to enhance/support instruction will include paper for graphic organizers, writing tools, whiteboards/chart paper, STEM specific materials, science specific project materials, 3D printers and Project Lead the Way specific project materials as well as AIMS science materials and CSIN materials.

Teachers will use various equipment such as the laminator, copier, Duplo, and poster maker.

Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

This will be implemented through Summer School/Extended Learning in order to extend student opportunities to explore and experiment through the hands-on, inquiry-based learning model of STEM/PLTW.

4 teachers x 10 days x 4 hours x \$60 = \$9,600 (allotting \$10,000)

Proposed Expenditures for this Strategy/Activity 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
(Not currently funded) \$10,000	11500	Title 1-50643 Teacher Hourly Pay

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
(Not currently funded) \$3,421	43110	LCFF-23030 Instructional Materials
(Not currently funded) \$10,000	44000	LCFF-23030 Equipment

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity 6

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2)

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.

Implementation

Due to changes in leadership, the leadership team began working on the foundational pieces first, including identifying norms, and collective agreements. One of the collective agreements was to send 4 staff members to the PLC conference in the summer of 2018.

Effectiveness

PLCs was the primary focus of the implementation and laid the groundwork for an effective team. The effectiveness can be evidenced by common agreements to our school goals and improved student instruction. The four staff who attended the PLC conference collaboratively shared the key learnings at a meeting for all staff which resulted in additional staff participating in the PLC Process.

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

Material Changes

N/A

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.

Future Changes

Streamline collaboration focusing on PLCs through continuing to support a deeper understanding of PLCs and the use of shared collaborative protocols.

Goal 2 – School Climate

School Goal for Suspension: Suspension – Goal for 2020-2021 is to decrease suspensions by 1%.

School Goal for Attendance/Chronic Truancy: Attendance/Chronic Truancy – Goal for 2020-2021 is to reduce chronic absenteeism by 5%.

Identified Need

Suspension –

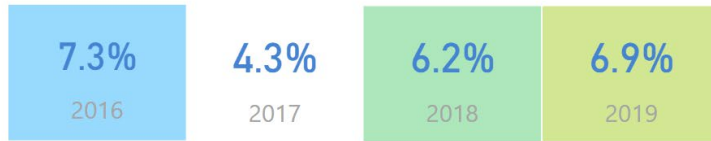
California Dashboard: 2019-Condition & Climate Outcome Dashboard data-suspensions school-wide RED 6.9%, an increase of 0.7%.

Attendance/Chronic Truancy –

California Dashboard: 2019-Chronic Absenteeism, school-wide YELLOW 16.1%, a decline of 5.1%.

Suspension Rate

All Students
percent of unduplicated suspension



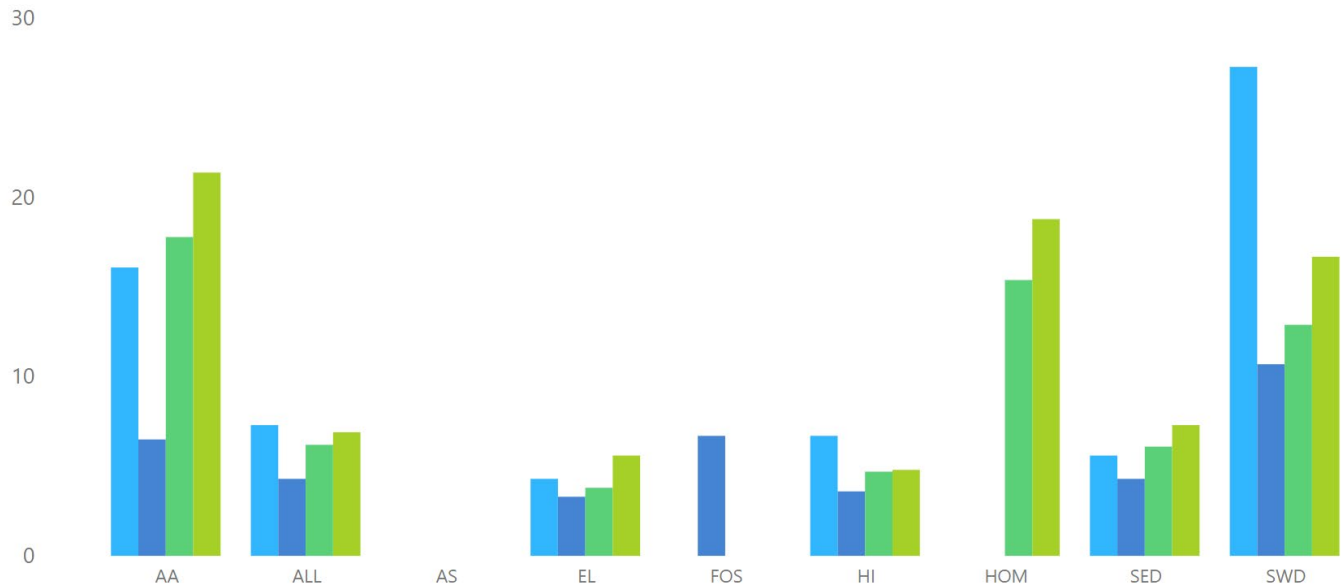
Expulsion

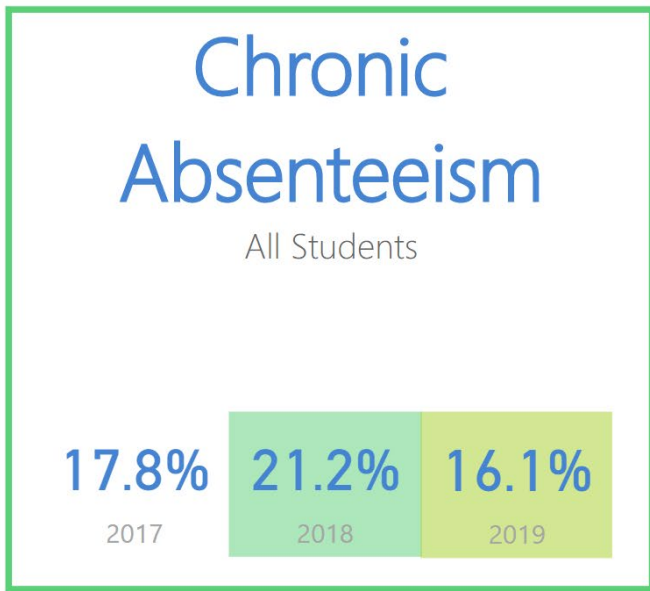
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



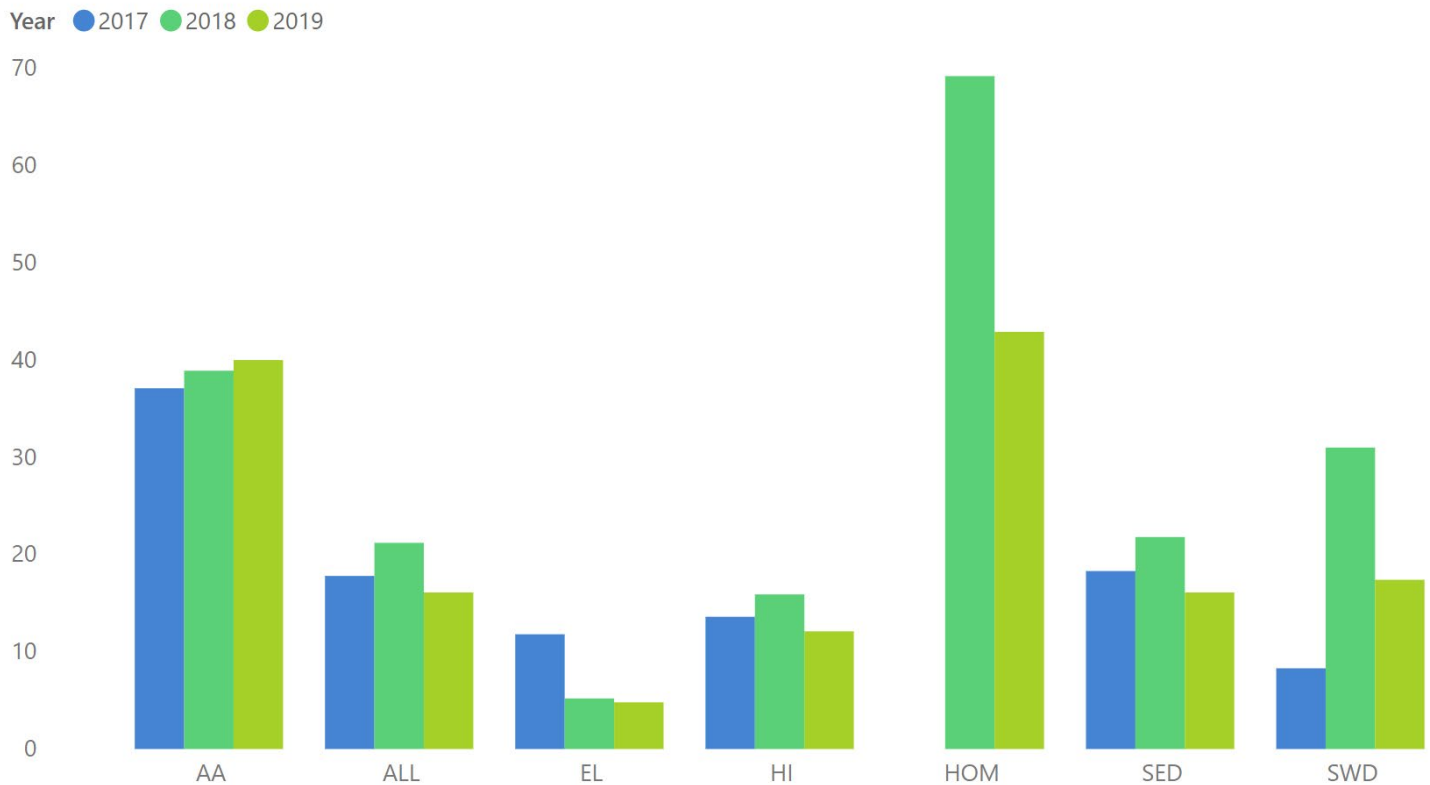
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	6.9%	5.9%
Chronic Absenteeism (All Students)	16.1%	11.1%

Strategy/Activity 1**Students to be Served by this Strategy/Activity**

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

All students and subgroups: African American and Hispanic

Strategy/Activity

Provide teachers and students with supportive resources that positively impact student learning through implementation of Restorative Practices, PBIS, PLUS program, counseling, and structured student engagement activities.

Provide professional development opportunities through trainings and consultants to all staff through webinars, conferences, virtual learning opportunities, or on-site training focusing on restorative practices, and PBIS practices that support awareness of student safety and well-being.

Conferences/Trainings/Workshops:

PBIS, teacher support coaching - Fall 2021 - administrator, counselor, teachers

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Teachers will conduct home visits for students who are not attending school to make connections with parents who may not be able to attend parent/teacher conferences.

9 teachers x 60 x 7 hours = \$3,780 (Allocating \$4,000)

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
(Not currently funded) \$4,000	11500	Title 1 50671

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2

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.

Implementation

Teachers on the PBIS team attended district sponsored PBIS meetings to learn more about PBIS.

Effectiveness

Teams are in the beginning stage of PBIS based on a survey given this year to schools.

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

Material Changes

N/A

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.

Future Changes

Teacher will begin to receive professional development in PBIS using the current district curriculum in order to better understand how to address classroom and behavior issues.

PBIS activities will include good citizen celebrations, attendance incentives, including super recess, and classroom attendance celebrations.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships:

By June 2021, to increase the number of parent events one per trimester.

Identified Need

Meaningful Partnerships:

8-10 Parent Coffee Hours

10-15 parents regularly attend Parent Coffee Hours

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Sheets	5	10-15

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

Provide parents increased opportunities to participate in school events, such as academic focused family nights, parent/teacher conferences, and parent meetings.

Events* may include:

Lunch on the Lawn

Donuts with Dad

Muffins for Mom

SSC - SPSA advisory

ELAC - English Learner Advisory Committee

Parent Coffee Hour Meetings

After School Program

End of the Year Carnival

Scholastic Book Fair

Provide outreach in the form of letters, fliers, programs, invitations and informational packets to parents to assist in the recruit of parent helpers and open communication lines to foster positive attendance and involvement in school and with their child which will then foster positive behavior habits with their child.

Non-instructional material support topics that provide parents with techniques to help their child at home academically, such as books, reading manipulatives, math manipulatives.

*There must be an agenda with appropriate topics to use parent involvement funds that is compliant with Title I regulations.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$610	43200	Title I – 50647 Non-Instructional Materials
\$500	43400	Title I – 50647 Parent Meeting

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$1,000	43200	LCFF – 23035 Non-Instructional Materials
\$500	57150	LCFF – 23035 Duplicating and Mailings

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 – Year 2

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.

Implementation

This goal was implemented and includes English Learner Parents, School Site Council meetings, Parent Coffee Hour, and Padres Comprometidos (Committed Parents) which was a 6-week parent class to build connections between schools and parents. A school mural was created on school grounds during this school year.

Effectiveness

All meetings were conducted in alignment with district regulations. The School Site Council was unable to come to agreement over the School Plan for Student Achievement. The final meetings were unable to obtain a quorum and the SPSA remained not approved when starting the 2019-2020 school year which caused a delay in many services. Committed Parents was conducted during the school day using the Bilingual Aide to teach the group which took from student assistance in the classroom.

