School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council Apc
Washington Elementary	01-61143-6090328	

Purpose and Description

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

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

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

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

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

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

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

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

Weekly gathered data, running records and BEAR spelling assessments guide the development of literacy and spelling groups and designate just-right book levels for guided reading instruction and specific spelling lessons. Kindergarten through second grade students have regular assessments embedded in the Fast Track Phonics curriculum, though with the advent of DIBELS these assessments have now become optional.

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All the teachers at Washington hold a full credential. None of the faculty holds a trainee credential, which is reserved for

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

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

All curriculum areas adhere to the standards and teachers meet Wednesdays to collaboratively plan standards' based units, assess effectiveness, and share teaching strategies. Our Leadership Team guides staff development for every teacher to observe and coach each other's standards' based curriculum as it is implemented with CARE/Literacy strategies. Washington's four reading and learning specialists work every day in teachers' classrooms during the Literacy block of time. During this daily literacy block:
The classroom teacher--- observes how the specialists set up learning groups, craft lessons for each child, teach the lessons, and assess students.
The specialists---organize students for optimal learning, bring in the best materials, demonstrate specific teaching methods, coach teachers, and continually assess for moving students ahead.

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

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

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

Staff development also focuses on closing the achievement gap and is guided by the lead CARE (Collaborative Action Research for Equity) project teachers. Each team develops specific goals, shares classroom data and strategies to increase the academic abilities of African American and Latino students. Three times yearly, cross-grade level and grade level teams of 3 teachers devise equity lessons, observe and coach each other. Teachers are the staff

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

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

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

CARE Leaders (Collaborative Active Research for Equity) plan monthly Courageous Conversations and facilitate teacher research/coaching activities when substitutes are available to allow for this to happen during the school day.

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

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

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

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

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

Teaching and Learning

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

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

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

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.) Daily minutes:
90 English Language Arts (some of the language arts' minutes can be combined with social studies and science curriculums)
30 English Learner Development
60 math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times. Daily minutes:
120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)
30 English Learner Development
60 math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times. Daily minutes:
60 English Language Arts
30 English Learner Developoment and other ELA interventions
50 math, including interventions

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

All students are taught grade-level standards using state-mandated materials. The reading curriculum (TCRWP), Lucy Calkins writing, and specific spelling interventions (BEAR spelling) are used to ensure students receive scaffolded lessons and are taught in small groups or through one-on-one teaching. Teachers individualize amount of work, simplify page designs, and repeat lessons in several different formats for under-performing students. English Learner Students are CELDT-tested and organized by ability, then taught in small EL curriculum-based groups. The standards-based Washington developed CARE/GLAD/RTI plan assists teachers in planning equitable lessons that have speculum4 protocols for engagement, racially defined strategies, and brain-research models for access to knowledge.

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

Funding

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

It is also used for materials to support and increase the academic abilities of second language learners. Teachers are trained in the latest strategies in the Science of Reading. English Learner staff development and mentoring are provided by an English Learner Coach, who also teaches pull-out EL classes for all students.

The entire staff has benefited from developing culturally relevant teaching strategies to use with African American/Latino focus students. Teacher teams observe and coach each other three times yearly, when substitutes are available. Data guides the assessment of the teams' work. In addition, the Literacy Coach and Special education teachers (RtI2 Team) instructs all teachers in the techniques of developing children's reading with research-based practices. Four members of RtI2 teach reading skills to the lowest groups of students. In the beginning of the year, students are assessed and grouped according to need. Then, they are given intense weekly intervention until they show improvement. Funding is provided for professional development and teacher collaboration to develop units and strategies that reinforce the curriculum and engage under-performing students. Under-performing students receive assistance from RtI2 teachers teachers and Instructional Assistants, when appropriate. Their services are coordinated with the classroom teacher to target the same learning goals outlined in the student's Individual Education Plans and regular education plans.

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

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

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

Research/Inquiry

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	69		0	62		0	62		0.0	89.9	
Grade 4	57	59		0	57		0	57		0.0	96.6	
Grade 5	58	65		0	63		0	63		0.0	96.9	
All Grades	166	193		0	182		0	182		0.0	94.3	

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*	*		*	*		*	*		4	*	
2	*	*		*	*		*	*		*	4	
3	*	*		*	*		*	*		4	*	
4	*	*		*	*		*	*		8	5	
5	*	*		*	*		*	*		10	7	
All Grades										29	31	

School and Student Performance Data

Student Population

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

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

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

2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism is a high impact issue at Washington. We've targeted high need families in a variety of ways and have seen improvement over time. There continue to be a handful of families with attendance challenges.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section poBDC q 1 0 0 -1 -252.050re Ef s-tp9eleoi2l.9 FAmbeb.82 6 eachhlmbebCID 11 BDC BT 36 578.734 108 0 l 108 . 0

School and Student Performance Data

Academic Performance
College/Career Report

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

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Hispanic
Very High
25% Chronically Absent
68 Students

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

Goals, Strategies, & Proposed Expenditures

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

Goal 1

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

Identified Need

All students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
31809	BSEP

Strategy/Activity 2

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

Academic Intervention

Strategy/Activity

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

ANALYSIS

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

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Shifting more resources to support math remediation.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

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

Identified Need

Students are below grade level in reading and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students showing the need for social-emotional supports

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7000	

Goals, Strategies, & Proposed Expenditures

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

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

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

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

0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

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

Share student assessment data through family communications.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

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

Students Experiencing Homelessness

Strategy/Activity

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

Site Staff to provide support in three main focal areas:

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

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

Amount(s)	Source(s)
0	

Budget Summary

Recommendations and Assurances

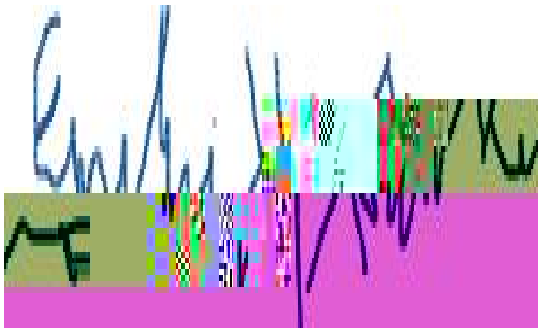
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Faculty, Washington School Community through the annual SGC survey.



%8'*(7 6800$5<

:DVKLQJWRQ	*RDO 2EM 6WUDWHJLH	&RJ	%6(3 6LWH)XQGV 5HVRXUFH		&HQWUDOL]HG)XQGHG		/&$3 5HVRXUFH %6(3		37$ 5HVRXUFH ''')		2WKHU 5HVRXUFHV			6XP RI)7(
%XGJHW ,WHP			%*7	)7(	5(6	)7(	%*7	)7(	%*7	)7(	5(6	%*7	)7(	
/L J"€ @														
											DIWHU VFK			
6FKRRO &DPSXV $LGH														6&$
0DWHULDOV 6XSSOLHV														
&RQWUDFW 5- &RRUGLQDWRU &RQWUDFW														
&RQWUDFW %HKDYLRUDO +HDOWK &7,0											'LVW ZLGH KRXUV			
$FDGHPLF ,QWHUYHQWLRQ											7LWOH ,9	KUV		
8QDOORFDWHG 5HVHUYH														
7RWDO ([SHQGLWXUHV														
5HYHQXH $OORFDWLRQ														
%6(3 &DUU\RYHU 3URJUDPV														
0DWHULDOV DQG 6XSSOLHV														
,QWHUYHQWLRQ +RXU\														
7RWDO &DUU\RYHU 3URJUDPV														