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

Material Changes

N/A

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.

Future Changes

If Committed Parents is continued, the class will be during a time that is outside of the Bilingual Aide's regular hours so that there is no interference with student assistance during school hours. Discussion will continue on the possibility of including virtual attendance in School Site Council meetings in order to assist members that have a hard time attending.

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	\$56,784
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$122,064

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$56,784

Subtotal of additional federal funds included for this school: \$56,784

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 (\$)
LCFF	\$65,280

Subtotal of state or local funds included for this school: \$65,280

Total of federal, state, and/or local funds for this school: \$122,064

Budget Spreadsheet Overview – Title I

WASHINGTON

Preliminary Budget Allocation - TITLE I
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 55,674
TOTAL BUDGET DISTRIBUTED BELOW	\$ 55,674
TO BE BUDGETED (\$should be \$0.)	0

50647 TOTAL ALLOCATION	\$ 1,110
TOTAL BUDGET DISTRIBUTED BELOW	\$ 1,110
TO BE BUDGETED (\$should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	

Personnel Cost-Including Benefits

11500	Teacher - Add Comp		\$ 2,160					\$ 2,160
11700	Teacher Substitute		\$ 13,800					\$ 13,800
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 15,960	\$ -	\$ -	\$ -	\$ -	\$ 15,960

Books & Supplies

42000	Books							\$ -
43110	Instructional Materials		\$ 15,000					\$ 15,000
43200	Non-Instructional Materials						\$ 610	\$ 610
43400	Parent Meeting						\$ 500	\$ 500
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 15,000	\$ -	\$ -	\$ -	\$ 1,110	\$ 16,110

Services

57150	Duplicating		\$ 1,000					\$ 1,000
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement		\$ 4,000					\$ 4,000
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-Instructional		\$ 19,714					\$ 19,714
58320	Consultants-NonInstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 24,714	\$ -	\$ -	\$ -	\$ -	\$ 24,714

GRAND TOTAL \$ 55,674 \$ - \$ - \$ - \$ 1,110

I certify that the budget above is in the SP5A and has been approved by School Site Council

Principal Signature

School Site Council Chair

C:\Users\standridge\Desktop\Distance Lng\SP5A\2020-21 State and Federal Title One Site Allocations (1)

WASHINGTON

Budget Spreadsheet Overview – LCFF

WASHINGTON

Preliminary Budget Allocation - LCFF

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 65,280
TOTAL BUDGET DISTRIBUTED BELOW	\$ 65,280
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	23034 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	23035 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	

Personnel Cost-Including Benefits

11500	Teacher - Add Comp						\$ -
11700	Teacher Substitute		\$ 5,000				\$ 5,000
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist						\$ -
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk		\$ 16,623	\$ 13,347			\$ 29,970
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits		\$ 2,039	\$ 1,285			\$ 3,324
Sub Total - Personnel/Benefits			\$ 23,662	\$ 14,632	\$ -	\$ -	\$ 38,294

Books & Supplies

42000	Books		\$ 5,486				\$ 5,486
43110	Instructional Materials						\$ -
43200	Non-Instructional Materials					\$ 1,000	\$ 1,000
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 5,486	\$ -	\$ -	\$ 1,000	\$ 6,486

Services

57150	Duplicating					\$ 500	\$ 500
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-Instructional		\$ 20,000				\$ 20,000
58320	Consultants-NonInstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 20,000	\$ -	\$ -	\$ 500	\$ 20,500
GRAND TOTAL			\$ 49,148	\$ 14,632	\$ -	\$ 1,500	\$ 65,280

I certify that the budget above is in the SPSA and has been approved by School Site Council

Principal Signature

School Site Council Chair

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WASHINGTON

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Washington's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment. For Washington, the SPSA did not include an allocation for to cover the cost of maintenance agreements even though it was referenced in Goal 1, Strategy 3; therefore, instructional materials was reduce to cover this expenditure.

SCHOOL SITE	DATE	AMOUNT	FROM	TO	BUDGET
Washington	4-Aug-20	\$ 2,100.00	instructional materials	maintenance agreement	Title I

Furthermore, Washington's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 2:

LCFF –

\$20,000 – 58100 – Consultant Instructional: Reduced funds from consultant services due to professional development received from the district.

\$25,000 – 44000 – Equipment: Reallocated funds to equipment for the purchase of short throw interactive projectors and wall mounts for all classrooms. (\$20,000) The change comes from the problems we have encountered with older technology and student accidents with cords. It also comes from a need for students to work as a class with digital technology rather than just on a solitary computer. The change is significant for the school especially in this new digital age. The data that will be collected is how often teachers will use the board to create interactive lesson with their students. It will be analyzed at the beginning, middle, and end of the school year with surveys to teachers and students and reported to stakeholders at ELAC, SSC, and parent meetings.

Reallocated funds to equipment for the purchase of 4 classroom printers. (The object code may be adjusted if the final selection's total cost per unit is less than \$500.) The information will be shared with all stakeholders at ELAC, SSC, and parent meetings. It is appropriate in supporting the comprehensive needs assessment as we need to increase literacy by reading, print out data to interpret and create appropriate lessons, and create interactive lessons and demonstrations.

SPSA: Goal 1, Strategy 3:

School Plan for Student Achievement| SY 2020-2021

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Version 2 – Board Approval 03/09/2021

LCFF –

\$14,058 – 22601 – .4375 FTE Library Media Assistant: Reduced funds resulting from a vacancy of the position. Recruitment efforts were made and unsuccessful. Since that process, the district implemented a hiring freeze; therefore, recruitment efforts have ceased. Due to COVID-19 restrictions resulting in distance learning the position is no longer needed and being closed for the remainder of the school year.

\$7,058 – 42000 – Books: Reallocated funds to purchase additional books/novels to provide students with grade level and culturally relevant reading materials to supplement district curriculum including double sided shelving units. The information will be shared with all stakeholders at ELAC, SSC, and parent meetings. It is appropriate in supporting the comprehensive needs assessment as we need to increase literacy by reading, print out data to interpret and create appropriate lessons, and create interactive lessons and demonstrations.

SPSA: Goal 1, Strategy 4:

LCFF –

\$2,000 – 44000 – Equipment: Reallocated funds to equipment a science sink as described in the SPSA Version 1. The information will be shared with all stakeholders at ELAC, SSC, and parent meetings. It is appropriate in supporting the comprehensive needs assessment as we need to increase literacy by reading, print out data to interpret and create appropriate lessons, and create interactive lessons and demonstrations.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Washington is receiving additional monies in Parent Involvement (Cost Center: 50647). Washington's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 52170 – Webinar Training for parents to attend online/virtual trainings to support parent involvement topics.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
WASHINGTON	229	204	89.1%	\$ 55,674	\$ 1,239	\$ 56,913	\$ 1,110.00	\$ 129.00

\$500 – 43400 – Parent Meeting: Reduced funds to due to COVID-19 restrictions pertaining to social distancing policies limiting in-person parent meetings.

\$500 – 52170 – Webinar Training: Reallocated funds to Webinar Training for parents to attend online/virtual trainings to support parent involvement topics.

\$500 – 57150 – Duplicating: Reduced funds to as in-person meetings have not been conducted and COVID-19 restrictions pertaining to stay at home orders has reduced the parent traffic to the school site.

\$500 – 43200 – Non-Instructional Materials: Reallocated funds for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

George Washington Elementary – Amendments

WASHINGTON #295			As of 01/22/2021 jls			7/20/2020 jls			INITIAL BUDGET/DATE			3/9/2021			REVISED BUDGET/DATE			50647 inc by \$129		
TITLE I		TOTAL ALLOCATION		\$ 55,674		LCFF		TOTAL ALLOCATION		\$ 65,280		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 1,239				
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 55,674				TOTAL BUDGET DISTRIBUTED BELOW		\$ 65,280				TOTAL BUDGET DISTRIBUTED BELOW		\$ 1,239				
		TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET	
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			FTE
Personnel Cost-Including Benefits																				
11500	Teacher - Add Comp (incl benefits)		\$ 2,160																\$ 2,160	
19101	Program Specialist																		\$ -	
30000	Statutory Benefits																			
19500	Prog Spec-Add Comp (incl benefits)																			
19101	Instructional Coach																		\$ -	
30000	Statutory Benefits																			
19500	Instr Coach-Add Comp (incl benefits)																		\$ -	
21101	Instructional Asst/CAI																		\$ -	
30000	Statutory Benefits																			
21500	Inst Asst/CAI-Add Comp(incl benefits)																			
21101	Bilingual Assistant							0.438	\$ 13,347									0.438	\$ 13,347	
30000	Statutory Benefits								\$ 1,285										\$ 1,285	
21500	Bil Asst-Add Comp (incl benefits)																			
22601	Library Media Assistant			0.438	\$ 4,604													0.438	\$ 4,604	
30000	Statutory Benefits				\$ -														\$ -	
22500	Lib Med Asst-Addl Comp (incl benefits)																			
22901	Community Assistant																		\$ -	
30000	Statutory Benefits																			
22500	Comm Asst-Add Comp (incl benefits)																			
29101	Parent Liaison																		\$ -	
30000	Statutory Benefits																			
29500	Par Lia-Add Comp (incl benefits)																		\$ -	
Sub Total - Personnel/Benefits			\$ 15,960		\$ 9,404		\$ -		\$ 14,632		\$ 28		\$ -		\$ -		\$ -		\$ 39,997	
Books & Supplies																				
42000	Books				\$ 12,544												\$ 87		\$ 12,631	
43110	Instructional Materials		\$ 12,872																\$ 12,872	
43200	Non-Instructional Materials				\$ 200											\$ 1,500		\$ 523	\$ 2,223	
43400	Parent Meeting																	\$ 500	\$ 500	
44000	Equipment				\$ 27,000														\$ 27,000	
Sub Total - Books & Supplies			\$ 12,872		\$ 39,744		\$ -		\$ -		\$ -		\$ -		\$ 1,500		\$ 1,110		\$ 55,226	
Services																				
57150	Duplicating		\$ 1,000												\$ -				\$ 1,000	
57250	Field Trip-District Trans																		\$ -	
56590	Maintenance Agreement		\$ 2,100																\$ 2,100	
52150	Conference																		\$ -	
52170	Webinar Training																\$ 129		\$ 129	
58450	License Agreement		\$ 4,000																\$ 4,000	
58720	Field Trip-Non-District Trans																		\$ -	
58920	Pupil Fees																		\$ -	
58100	Consultants-Instructional		\$ 19,714		\$ -														\$ 19,714	
58320	Consultants-Noninstructional																		\$ -	
Sub Total - Services			\$ 26,814		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 129		\$ 26,943	
GRAND TOTAL			\$ 55,646		\$ 49,148		\$ -		\$ 14,632		\$ 28		\$ -		\$ -		\$ 1,500		\$ 1,239	

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

School Goal for ELA/ELD

As indicated on the Winter 2021 i-Ready assessment, with 211 K-8th grade students testing, 29% (61 students) tested on grade-level with 46% (97 students) falling two or more grade levels behind.

As indicated on the Winter 2021 i-Ready assessment, 60% of English Learners scored at 2+ years below grade level in English Language Arts, with 38% showing no growth from the Fall 2020 assessment.

To close the achievement gap, Washington will reduce the number of students falling two or more grade levels behind by 5% (10 students) and increasing the number of students on grade level by 10% (21 students) as measured by the Spring i-Ready for the 2021-22 SY and SBAC, 2022.

School Goal for Math:

As indicated on the Winter 2021 i-Ready assessment, with 211 K-8th grade students testing, 25% (52 students) tested on grade-level with 37% (78 students) falling two or more grade levels behind.

As indicated on the Winter 2021 i-Ready assessment, 49% of English Learners score at 2+ years below grade level in math, with 30% showing no growth from the Fall 2020 assessment.

To close the achievement gap, Washington will reduce the number of students falling two or more grade levels behind by 5% (10 students) and increasing the number of students on grade level by 10% (21 students) as measured by the Spring i-Ready for the 2021-22 SY and SBAC, 2022.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Teachers will collaborate in PLCs (Professional Learning Communities) to align the ELA, Math, NGSS, and ELD level standards to develop a plan to address unfinished learning. Collaboration is horizontal and vertical, so students will be serviced in all areas.

Additional comp for teacher collaboration:

9 teachers x 7 hours x \$60 = \$3,780 (Allocated \$3,838 to Title 50643-11500)

2021-2022 Strategy Update

Grade Level Academic Conferences / Quarterly Review of Data

On a quarterly basis, each grade level teacher will meet and collaborate with the school principal and instructional coaches to ensure full implementation of the district-wide common formative

assessments. During the quarterly collaboration, a thorough data analysis will be conducted to monitor student progress towards meeting expected growth targets, and respond to student strengths and weaknesses.

Data will include i-Ready assessments, district common formative assessments, summative assessments, and data evidenced through the common core curriculum.

Substitutes will provide staff with release time to actively participate. Each grade level teacher will meet quarterly (4x) throughout the year.

Substitute Pay Calculation:

7 days X \$200 = **\$1,400 (Title I)**

of students at grade level

of students below grade level

of students making progress

of EL students

of RFEP students

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
1,400	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Grade Level Academic Conferences / Quarterly Review of Data

On a quarterly basis, each grade level teacher will meet and collaborate with the school principal and instructional coaches to ensure full implementation of the district-wide common formative assessments. During the quarterly collaboration, a thorough data analysis will be conducted to monitor student progress towards meeting expected growth targets, and respond to student strengths and weaknesses.

Data will include i-Ready assessments, district common formative assessments, summative assessments, and data evidenced through the common core curriculum.

Substitutes will provide staff with release time to actively participate. Each grade level teacher will meet quarterly (4x) throughout the year.

The first quarter grade level academic conferences will be funded using CSI funding.

Substitute Pay Calculation:

2 days X \$200 = **\$400 (CSI)**

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
400	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
--------------	-------------	-------------

0	5000 Series	Services
---	-------------	----------

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Solution Tree. Professional Learning Communities at Work (PLCs) Portable Event Package (Supports the Data Cycle Process and the use of Common Formative Assessments):

The Stockton Unified School District is implementing district-wide common formative assessments to ensure faithful implementation of the adopted common core curriculum and to effectively use the data during teacher collaboration time using the PLC data cycle (Plan, Do, Study, Act) model.

Washington Elementary teachers have had PLC training through Solution Tree, however, it is not clear how many staff still need training (or a refresher) and/or if the PLC process is being used during collaboration. To ensure that ALL students have access to the core curriculum, that ALL students' learning is being measured (common formative assessments), and that ALL students are provided Multi-Tiered System of Support (MTSS) for either remediation and support, or to provide enrichment and advancement, the district has made a commitment to implementing common formative assessments, and Washington will commit to using collaboration time for the data cycle, and MTSS decision making. Student learning data will also support the SAP Team in making MTSS decisions.

Solution Tree: Professional Learning Communities at Work Portable Event Package (this is virtual learning). 15 sessions at 60 to 90 minutes per session.

October 2021 – May 2021 = 29 weeks

29 weeks X \$600 = **\$17,400 (Title I)**

common formative assessments (PLC Data Cycle)
 # of students at grade level
 # of students above grade level (enrichment)
 # of students falling below grade level (intervention/remediation)
 # of students making progress
 # MTSS (Multi-Tiered System of Support)
 # SAP
 # Project based learning

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
17,400	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

George Washington Elementary – Amendments
Comprehensive Support and Improvement (CSI) Addition:

Solution Tree. Professional Learning Communities at Work (PLCs) Portable Event Package (Supports the Data Cycle Process and the use of Common Formative Assessments):

The Stockton Unified School District is implementing district-wide common formative assessments to ensure faithful implementation of the adopted common core curriculum and to effectively use the data during teacher collaboration time using the PLC data cycle (Plan, Do, Study, Act) model.

Washington Elementary teachers have had PLC training through Solution Tree, however, it is not clear how many staff still need training (or a refresher) and/or if the PLC process is being used during collaboration. To ensure that ALL students have access to the core curriculum, that ALL students' learning is being measured (common formative assessments), and that ALL students are provided Multi-Tiered System of Support (MTSS) for either remediation and support, or to provide enrichment and advancement, the district has made a commitment to implementing common formative assessments, and Washington will commit to using collaboration time for the data cycle, and MTSS decision making. Student learning data will also support the SAP Team in making MTSS decisions.

Solution Tree: Professional Learning Communities at Work Portable Event Package (this is virtual learning). 15 sessions at 60 to 90 minutes per session.

Conference Registration:

10 teachers plus 1 administrator @ \$689 = **\$7,579 (CSI)**

Teachers' Salary to attend the PLC training sessions:

15 sessions X 90 min. = 1,350 minutes = 22.5 hours per teacher

10 teachers X 22.5 hours = 225 hours total

225 hours X \$60 per hour = **\$13,500 (CSI)**

Weekly Collaboration for Implementation of the PLC process (Data Cycle – Plan/Do/Study/Act)

Weekly collaboration time (1 extra hour per week to collaborate using the PLC data cycle process) =

10 teachers X \$60 = \$600/week.

August 2021 – September 2021 = 9 weeks (CSI funded)

9 weeks X \$600 = **\$5,400 (CSI)**

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
18,900	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
7,579	5000 Series	Services (Conference Registration)

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Reading Recovery: Small group instruction: (Addresses COVID19 Learning Loss in Reading)

To support reading loss due to COVID19, Washington Elementary will support students who have fallen below grade level in reading with small group instruction using systematic and targeted instruction with two (2) retired SUSD teachers (if available) and/or substitute teachers. Small group instruction will begin after the fall break in October of 2021.

October 11, 2021 – May 26, 2022

Substitute cost: \$200/day x 2 subs

29 weeks x 3 days/week

29 x \$600 = \$17,400 x 2 = \$34,800 (\$22,830 - Title I, \$11,970 - LCFF)

Daily Academic Intervention:

Washington's Daily Academic Schedule has taken into consideration the learning loss that occurred from March 2020 through May 2021 due to the COVID19 Pandemic. The academic schedule has intervention time built in. Academic intervention will occur through the i-Ready English Language Arts and mathematics programs and small groups (centers). Washington's teachers are very skilled veteran teachers and will be able to evaluate and recommend other valuable interventions (which will be discussed at each quarterly academic conference).

Library Media Assist (3.5 hours – LCFF \$22,350)

The library media assistant will conduct Accelerated Reader training for grades K-8th to support implementation. Training will include reading level analysis, how to set individual goals, create communication of student progress with parents, and a reward system for goals met. The library media assist will also guide students in the selection of books leveled and conduct read-aloud demonstrating proper reading strategies. The library media assist will help coordinate school wide literacy events that assist and promote students' exposure to literature and foster a love for reading. Purchase of books to enhance/expand classroom libraries and school library.

The library media assist will track and schedule library usage promoting increase of access.

student reading level

student access to library reading material

student access to leveled books

reading loss

reading intervention

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
22,830	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
11,970	1000 Series	Certificated Personnel Costs (including benefits)
22,350	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Accelerated Reader – ALL Students:

Accelerated Reader will be used to supplement and enrich reading comprehension for ALL students. This web-based program not only assesses student reading levels, but also collects data regarding student reading comprehension and skill level, and number of words read.

Accelerated Reader license agreement 2021-22 SY: **\$4,000 CSI**

Accelerated Reader library books and/or additional reading books/materials to support grade level and culturally relevant reading: **\$15,410 CSI**

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
15,410	4000 Series	Books & Supplies
4,000	5000 Series	Services (Accelerated Reader License Agreement)

Early Literacy Support Block Grant (ELSB) Addition:

School Plan for Student Achievement| SY 2020-2021

Version 3 – Board Approval 09/14/2021

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Professional Development and Learning Opportunities: Title I and/or LCFF

Throughout the school year, high quality staff professional development often becomes available in all subject areas (English Language Arts, Social Science, Mathematics, Science, Technology, Engineering and Arts Education). To continue teacher growth and learning to support academic achievement and closing the achievement gap for ALL students, monies will be made available to support conference fees, substitute costs, travel expenses, and various staff reimbursements. It is Washington's desire to set aside money for professional staff development and then transfer funds into specific categories as professional development is identified. At this time the staff would like to allocate \$_____ for such opportunities. If for some reason the money set aside for professional development is not utilized, the monies will be transferred back to other categories as identified in a future SPSA update.

(Upon funding availability.)

high quality first instruction

student intervention / remediation / enrichment

common formative assessments / PLC data cycle

of students on grade level

social / emotional awareness

restorative practices

2021-2022 Proposed Expenditures for this Strategy/Activity 4

School Plan for Student Achievement| SY 2020-2021

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Version 3 – Board Approval 09/14/2021

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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0	5000 Series	Services
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Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

English Learners / Bilingual Assistant \$16,000 (LCFF 23020) - 21101

As indicated on the Winter 2021 i-Ready assessment, 60% of English Learners scored at 2+ years below grade level in English Language Arts, with 38% showing no growth from the Fall 2020 assessment.

As indicated on the Winter 2021 i-Ready assessment, 49% of English Learners scored 2+ years below grade level in math, with 30% showing no growth from the Fall 2020 assessment.

To close the achievement gap, ALL English Learners (ELs) will receive integrated and designated English Language Development (ELD) strategies taught all day, in every subject.

ALL English Learners will have access to the core curriculum. ALL Washington students will have full, 100% access to the core curriculum.

To support our English Learners in acquiring English at the highest level, ELs will have the support of a bilingual assistant. This support will not only allow for language acquisition, but also increase the likelihood of reclassification as a fluent English speaker. The bilingual assistant will work with our ELs in small groups and one-on-one in a “push-in” format. The assist will work alongside the student in the core classroom allowing the student to receive 100% access to the core curriculum.

The bilingual assistant will work collaboratively with the core classroom teacher to identify areas of need to support EL students. To support learning, English Learners will be supported with classroom materials. Materials may include, but not limited to, pens, pencils, paper, graphing paper, colors, markers, notebooks, notecards, journals, science journals, calculators, math manipulatives, etc.

English Learners / Bilingual Assistant

As indicated on the Winter 2021 i-Ready assessment, 60% of English Learners scored at 2+ years below grade level in English Language Arts, with 38% showing no growth from the Fall 2020 assessment.

As indicated on the Winter 2021 i-Ready assessment, 49% of English Learners scored 2+ years below grade level in math, with 30% showing no growth from the Fall 2020 assessment.

To close the achievement gap, ALL English Learners (ELs) will receive integrated and designated English Language Development (ELD) strategies taught all day, in every subject.

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The bilingual assistant will work collaboratively with the core classroom teacher to identify areas of need to support EL students.

To support learning, English Learners will be supported with classroom materials. Materials may include, but not limited to, pens, pencils, paper, graphing paper, colors, markers, notebooks, notecards, journals, science journals, calculators, math manipulatives, etc.

Integrated and Designated ELD Strategies taught ALL Day, in EVERY subject area:

During a regularly scheduled staff meeting (in which we plan to use this time for Staff Development), teachers will be provided staff development in research-based ELD instructional strategies through the Language Development Office.

Lesson Objectives that establish and communicate clearly aligned learning target to the core curriculum will be updated and posted daily.

Lesson objectives that are clearly written at a student’s understanding/comprehension allows the student to know and understand what he/she is expected to learn and master by the end of the lesson. Lesson objectives align with the PLC question: What do you want students to know and be able to do by the end of the lesson? Washington Elementary will gradually move towards measurable lesson objectives to answer the PLC question: How do you know students have learned it?

of EL students being monitored

of student RFEP

of EL students ELPAC 1

of EL students ELPAC 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
16,000	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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0	5000 Series	Services
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Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

STEM – Science / Technology / Engineering / Math: Title I and/or LCFF

Provide student with hands on experimental learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc. Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating STEM projects to include STEM project materials.

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools – whiteboards, chart paper, STEM-specific materials including project materials, science-specific project materials.

Project-based Instructional Materials – ALL Students:

Support standards-based ELA/ELD and Math instruction with project materials, instructional materials, manipulatives, and appropriate technology. Materials will be used to support differentiated instruction (based on individual student need) and enrichment activities (tiered assignments: challenging and more complex assignments (high-level math problems, more complex vocabulary, more challenging text, etc.)) identified through grade level PLC collaborative process and common formative assessments.

Appropriate materials/equipment to enhance/support ELA and Math instruction will include, but not limited to: note cards, paper, pens, pencils, small white boards, white board markers, highlighters, binders, sheet protectors, printers, printer toner/ink (black and color), chart paper, tape, sentence strips, composition books, spiral notebooks, student chromebooks, crayons, map colors, rulers, math tools such as manipulatives, compass, protractors, post-it notes, SmartBoard or other interactive media, etc. Supplies to support the poster maker and laminator for student work. Media accessories such as ink, cords. Equipment/technology replacements include: projectors, classroom printer, document cam, white screens.

****General supplies are unallowable using State & Federal funds.****

Teachers will use various project-based instructional materials throughout the school year. **\$8,262 (Title I)**

Teachers will use various equipment such as the laminator, copier, poster maker, Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. **\$4,000 (LCFF)**

Duplicating expenses are for student materials in larger quantities such as plays, short stories to be used as additional resources/manipulatives for student learning. **\$3,000 (Title I)**

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
8,262	4000 Series	Books & Supplies (Instructional Materials)
3,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
4,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

School Goal for Suspension: Suspension –

Goal for 2021-2022 is to decrease suspensions by 1%.

School Goal for Attendance/Chronic Truancy: Attendance/Chronic Truancy –

Goal for 2021-2022 is to reduce chronic absenteeism by 5%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Multi-Tiered System of Support (MTSS): Title I

Restorative Practices

Provide teachers and students with supportive resources that positively impact student learning through implementation of Restorative Practices, PBIS, PLUS program, counseling, and structured student engagement activities.

Restorative Practices Training:

3 days of training per teacher x 9 teachers = 27 days

27 days x \$200 (sub) = **\$5,400 (Title I)**

Trauma Training with Mental Health Clinician

Washington Elementary is fortunate to have a Mental Health Clinician one day per week who has formal training in trauma and how the brain works when effected by trauma. Many students have experienced trauma in their early lives either by violence, death or family matters. Children come to school each day to learn but often find it difficult due to the effects of their own trauma. Not only is learning more difficult, children who suffer from childhood trauma exhibit negative and difficult behaviors. Washington will offer trauma training to its teachers to more effectively serve students in both learning and behavioral management.

3 hours professional development x 9 teachers = 27 hours

27 hours x \$60/hour = **\$1620 (Title I) Teacher additional comp.**

SAP / CARE Team

The Student Assistance Program and CARE Team meet on a regular basis, usually twice each month, to review student data, behavior referrals, teacher and/or parent concerns to make recommendations for student care. Students may be recommended for tutoring through the after-school programs or counseling with the school counselor or mental health clinician. The CARE Team consists of the school administrator, school counselor, school psychologist, teachers and school nurse. Funding is necessary to all for teachers to be released from their classroom.

1 teachers released twice each month = 2 sub days each month.

2 days x 9 months = 18 days

18 days x \$200 (**sub**) = **\$3,600 (LCFF)**

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
7,020	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
3,600	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Positive Behavior Intervention Supports (PBIS):

PBIS activities for students will be scheduled throughout the school year. These activities may include: longer recess time, longer lunch period, afternoon movies, afternoon games, lunch with your favorite person, movie tickets, etc. PBIS resources will be developed and displayed in key areas of the school to support PBIS common expectations.

Monies will be needed for PBIS resources through our Reprographics Department: **\$1,000 (Title I)**

Student Achievement Celebrated:

Washington will hold an awards assembly after each trimester to celebrate academic improvement, academic achievement, Accelerated Reader achievement, attendance improvement and perfect attendance. Teachers will be offered opportunities to select Student(s) of the Month for both citizenship and academics. No funds allocated.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
1,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

none

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

By June 2022, to increase the number of parent events one per trimester.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional allocation of funds provided to support parent involvement activities.

Total Goal 3, Strategy 1 – Title I Parent Involvement funds is \$1,109.

2021-2022 Strategy Adjustment

Parent Participation in School-wide Events/Governance.

Provide parents increased opportunities to participate in school events, such as academic focused family nights, parent/teacher conferences, and parent meetings.

Events will include (due to COVID19, may be a virtual meeting):

SSC-School Site Council

ELAC-English Learner Advisory Committee

Back to School Night

Spring Open House

Events MAY include (pending COVID19 restrictions):

Parent Conferences

Parent Coffee Hour Meetings

Fall Carnival

End of the Year Field Day

Scholastic Book Fair

Positive Parenting

Provide outreach in the form of website, Class Dojo, Peachjar, letters, fliers, programs, invitations and informational packets to parents to assist in the recruit of parent helpers and open communication

lines to foster positive attendance and involvement in school and with their child which will then foster positive behavior habits with their child.

Light snacks and refreshments, parent training materials, such as chart paper, markers, white boards, paper, etc. to support parent engagement activities while using various strategies. Materials will be used during coffee hour and parent trainings to provide visuals and hands on activities for our parents. **Title I Parent Meeting (Title I Parent 50647) - \$1,109**

Non-instructional material support topics that provide parents with techniques to help their child at home academically, such as books, reading manipulatives, math manipulatives.

Provide Committed Parents training with bilingual aide.

*There must be an agenda with appropriate topics to use parent involvement funds that is compliant with Title I regulations.

Communication: Students, Staff and Community:

Communication will be through flyers taken home by students, the phone dialer system (Blackboard) for mass phone calls home, and email. Using student email, up to date information will be sent home via email using students' email. Parents will be encouraged not only to monitor their child's email, but also to look for school communication. The phone dialer system (Blackboard) will be utilized to notify parents to check their child's email. The electronic board in the front of the school will be utilized to display up to date information.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,109	4000 Series	Books & Supplies
0	5000 Series	Services (Reprographics)

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

WASHINGTON #295

7/20/2020 jls

INITIAL BUDGET/DATE

3/9/2021

REVISED BUDGET/DATE

50647 inc by \$129

TITLE I		TOTAL ALLOCATION			\$ 59,512		LCFF		TOTAL ALLOCATION			\$ 65,280		TITLE I - PARENT - 50647		TOTAL ALLOCATION			\$ 1,109		
TOTAL BUDGET DISTRIBUTED BELOW		\$ 59,512					TOTAL BUDGET DISTRIBUTED BELOW		\$ 65,280					TOTAL BUDGET DISTRIBUTED BELOW			\$ 1,109				
TO BE BUDGETED (Should be \$0.)		0					TO BE BUDGETED (Should be \$0.)		0					TO BE BUDGETED (Should be \$0.)			0				
Object	Description	ACHIEVEMENT					LEARNING ENVIRONMENT					PARTNERSHIPS					TOTAL FTE	TOTAL BUDGET			
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PA RENTS	FTE			23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PA RENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		\$ 5,998																	\$ 5,998	
11700	Teacher Substitute (incl benefits)		\$ 13,800		\$ 4,800															\$ 18,600	
12151	Counselor																			\$ -	
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)								\$ 28												
13201	Assistant Principal																			\$ -	
30000	Statutory Benefits																				
19101	Program Specialist																			\$ -	
30000	Statutory Benefits																				
19500	Prog Spec-Add Comp (incl benefits)																				
19101	Instructional Coach																			\$ -	
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)																			\$ -	
21101	Instructional Asst/CAI																			\$ -	
30000	Statutory Benefits																				
21500	Inst Asst/CAI-Add Comp (incl benefits)																				
21101	Bilingual Assistant							0.438	\$ 13,347										0.438	\$ 13,347	
30000	Statutory Benefits								\$ 1,285											\$ 1,285	
21500	Bit Asst-Add Comp (incl benefits)																				
22601	Library Media Assistant			0.438	\$ 4,604														0.438	\$ 4,604	
30000	Statutory Benefits				\$ -															\$ -	
22500	Lib Med Asst-Add Comp (incl benefits)																				
22901	Community Assistant																			\$ -	
30000	Statutory Benefits																				
22500	Comm Asst-Add Comp (incl benefits)																				
29101	Parent Liaison																			\$ -	
30000	Statutory Benefits																				
29500	Par Lia-Add Comp (incl benefits)																			\$ -	
Sub Total - Personnel/Benefits			\$ 19,798		\$ 9,404		\$ -		\$ 14,632		\$ 28		\$ -		\$ -		\$ -		\$ -		\$ 43,835
Books & Supplies																					
42000	Books				\$ 12,544													\$ 87		\$ 12,631	
43110	Instructional Materials		\$ 12,872																	\$ 12,872	
43200	Non-Instructional Materials				\$ 200											\$ 1,500		\$ 523		\$ 2,223	
43400	Parent Meeting																	\$ 370		\$ 370	
44000	Equipment				\$ 27,000															\$ 27,000	
Sub Total - Books & Supplies			\$ 12,872		\$ 39,744		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,500		\$ 980		\$ 55,096
Services																					
57150	Duplicating		\$ 1,000													\$ -				\$ 1,000	
57250	Field Trip-District Trans																			\$ -	
56590	Maintenance Agreement		\$ 2,100																	\$ 2,100	
52150	Conference																			\$ -	
52170	Webinar Training																	\$ 129		\$ 129	
58450	License Agreement		\$ 4,000																	\$ 4,000	
58720	Field Trip-Non-District Trans																			\$ -	
58920	Pupil Fees																			\$ -	
58100	Consultants-Instructional		\$ 19,714		\$ -															\$ 19,714	
58320	Consultants-Noninstructional																			\$ -	
Sub Total - Services			\$ 26,814		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 129		\$ 26,943
GRAND TOTAL			\$ 59,484		\$ 49,148		\$ -		\$ 14,632		\$ 28		\$ -		\$ -		\$ 1,500		\$ 1,109		

2021-2022 Budget Spreadsheet

2021-2022 BUDGET WASHINGTON - 295 - W1 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION				\$ 59,512		LCFF		TOTAL ALLOCATION				\$ 57,920		TITLE I - PARENT - 50647		TOTAL ALLOCATION				\$ 1,109	
		TOTAL BUDGET DISTRIBUTED BELOW				\$ 59,512				TOTAL BUDGET DISTRIBUTED BELOW				\$ 57,920				TOTAL BUDGET DISTRIBUTED BELOW				\$ 1,109	
		TO BE BUDGETED (Should be \$0.)				0				TO BE BUDGETED (Should be \$0.)				0				TO BE BUDGETED (Should be \$0.)				0	
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET				
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS			FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
Personnel Cost-Including Benefits																							
*	11500 Teacher - Add Comp (incl benefits)	0.000	\$ 17,400	0.000		0.000		0.000		0.000	\$ 1,620	0.000		0.000		0.000		0.000		0.000	\$ 19,020		
	11700 Teacher Substitute (incl benefits)	0.000	\$ 22,830	0.000	\$ 11,970	0.000		0.000		0.000	\$ 5,400	0.000	\$ 3,600	0.000		0.000		0.000		0.000	\$ 43,800		
	12151 Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	12500 Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	13201 Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
	13201 Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
	19101 Program Specialist (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	19500 Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	19101 Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	19500 Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	21101 Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	21500 Inst Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	21101 Bilingual Assistant (incl benefits)			0.438	\$ 16,000			0.438				0.000				0.000				0.876	\$ 16,000		
	21500 Bi Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
	22601 Library Media Assistant (incl benefits)			0.438	\$ 22,350			0.000				0.000				0.000				0.438	\$ 22,350		
	22500 Lib Med Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -		
	22901 Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	22500 Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	29101 Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
	29500 Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -		
Sub Total - Personnel/Benefits			\$ 40,230		\$ 50,320		\$ -		\$ -		\$ 7,020		\$ 3,600		\$ -		\$ -		\$ -		\$ 101,170		
Books & Supplies																							
**	43110 Books/Supplies/Materials (less than \$500 per item)		\$ 8,262																		\$ 19,020		
	43200 Non-Instructional Materials																				\$ -		
	43400 Parent Meeting																		\$ 1,109		\$ -		
	44000 Equipment (\$500 - \$4999.99 per item)																				\$ -		
Sub Total - Books & Supplies			\$ 8,262		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,109		\$ 19,020		
Services																							
	57150 Duplicating		\$ 3,000								\$ 1,000										\$ 19,020		
***	57250 Field Trip-District/Non-District Trans																				\$ 43,800		
	56590 Maintenance Agreement				\$ 4,000																\$ -		
****	52150 Conference																				\$ -		
	58450 License Agreement																				\$ -		
	58920 Pupil Fees																				\$ -		
*****	58100 Consultants-Instructional/Non-Instructional																				\$ -		
Sub Total - Services			\$ 3,000		\$ 4,000		\$ -		\$ -		\$ 1,000		\$ -		\$ -		\$ -		\$ -		\$ -		
GRAND TOTAL			\$ 51,492		\$ 54,320		\$ -		\$ -		\$ 8,020		\$ 3,600		\$ -		\$ -		\$ 1,109				

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: W1

WASHINGTON K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64169216	LIBRARY MEDIA ASSISTANT	0090	12303024W1	22601	0.4375	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71255402	BILINGUAL ASST/SPANISH	0091	12302010W1	21101	0.4375	1.0000
TOTALS, THIS LOCATION:										295	0.8750

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On January 14, 2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-22 school year.

Site Administrator's Approval: Therese Standridge DATE: 01/15/21

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 37

2020-2021 SPSA Evaluation

Area of Focus	Year 2 2018-19-Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?	<div>Step 1: Review the SPSA Year 2 (2018-19) Strategies and identify the components within the strategy. In the example, above the various components are highlighted in different colors. Step 2: <i>(optional)</i> Label the different components using an alpha or numeric system and continue with color coding from step 1. Step 3: Begin answering each component starting with column A, next B, next C, and finally D. Be sure to address all tasks/activities described in the strategies column. Step 4: Review responses and obtain applicable clarification and feedback with the following groups:<ul style="list-style-type: none"><input type="checkbox"/> School Leadership Team<input type="checkbox"/> Director<input type="checkbox"/> ELAC<input type="checkbox"/> School Site Council<input type="checkbox"/> Parent/Community groups<input type="checkbox"/> Student groups</div>
Goal 1, Strategy 1								

Goal 1 – Student Achievement

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 1				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S1 – a	I. Academic Conferences will be held to identify specific student needs as well as teacher support needs. Teachers will use SBAC, ELPAC, and ongoing formative and summative curricular assessments. Substitutes will provide staff with release time to actively participate. Sub Pay: 9 days x \$200= \$1800	# teachers # hours # post meeting feedback	Every 12 weeks	a. Academic Conferences were held based on data that was currently available. Teachers implemented the iReady assessment three times this year in math and reading. b. Substitutes were not necessary due to COVID, shortened instructional day, and distance learning.	a. Due to COVID, the first two assessments were done virtually. Research identified score inflations on the first iReady assessment particularly in the K-2 grades. Teachers noted that scores were inconsistent with what students were able to do. There was no data from SBAC or ELPAC from the previous year. b. Due to COVID, substitutes were not used to cover meetings during the contractual day.	a. No changes were made as testing is mandated per the district. b. No changes were made.	a. No changes were made as testing is mandated per the district. Should the district continue in a hybrid model in fall, testing will be done when students are in class and triangulate data. b. No changes were made.
Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference	D. Future Changes

				implemented and how was it implemented?		Of the strategy identified, did something significant change?	Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 2				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S2 – a	<p>Increased teacher collaboration strategies to include to focus on PLCs, English Learners, AVID strategies, intervention, and the district's adopted curriculum for ELA and Math.</p> <p>Additional Hourly Pay:</p> <p>Teacher Pay</p> <p>9 teachers x 4 hours x 60 = \$2160</p>	<p># of teachers</p> <p># of hours</p> <p>#Post PD Surveys</p> <p>#Post PD share debrief in staff meetings.</p> <p># of conferences/trainings attended</p>	Monthly	<p>a. Due to COVID, training that was planned was unable to be scheduled. PD on Behavior and Mental Health took place as well as equity.</p> <p>b. Pay for teachers was used for to support PD after contractual time.</p>	<p>a. Due to COVID, the effectiveness of training was difficult to assess as many strategies related to direct interaction with students.</p> <p>b. Additional pay was useful to encourage participation in non-contractual professional development opportunities.</p>	<p>a. Money was reallocated to obtain PD in Brain Research training for the staff but was pulled from Board Agendas for various reasons.</p> <p>b. No changes were made.</p>	<p>a. Plans to add Brain Research, Cultural Responsiveness, RtI, Equity, SED, and Gifted Training to support students learning.</p> <p>b. No changes were made.</p>
G1, S2 – b	<p>Provide teachers and students with supportive resources that positively impact student learning through implementation of Professional Learning Communities and structured professional coaching.</p>	<p># of teachers served</p> <p>#Post year Surveys of needs</p> <p># debrief in staff meetings.</p> <p># of hours coaching provided</p>	Monthly	<p>a. Due to COVID, the needs of the teachers varied from the normal school year. Teachers received all supplies that were requested to use in their classrooms and with students. Students were able to pick up any items from the school as needed.</p> <p>b. Coaches were not assigned to Washington</p>	<p>a. Due to COVID, the needs of the teachers varied from the normal school year. In response to teachers' needs, an attempt was made to purchase a program to view students online while teaching and was denied by the district.</p> <p>b. Since there were no coaches, no data is available on effectiveness</p>	<p>a. No changes were made as testing is mandated per the district.</p> <p>b. The absence of coaches at the school.</p>	<p>a. No changes were made as testing is mandated per the district. Should the district continue in a hybrid model in fall, testing will be done when students are in class and triangulate data.</p> <p>b. Ensuring an assigned coach from curriculum.</p>

				School due to a lack of coaches			
G1, S2 – c	<p>Provide professional development opportunities through training and consultants to all staff through webinars, conferences, virtual learning opportunities, or on-site training focusing on professional learning communities, coaching, and practices that support improvement of student achievement.</p> <p>Conferences/Trainings: PLCs</p>	<p># of teachers # of hours #Post PD Surveys #Post PD share debrief in staff meetings. # of conferences/trainings attended</p>	Monthly	<p>a. Due to COVID, training that was planned was unable to take occur. PD on Behavior and Mental Health continued.</p>	<p>a. Due to COVID, the effectiveness of training was difficult to assess due to the fact that much of the training couldn't be implemented fully not being in the classrooms in person.</p>	<p>a. Money was reallocated to obtain PD in Brain Research training for the staff but was pulled from Board Agendas for various reasons.</p>	<p>a. Plans to add Brain Research, Cultural Responsiveness, Rtl, Equity, SED, and Gifted Training to support students learning.</p>
G1, S2 – d	<p>Professional learning using the coaching model to review data or to provide coverage for training during the school day and alignment of instructional strategies with the district's adopted curriculum. Substitutes will provide time for teachers to participate in professional learning activities.</p> <p>Sub Pay: 2 subs x 25 days x \$200 = \$5000</p>	<p># of teachers # of hours #Post coaching session feedback #Post feedback debrief in staff meetings. # of hours of coaching</p>	Monthly	<p>a. Coaches were not assigned to Washington School due to a lack of coaches b. Coaches were not assigned to Washington School due to a lack of coaches</p>	<p>a. Since there were no coaches, no data is available on effectiveness b. Since there were no coaches, no data is available on effectiveness</p>	<p>a. The absence of coaches at the school. b. The absence of coaches at the school.</p>	<p>a. Ensuring an assigned coach from curriculum. b. Ensuring an assigned coach from curriculum.</p>

Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 3				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S3 – a	Library Media Clerk will provide students with support and direction in learning and accessing library resources. Library Media Clerk will also support student to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read-alouds and small group reading appreciation groups. In addition, the Library Media Clerk will support the use of Accelerated Reader. Accelerated Reader will be used to supplement and enrich reading for all students. This web-based program also helps us in collecting data useful to level our kids according to their reading skill level.	1. Student achievement data in Accelerated Reader 2. Number of students making benchmark of words read/point made in AR 3. Number of students improving in AR and iReady correlations	Monthly	a. Due to COVID, the Library Media Clerk was unable to conduct small group readings. The Library Media Clerk took a full time position at the beginning of the year and the position was unfilled for the remainder of the year. b. Accelerated Reader was used throughout the year. Due to COVID, the books were unable to be checked out from the school, and students had limited reading materials available to them.	a. The absence of the Library Media Clerk made the groups and library support unavailable this year. b. Due to COVID, leveled books were unavailable for check out from the school. Students had limited reading materials available to them.	a. The Library Media Clerk position was closed and the money redistributed to purchase equipment for classroom printers, a science sink, and two library shelving units. An additional \$8,000 was allocated to purchase more library books for accelerated reader. b. No changes were made.	a. The Library Media Clerk position was eliminated due to a reduction in funding for the upcoming year. b. No changes were made.
G1, S3 – b	Purchase additional books/novels to provide students with grade level and	1. Teacher feedback regarding	Every 12 weeks	a. Additional books were purchased and labeled with the	a. Purchased books were leveled and labeled. They filled in	a. No changes were made.	a. Books will not be purchased next year

	<p>culturally relevant reading materials to supplement district curriculum including 6 double sided shelving units for purchased books.</p> <p>\$1,300 x 6 =\$7,800</p>	<p>available books for students</p> <p>2. Student feedback regarding available books for students</p>		<p>appropriate AR level.</p> <p>b. Additional shelves were purchased to provide the library with the necessary units for purchased books.</p>	<p>the gap of need for various levels of AR books.</p> <p>b. Shelves were effective in housing AR books.</p>	<p>b. No changes were made.</p>	<p>unless a need is noted.</p> <p>b. Shelves will not be purchased unless a need is noted.</p>
G1, S3 – c	<p>Appropriate materials/equipment to enhance/support ELA and Math instruction will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, computers, document camera projectors, color ink, pens, rulers, post it notes, SmartBoard or other interactive media, etc.</p>	<p>1. Teacher feedback regarding needs.</p> <p>2. Data from supply requests and inventory</p>	On-going	<p>a. Due to COVID, the needs of the teachers varied from the normal school year. Teachers received all supplies that were requested to use in their classrooms and with students. Students were able to pick up any items from the school as needed.</p>	<p>a. Due to COVID, the needs of the teachers varied from the normal school year. In response to teachers' needs, an attempt was made to purchase a program to view students online while teaching and was denied by the district.</p>	<p>a. No changes were made.</p>	<p>a. No changes were made.</p>
G1, S3 – d	<p>Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.</p>	<p>1. Teacher feedback regarding needs.</p> <p>2. Data from supply requests and inventory</p>	On-going	<p>a. Due to COVID, the needs of the teachers varied from the normal school year. Teachers were able to use equipment on site. Maintenance agreements were utilized.</p>	<p>a. Due to COVID, the needs of the teachers varied from the normal school year. Teachers were able to come on site and use equipment while social distancing.</p>	<p>a. No changes were made.</p>	<p>a. No changes were made.</p>
G1, S3 – e	<p>Duplicating expenses are for student materials in larger quantities such as plays, short stories to be used as additional</p>	<p>1. Teacher feedback regarding needs.</p> <p>2. Data from requests.</p>	On-going	<p>a. Teachers can submit large duplicating items as needed for distribution.</p>	<p>a. For the last two years, teachers have not submitted items for duplicating.</p>	<p>a. No changes were made.</p>	<p>a. No changes were made.</p>

	resources/manipulatives for student learning.						
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Area of Focus	2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 1, Strategy 4				Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G1, S4 – a	Students identified needing Tier 2 and Tier 3 intervention will receive supports such as tutoring, one-on-one/small group instruction supporting district adopted curriculum focusing on concepts taught during the instructional day on reading, writing, and mathematics. Students identified will be provided pre/post assessment to verify growth. Support provided may be for 2 days per week based on student needs. 60 days x \$200= \$12,000	1. Bi-weekly meeting with intervention teacher 2. How many teachers and grades levels have been given pull out support? 3. Number of lessons given 4. Student achievement data 5. Teacher academic conferences	Pre/post assessments	a. Students were identified by teachers to receive intervention from a tutor/teacher on Math/ELA. Students received instruction two times per week for 30 minute sessions. Due to COVID, giving additional assessments was difficult in a virtual setting, so data from the homeroom teacher was used as pre/post assessments.	a. Students that received intervention instruction improved in their post iReady tests as a whole.	a. No changes were made.	a. No changes were made.
G1, S4 -b	Provide students scheduled time with the bilingual assist to increase reclassification rate. Provide students with extra support through small group instruction to support early literacy with focus on letter recognition and sounds	1. Bi- weekly/monthly meeting with admin. 2. How many teachers and grades levels	On-going and summative	a. Due to COVID, the bilingual assist met with students virtually. She worked with students on vocabulary and speaking as a focus.	a. Due to COVID, the bilingual assist worked virtually. She had a poor internet connection and had many problems with connecting, frozen computers, etc. this	a. No changes were made.	a. No changes were made.

	<p>through the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc. Bilingual assist will work collaboratively with teachers to identify areas of need to support EL students.</p> <p>Material to support small groups will include: Note cards, paper, pencils, white board markers, highlighters, binders, sheet protectors, white boards, printer toner, chart paper, tape, sentence strips, composition books, etc.</p>	<p>have been given direct support?</p> <p>4. Student achievement data</p>		<p>She was afforded any materials that she or the students needed to be successful in their meetings.</p>	<p>year while working with students.</p>		
--	---	---	--	---	--	--	--

To add a row:

- 1) Highlight row, right click and select insert row
- 2) Insert cursor at the end of the last row and hit tab

Goal 2 – School Climate

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 2, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G2, S1 – a		Provide teachers and students with supportive resources that positively impact student learning through implementation of Restorative Practices, PBIS, PLUS program, counseling, and structured student engagement activities.	#of students attending school #of students attending on time #of discipline referrals #of students suspended #of student referrals #of intervention groups held #of CARE team meetings Types of intervention offered #PLUS Meetings	Weekly	a. Due to COVID, counseling was done virtually and student engagement was limited. PBIS and restorative practices were also done in manner consistent with distance learning. The PLUS program was put on hold.	a. Using virtual learning to counsel and do positive engagement activities is difficult. With the shortened day and limited time, many practices and programs were not implemented fully.	a. No changes were made	a. No changes were made.

G2, S1 – b	<p>Provide professional development opportunities through trainings and consultants to all staff through webinars, conferences, virtual learning opportunities, or on-site training focusing on restorative practices, and PBIS practices that support awareness of student safety and well-being.</p> <p>Training/Conferences:</p> <p>PBIS</p> <p>Support coaching</p>	<p>#of students attending school</p> <p>#of students attending on time</p> <p>#of discipline referrals</p> <p>#of students suspended</p> <p>#of student referrals</p> <p>#of intervention groups held</p> <p>#of CARE team meetings</p> <p>Types of intervention offered</p> <p>#PLUS Meetings</p> <p># of teacher professional developments held</p>	Monthly	<p>a. Due to COVID, professional development opportunities were difficult to schedule as the school was expecting to return to in-person instruction sooner in the year. Restorative practices are used during in-person instruction. Discussions of how to engage and support students during this time focused on mental health and well-being with our guidance staff.</p>	<p>a. Staff utilized the training given by guidance staff. The counselor went to classes and presented lessons on well-being.</p>	No changes were made.	No changes were made.
G2, S2 – a	<p>Teachers will conduct home visits for students who are not attending school to make connections with parents who may not be able to attend parent/teacher conferences.</p>	<p>#of students attending school</p> <p>#of students attending on time</p>	Monthly	<p>a. Due to COVID, home visits were not allowed for most of the year. The administration conducted 7 home visits for students that the office was unable to contact by phone to log on for instruction.</p>	<p>a. For 5 of the 7 home visits, the student began to enter the class more frequently for a positive difference.</p>	No changes were made.	No changes were made.

To add a row:

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- 2) Insert cursor at the end of the last row and hit tab

Goal 3 – Meaningful Partnerships

Area of Focus		2020-2021 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	A. Implementation Of the strategy identified, what was implemented and how was it implemented?	B. Effectiveness Of what was implemented, how effective was it?	C. Significant Material Difference Of the strategy identified, did something significant change?	D. Future Changes Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?
Goal 3, Strategy 1					Describe implementation of each component and include applicable data	Describe effectiveness of each component and include applicable data	Describe the significant material difference	Describe the changes made or proposed for the future
G3, S1 – a	Provide parents increased opportunities to participate in school events, such as academic focused family nights, parent/teacher conferences, and parent meetings. Events may include: Lunch on the lawn Donuts with Dad Muffins for mom SSC ELAC Parent Coffee Hour After School program End of the Year Carnival Scholastic Book Fair		# of meetings/events coordinated # of parents attending # of students served	Monthly	Due to COVID, we held our Back to School Night, ELAC, and SSC meetings virtually. Opportunities to have school events was non-existent this year.	Parents became more adept this year at joining meetings. Attendance remained similar to the past year for the ELAC and SSC meetings.	No changes were made in the plan.	No changes were made.

G3, S1 – b	<p>Provide outreach in the form of letters, fliers, programs, invitations and informational packets to parents to assist in the recruit of parent helpers and open communication lines to foster positive attendance and involvement in school and with their child which will then foster positive behavior habits with their child.</p> <p>Duplicating - \$1110 Title 1</p>	<p># of meetings/events coordinated</p> <p># of parents attending</p> <p># of students served</p>	Monthly	<p>a. Parents were notified for all meetings that were organized this year. Parents were notified of events by website, peachjar flier, office dojo, mailed letters/invitations, and robo-calls.</p>	<p>a. We created an Office Dojo account since most parents already had a class dojo account with their child's teacher. This positively impacted the responses we began to have for outreach.</p>	No changes were made.	We still see a need to increase parent/guardian attendance and will add incentive raffles to bolster attendance.
G3, S1 – c	<p>Non-instructional material support topics that provide parents with techniques to help their child at home academically, such as books, reading manipulatives, math manipulatives.</p> <p>Parent Meeting: Light snacks and refreshments, parent training materials such as chart paper, markers, pencils, and papers to support parents engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hours and training sessions to provide visuals and hands-on- activities for our parents. \$1,500 LCFF</p>	<p># of meetings/events coordinated</p> <p># of parents attending</p>	Monthly	<p>a. Non-instructional materials were purchased to provide to families for support. Flashcards and take-home books were provided to only 5 families this year due to the lack of in-person meetings.</p> <p>b. Due to COVID, no in-person meeting were allowed, so snacks and training materials were not needed. Boards to purchased to give immediate messages to visitors.</p>	<p>a. Having in-person meeting with families seems to be more effective as we can assist parents and show them how to use support materials with their child.</p> <p>b. Due to COVID, no in person meetings were allowed, so snacks and training materials were not needed.</p>	No changes were made.	No changes were made.

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Comprehensive School Profile Data:

SPSA Comprehensive Needs Assessment: Washington Elementary School

Continuous Improvement: Decision Making

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p>Goal 1: 35% of our students will meet or exceed the standards in ELA on the SBAC exam in 2021.</p> <p>ELA Percentage Meeting or Exceeding Standard:</p> <p>(2016) 16%</p> <p>(2017) 21.18%</p> <p>(2018) 21.89%</p> <p>(2019) 27.11%</p> <p>iReady: K-2 Early on grade level and above</p>	<p>1. Stretch goal is currently 50% meeting or exceeding standard.</p> <p>2. Immediate goal is a 10% improvement from 27% to 37% which is approximately 3 students moving to proficiency per class.</p> <p>1. Stretch goal is currently 50% meeting or</p>	<p>1. Skill levels that are low particularly in comprehension/reading and writing even with students that are above standard.</p> <p>2. Achievement gap with African-American, English Learners, and Students with Disabilities subgroups.</p> <p>3. Distance Learning caused a disruption to the regular learning and has created a larger</p>	<p>1. Respond to Instruction immediately, consistently, and with intent.</p> <p>2. Teach students that are below grade level the skills needed to close the achievement gap by differentiating instruction.</p> <p>3. Use the data to inform instructional decisions.</p>	<p>1. PD opportunities to learn how to implement RtI/MTSS appropriately.</p> <p>2. PD on how to use data to improve instruction in a collaboration setting.</p> <p>3. On site coaching during lessons on new curriculum to assist teachers with using data/information to improve instruction and learn most effective instructional strategies.</p> <p>4. Teacher compensation for PD opportunities offered after hours or substitute monies to have PD during day.</p>	<p>1. Observation of RtI/MTSS occurring based on data</p> <p>2. Collaboration centered around data of instruction and using to determine the instructional goals.</p> <p>3. Data shows positive growth for all subgroups and focus (RtI) groups.</p>

(Sprng 2021) Kinder-63% 1st—32 2nd —32%	exceeding standard. 2. Immediate goal is a 10% increase of tier 1 students in each grade level each testing cycle.	achievement gap.			
Goal 1: 30% of our students will meet or exceed the standards in Math on the SBAC exam in 2021. Math Percentage Meeting or Exceeding Standard: (2016) 17% (2017) 13.79% (2018) 19.16% (2019) 21.82%	1. Stretch goal is currently 50% meeting or exceeding standard. 2. Immediate goal is a 10% improvement from 21% to 31% which is approximately 3 students moving to proficiency per class.	1. Units of study had no scope or sequence for skills. 2. Students have low skills in fluency of math facts. 3. Instruction focus on procedural skills. 4. Distance Learning caused a disruption to the regular learning and has created a larger	1. Respond to Instruction immediately, consistently, and with intent. 2. Teach students that are below grade level the skills needed to close the achievement gap by differentiating instruction. 3. Use the data to inform instructional decisions.	1. Make a plan for fluency school-wide with determined skills per grade level. 2. Give teachers PD on how to incorporate both conceptual understanding and application in lessons successfully. 3. Give teachers PD on shifts in mathematics: Focus, Coherence, Rigor. 4. PD on how to use data to make informed decisions and to respond to instruction.	1. RtI/MTSS occurring based on data 2. Teachers implementing conceptual understanding and application into math lessons by using the IPG tool. 2. Collaboration centered around data to drive instruction and determine the instructional goals. 3. Data shows positive growth for all subgroups and focus (RtI) groups.

<p>iReady: K-2 Early on grade level and above (Sprng 2021) Kinder-68% 1st --19% 2nd --24%</p>	<p>1. Stretch goal is currently 50% meeting or exceeding standard. 2. Immediate goal is a 10% increase of tier 1 students in each grade level each testing cycle.</p>	<p>achievement gap.</p>			
<p>Goal 2: Reduce chronic absenteeism by 5%.</p> <p>Percentage of Chronic Absenteeism: (2017) 17.8% (2018) 21.2% (2019) 16.1%</p>	<p>Absenteeism has decreased from 2017-2019. Decrease the percentage of Chronic Absenteeism by 5%.</p>	<p>1. There are clear achievement gaps with our homeless and African-American populations that are notable. 4. Distance Learning caused a disruption to the regular learning and attendance.</p>	<p>1. Create an Attendance Plan for every student enrolling with attendance concerns including monitoring tools. 2. Monthly attendance meetings with those students/parents.</p>	<p>1. Work with teachers to put in place a positive plan to incentivize attendance for target students. 2. Create incentives for all students for benchmark attendance for prizes. 3. Make home visits for students at risk.</p>	<p>1. Increased positive Attendance data school-wide. 2. Increased positive attendance data for students in need. 3. Decline in referrals regarding attendance</p>

<p>Goal 2: Decrease suspensions by 1%.</p> <p>Percentage of Suspensions: (2017) 4.3% (2018) 6.2% (2019) 6.9% (2020) 2.8%</p>	<p>Suspensions have decreased from 2017. There was a rise in 2018 and 2019 and then a significant decrease over the last year to 2.8%</p>	<p>The gaps in suspensions come with the Homeless population and the Students with Disabilities.</p>	<p>Early interventions</p> <ol style="list-style-type: none"> 1. Counselor referral and identification 2. Groups to respond to meeting. 	<p>Classroom baseline on targeted student's behavior concerns.</p>	<p>Data on effect of action on targeted behavior.</p>
<p>Goal 3: Increase the number of parent events one per trimester.</p>	<p>Parent participation increased over the last school year with attendance rising up to 15 participants. ELAC attendance became existent once again.</p>	<p>Distance Learning disrupted some scheduled end of the year events planned including the carnival and mother's day lunch.</p>	<p>1. Provide parent trainings to learn how to use technology and how to assist their child in their academics. Curriculum Nights</p>	<ol style="list-style-type: none"> 1. Get teachers to participate 2. Money set aside for extra hours 3. Buy supplies for parents to take-home. 	<ol style="list-style-type: none"> 1. Baseline of parents attending to end of the year. 2. Parent surveys out the door.

Progress

school search

Washington Elementary

2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



211

Enrollment

36.0%



EL

0.0%

FOS

1.9%

HOM

83.9%

SED

10.4%

SWD

88.6%

UPC

December

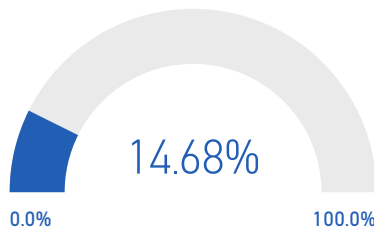


CWA

0

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

100%

ELA: K-11

On-Track

29%

Percent



Participation

100%

Math: K-8

On-Track

25%

Percent



Participation

(Blank)

MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

94%

Percent GL Tested

ELPAC IA

16

Total Tested

Reclassification



RFEP ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

455

Total Test Count

Ready Class

911

Total Test Count

Saavas

76

Total Test Count



Plus Survey

School Climate



Enrollment

school search

Washington Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

-4↓

Dec-Jan change

01-Aug

206

Enrollment

06-Jan

207

Enrollment

02-Sep

209

Enrollment

03-Oct

207

Enrollment

04-Nov

209

Enrollment

05-Dec

211

Enrollment

SUSD RA v1.1

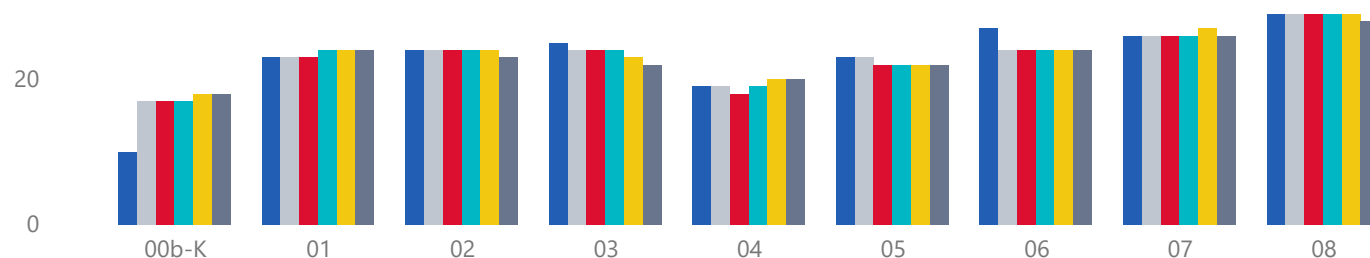
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

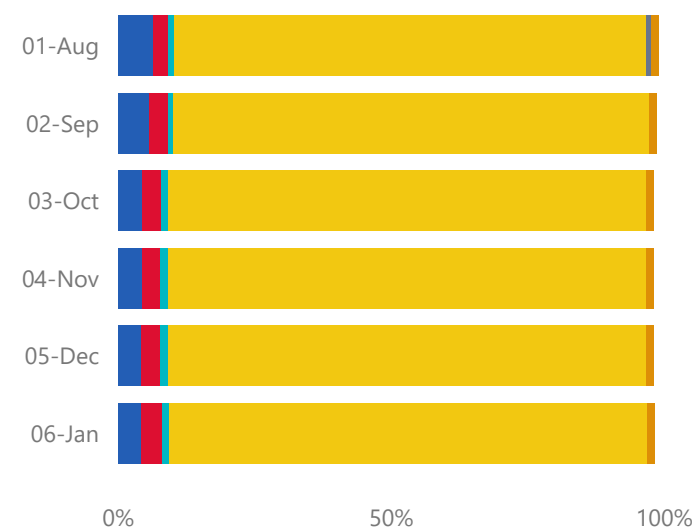
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



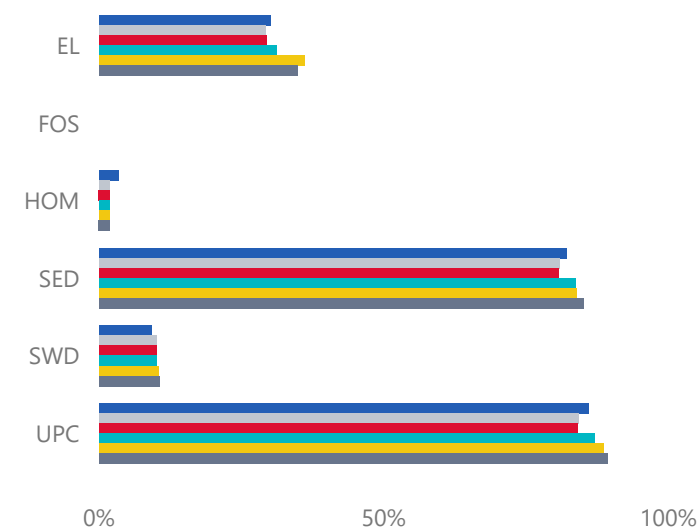
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Rate Change:
Chronic Abs

0.02↑

Nov - Dec change

01-Aug	01-Aug
13.40%	28
Rate	Count
02-Sep	02-Sep
7.94%	17
Rate	Count
03-Oct	03-Oct
12.56%	27
Rate	Count
04-Nov	04-Nov
12.39%	27
Rate	Count
05-Dec	05-Dec
14.68%	32
Rate	Count

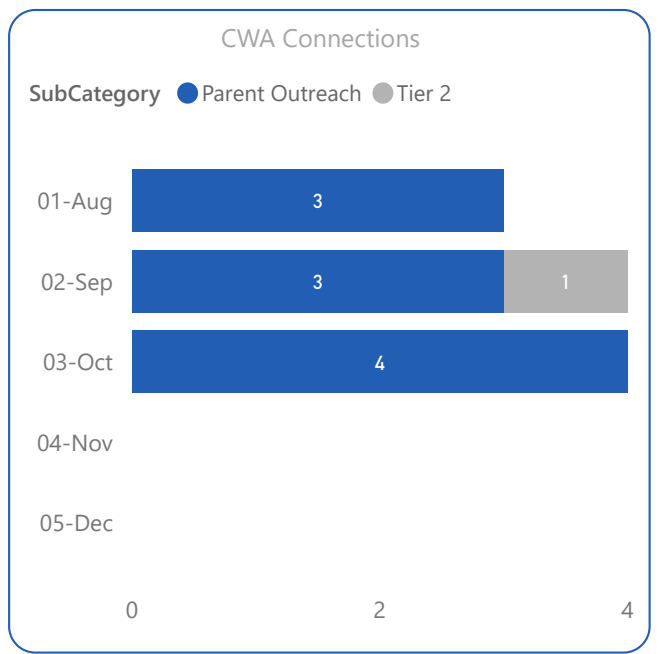
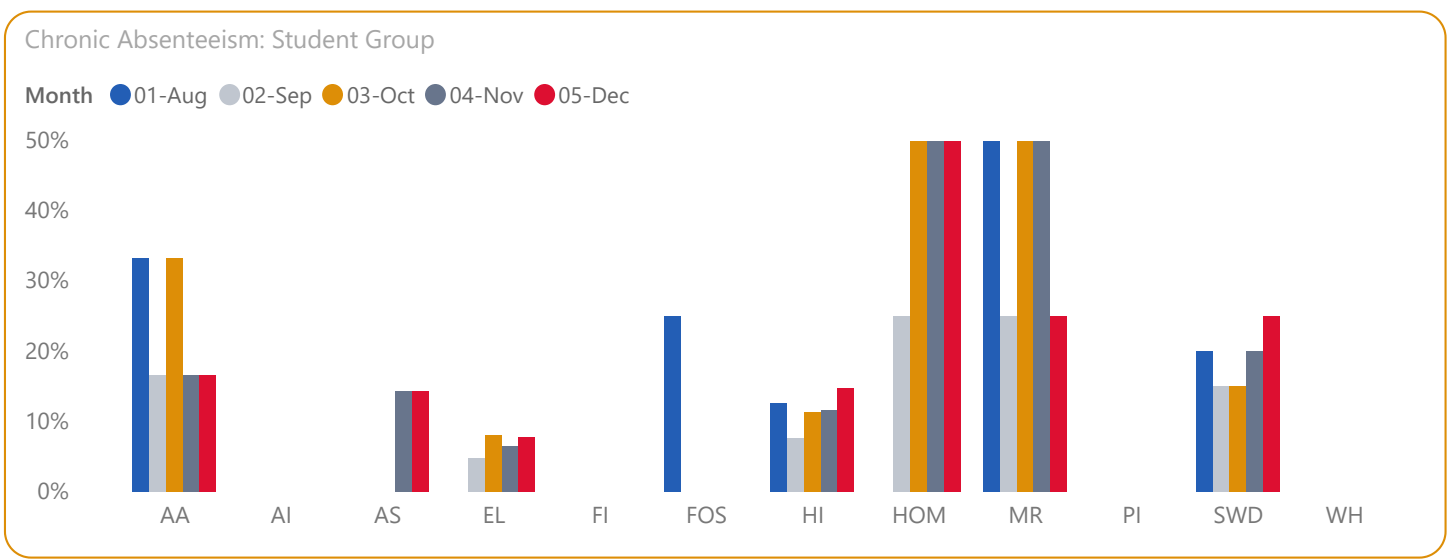
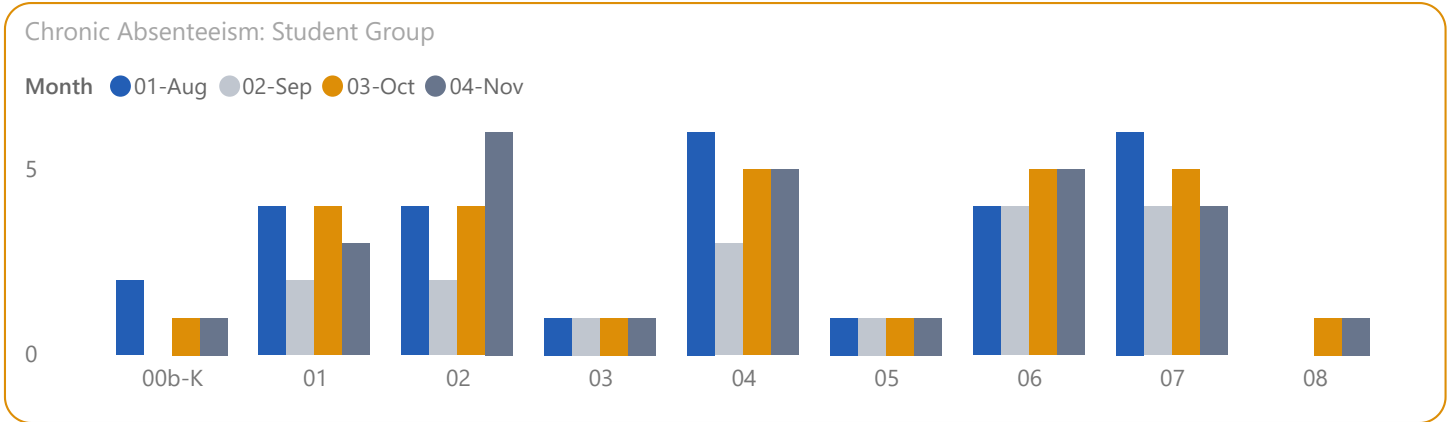
SUSD RA v1.1

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021



counselors : coming soon!

Participation

98%

Fall

100...

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level:

percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

29%

Fall

29%

Winter

Spring

2+ Below

53%

Fall

46%

Winter

Spring

No Gro...

39%

All

34%

Winter

Spring

iReady Percent On-Track

Group	Diagnostic	01-Fall	02-Winter
00	63%	61%	
01	45%	30%	
02	21%	17%	
03	22%	23%	
04	31%		
05	18%		
06	22%	25%	
07	31%	31%	
08	32%	43%	
AA	22%	33%	
ALL	29%	29%	
AS	43%	57%	
EL			
FI	50%	33%	
HI	28%	28%	
MR	33%		
SBAC	23%	27%	
SED	28%	27%	
SWD			
WH	33%	33%	

iReady Percent Two or More Years Below Grade Level

Group	Diagnostic	01-Fall	02-Winter
01	23%		
02	50%	43%	
03	48%	41%	
04	38%	45%	
05	95%	68%	
06	61%	67%	
07	69%	65%	
08	68%	57%	
AA	67%	33%	
ALL	53%	46%	
AS	57%	43%	
EL	70%	60%	
FI	50%	33%	
HI	53%	48%	
MR	100%	67%	
SBAC	64%	58%	
SED	53%	49%	
SWD	75%	75%	
WH			

iReady Percent No Growth (since Winter 2019)

Group	Diagnostic	01-Fall	02-Winter
01			
02	23%	27%	
03	38%	20%	
04	50%	50%	
05	44%		
06	38%	48%	
07	54%	52%	
08	50%	42%	
AA	50%		
ALL	39%	34%	
AS	67%	50%	
EL	34%	38%	
FI	50%		
HI	37%	36%	
MR			
SBAC	46%	38%	
SED	37%	34%	
SWD	35%	33%	
WH	33%		

F-W Growth

51%

All

F-S Growth

iReady F-W Typical Growth

Group	Typical Growth
00	47%
01	38%
02	45%
03	62%
04	57%
05	68%
06	45%
07	52%
08	48%
AA	78%
ALL	51%
AS	71%
EL	39%
FI	100%
HI	49%
MR	33%
SBAC	55%
SED	47%
SWD	39%
WH	50%

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

911

Total Test Count

Saavas

76

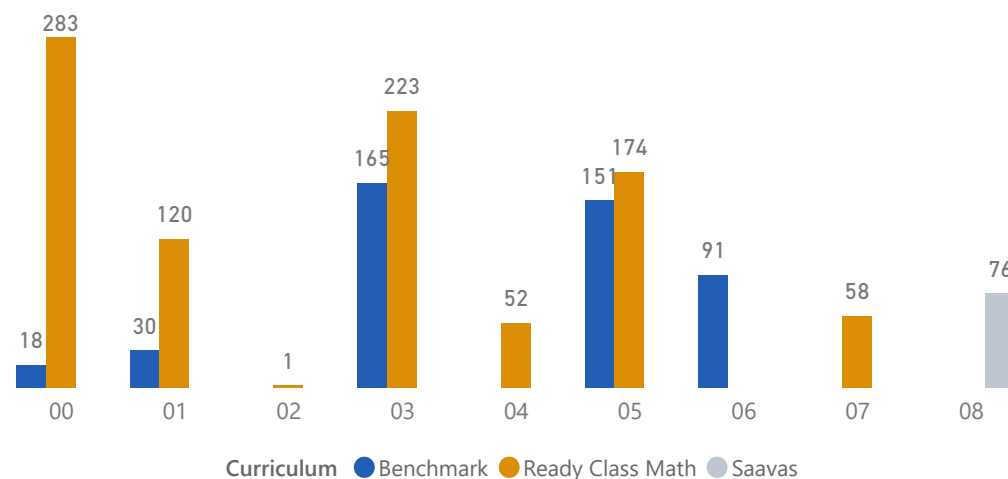
Total Test Count

Benchmark

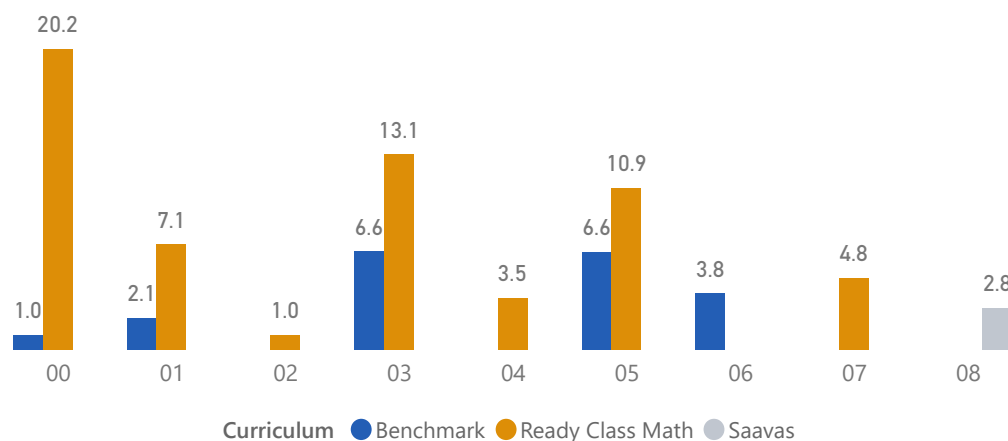
455

Total Test Count

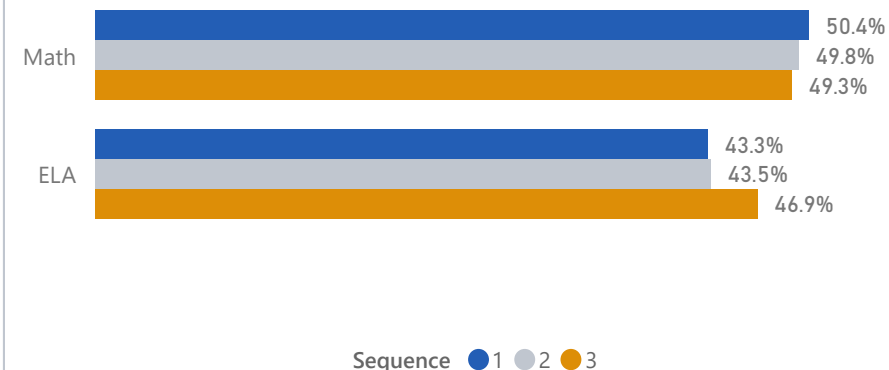
Curriculum: Test Count



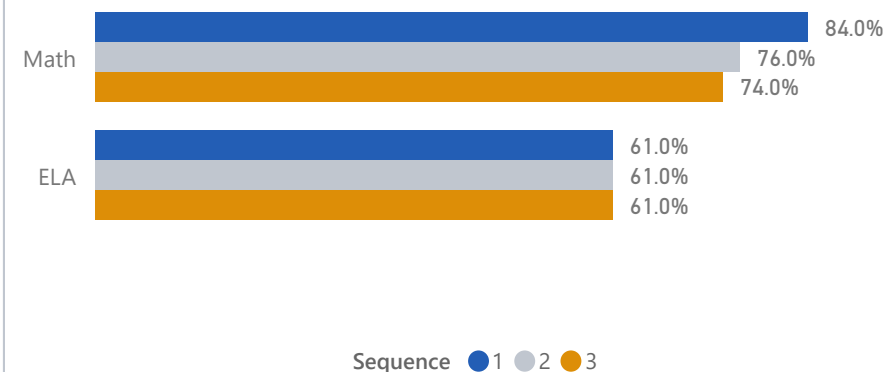
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

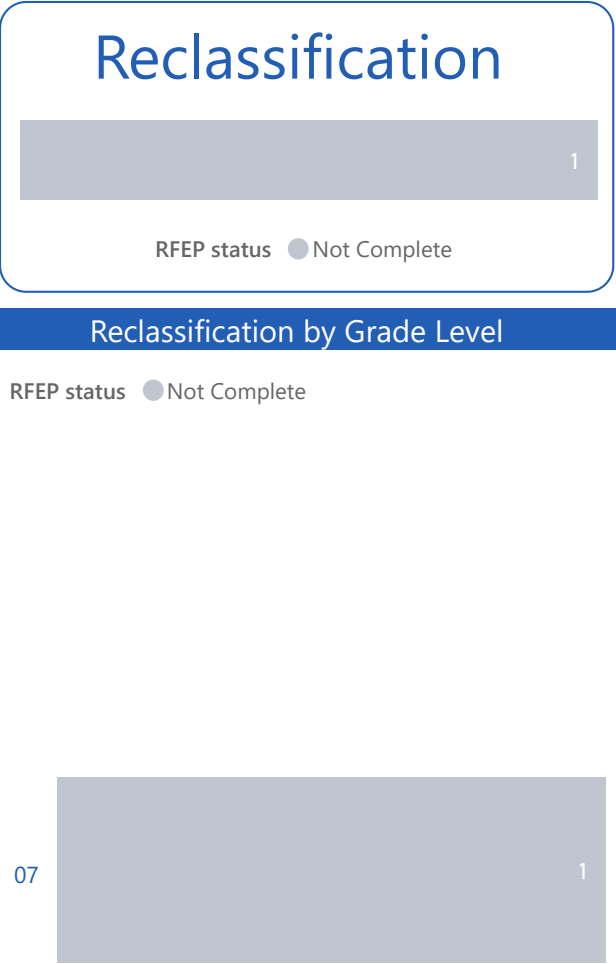
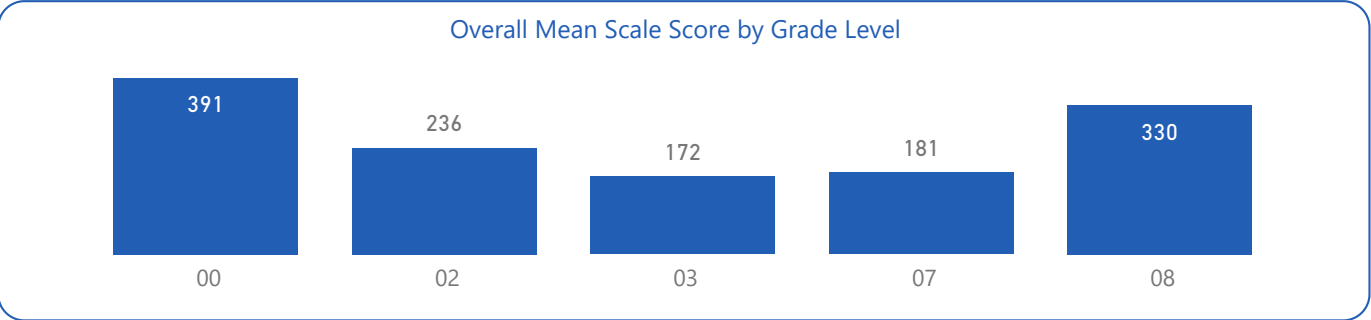
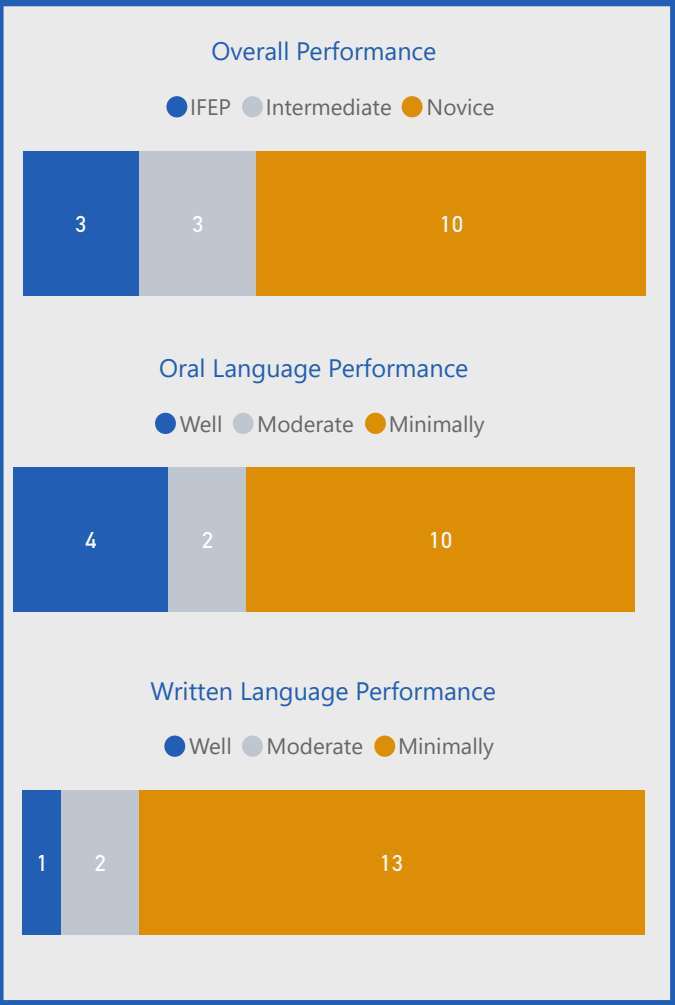
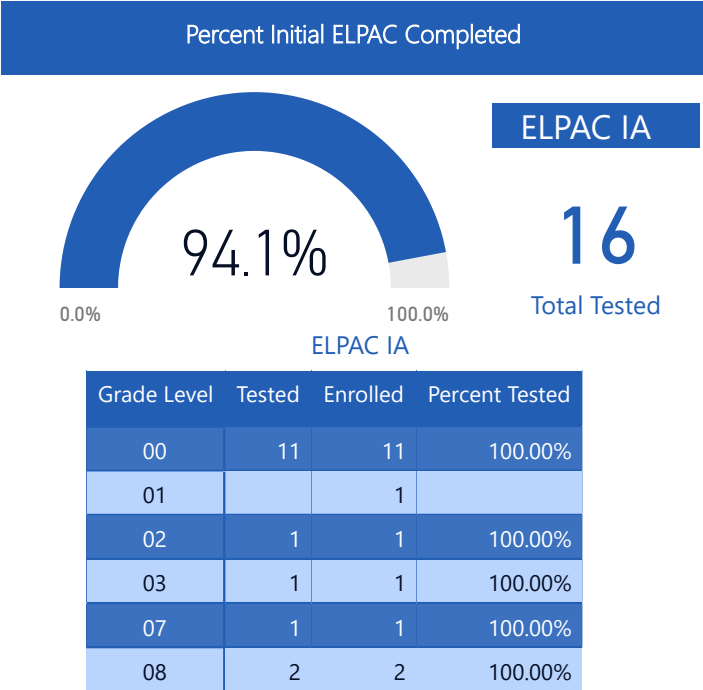
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner.**

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021



school search

Washington Elementary

Grade Span

All

2020-2021

Question Priority

All

Term

1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020

All Responses

I feel like I am part of this school.

I have been cyberbullied in the last 30 days.

I feel like my voice matters to adults at my school.

Count

(Bla...

Grade 4-5

Count

(Bla...

Grades 6-8

Count

(Bla...

Grades 9-12

At my school, there is a teacher or other adult who believes that I will be a success.

At my school, there is a teacher or other adult who really cares about me.

I feel safe in my school.

There is a lot of tension at my school between different cultures, races, or ethnicities.

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

- * Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
- * Credits Earned: Credits earned as indicated on transcript
- Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
- * All: all credits attempted were earned
- * Half: more than half of credits attempted were earned
- * Less than half: less than half of credits attempted were earned
- * None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term,

Grade Distribution and Term

Participation Fall
(Blank)
Percent

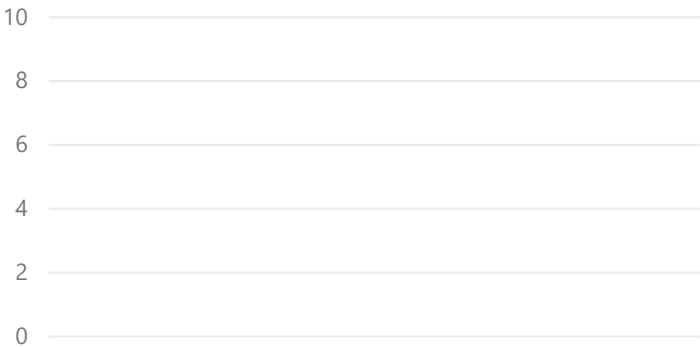
Near/Ready
(Blank)
All

MDTP: Fall Diagnostic

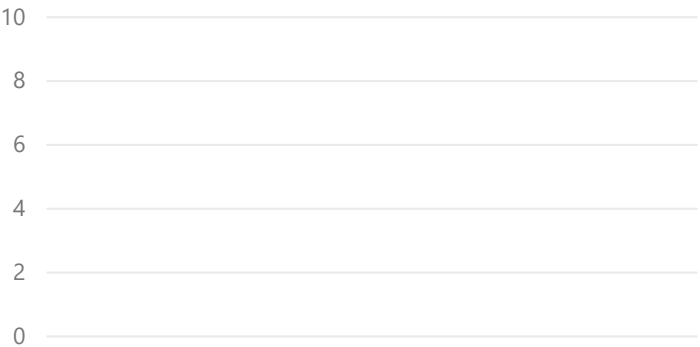
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Feedback Suggestions Comments
Questions Ideas
Share your thoughts with our team!

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-
students with disabilities.

Metrics

Participation

99%

Fall

100...

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:
* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:
1. **On-Track for Grade Level**: percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. **Two or More Years Below**: (2 + Below) percent of students who are 2 or more years below grade level.
3. **No Growth**: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration;

Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

28%

Fall

25%

Winter

Spring

iReady Percent On-Track

Student Group	Diagnostic	01-Fall	02-Winter
00	59%	61%	
01	48%	38%	
02	25%	26%	
03	35%	41%	
04	29%		
05			
06	22%		
07	23%	27%	
08	18%		
AA	22%	33%	
ALL	28%	25%	
AS	43%	29%	
EL		24%	
FI	50%	67%	
HI	27%	24%	
MR	50%	25%	
SBAC	22%	18%	
SED	24%	25%	
SWD	28%	25%	
WH	67%	33%	

iReady Percent Two or More Years Below Grade Level

Student Group	Diagnostic	01-Fall	02-Winter
01	22%		
02	46%	26%	
03	39%	32%	
04	41%	40%	
05	64%	50%	
06	52%	58%	
07	58%	54%	
08	54%	54%	
AA	44%	33%	
ALL	43%	37%	
AS	43%	43%	
EL	67%	49%	
FI		33%	
HI	44%	37%	
MR		50%	
SBAC	52%	49%	
SED	46%	39%	
SWD	68%	60%	
WH	33%	33%	

iReady Percent No Growth (since Winter 2019)

Student Group	Diagnostic	01-Fall	02-Winter
01			
02			
03	50%		
04	43%	22%	
05	37%	30%	
06	64%	57%	
07	58%	48%	
08	40%	54%	
AA	57%	29%	
ALL	40%	33%	
AS		67%	
EL	43%	30%	
FI	50%		
HI	41%	32%	
MR		100%	
SBAC	49%	39%	
SED	43%	34%	
SWD	40%	41%	
WH		33%	

F-W Growth

45%

All

F-S Growth

iReady F-W Typical Growth

Student Group	Typical Growth
00	33%
01	46%
02	43%
03	68%
04	30%
05	64%
06	42%
07	42%
08	37%
AA	67%
ALL	45%
AS	29%
EL	50%
FI	33%
HI	45%
MR	33%
SBAC	47%
SED	47%
SWD	68%
WH	33%

Recommendations and Assurances:

Site Name: Washington Elementary

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

English Learner Parent Involvement Committee

05-05-21

Date of Meeting

Other committees established by the school or district (list):

04-14-21 (Leadership)

Date of Meeting

4. 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.
5. 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 05-20-21

Date of Meeting

Attested:

Valerie Standridge

Typed Name of School Principal

Valerie Standridge

Signature of School Principal

06-07-21

Date

Site Name: Washington Elementary

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Parent Involvement Committee

Date of Meeting: _____

Other committees established by the school or district (list):

07.29.21 (Leadership)

Date of Meeting

4. 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.
5. 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 08.11.21

Date of Meeting

Attested:

Kathryn Byers

Typed Name of School Principal

Signature of School Principal

Signature of School Principal

09.02.21

Distrib