

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Washington (W1 - 295)

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 School 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:

English Learner Advisory Committee

_____ 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 _____ Date of Meeting

Attested:

Kathryn Byers
Typed Name of School Principal

Kathryn M. Byers
Signature of School Principal

_____ Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary	39686766104665	05/17/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

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.

Description

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.

Engaging Educational Partners

Teachers and school administration have worked together in a collaborative manner to set the goals and strategies to meet the academic and social/emotional needs of the Washington Elementary student body.

School Site Council and ELAC (English Language Advisory Committee) have been involved with the SPSA setting the Goals and Strategies through monthly meetings.

Due to COVID, parents were not allowed on campus for traditional Parent Coffee meetings, but Washington met with parents in the front yard. To attract our parents, we offered tea, coffee, water, snacks, and children's book give aways. Parent voices were often sought regarding their child's school. Washington's board trustee was often on-site talking to parents to actively seek their wishes for their child's success.

Resource Inequities

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

Washington has identified resource inequities for low socioeconomic students to be Internet connectivity at home. Washington provides all learning materials including Chromebooks for student academic success both on campus and off. Local charities and businesses have generously donated student learning supplies and backpacks.

Through the after school programs, additional tutoring for students in 2nd through 8th grade has been offered and provided throughout the school year twice each week for a total of three hours each week.

To help close the achievement gap, and to address learning loss due to the COVID-19 Pandemic, Washington Elementary hired two retired teachers to provide small group reading intervention in a pull-out format. These services were short-term, but student reading data in May of 2022 will reveal its' effectiveness.

Through book donations, Washington Elementary was able to offer many free children's books. These books allowed many families to have books at home to practice reading. Washington Elementary hired a part-time librarian to offer students library time and to check out books. Also, our new librarian is cleaning out old books, and these books will be given to our students to read and keep at home.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

COMPREHENSIVE NEEDS ASSESSMENT PROCESS

Washington Elementary School is located in southwest Stockton, California near the Port of Stockton in an area known as Boggs Track. At Washington, our mission is provide opportunities that empower students for success, foster a sense of community, and promote high self-efficacy.

Washington's Values (Collective Agreements) for the 2021-2022 SY:

- We believe that we must create and adapt the conditions for success and that success breeds success.
- We believe that all students can learn and grow in all aspects.
- We believe that the fundamental process of our school is to ensure that all students make academic growth.

We believe to help all students learn, we will work collaboratively in a collective effort to meet the needs of our students.

Washington's Goals - 2021 - 2022 SY:

- Primary Goal (K - 4): 60% of each class will maintain or increase in their i-Ready placement from Fall to Spring assessments.
- Intermediate (5 - 8): 80% will maintain or increase in i-Ready Fall to Winter, and Winter to Spring in ELA and math.

Washington Elementary, with a student enrollment of nearly 220 students, hosts an amalgamation of ethnicity's and cultures; 85.4% Hispanic, 7% African American, 2.3% Filipino, 2% Asian, 1.4% white and 0.9% multiple. Our English Learner population is 37.6% with 98% of all EL students being Spanish speaking. During the 2020-21 school year only 5.1% of ELs (4 of 61 EL students) were reclassified to Fluent English Proficient (R-FEP). While this is an area identified as a concern (the reclassification of English Learners), we must remind our readers that our students spent 14 months learning via Zoom or Google Classroom due to the COVID-19 Pandemic.

Due to the extreme poverty that our students present with (90.3% of our families live at or below the current poverty rate), Washington is designated as a 100% free breakfast and lunch program school. As such, every student is provided free breakfast and lunch daily.

Our students come to school with many needs such as hunger, sleep deprivation, family dysfunction, social/emotional/mental illness, unresolved dental, optical and other medical issues, and housing and environmental concerns. Moreover, our families have long been subject to low societal expectations and a lack of accessible educational, technological and financial resources.

At Washington it is our ardent belief that a challenging, comprehensive education is the best tool we can provide to help our students change the world and their life outcomes. We strive to provide students with the tools necessary to completely revolutionize their future. An old proverb states, "Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime." We want to extend opportunities to our students that represent the best available, so that they are able to compete globally and eventually provide for themselves and for their families for a lifetime.

Involved Committees in the CNA and SPSA:

ELAC - 2/3/2022, 3/30/2022, 4/27/22 (All meeting minutes have been attached to this document.)

02/03/22 - DELAC report, SSC report, purpose of ELAC, review of ELAC bylaws, duties and responsibilities of ELAC members and officers, nomination and election of ELAC officers, nomination and election of DLAC representative, upcoming events - performing arts showcase, March 9; science camp, March 14; 9th grade parent information night, February 3 via Zoom.

03/30/22 - Approval of 02/03/22 meeting minutes, DELAC report, SSC report, English Learner data review, student intervention and supports, review 2022-23 SY budget, review current CNA (Comprehensive Needs Assessment), SPSA budget for English Learners, review April and May upcoming events, adjourn

SSC - 11/09/2021, 12/07/2021, 1/18/2022, 5/03/2022 (All meeting minutes have been attached to this document.)

11/09/21 - Confirmation of newly elected SSC members. Election of Officers. SSC meeting schedule for the year. Review and update SSC Bylaws. Approval of meeting minutes from August 12, 2021. Overview of School-Level Parent and Family Engagement Policy, School-Parent Compact, Overview of UCP Annual Notice of 2021-22, Review and approve School Safety Plan/REMS plan, Overview of current SPSA, a discussion regarding subs and reading improvement, and the open librarian position.

12/07/21 - Review and update SSC bylaws, review and approve 11/09/21 meeting minutes, review and approve school safety/REMS, follow-up questions from last meeting regarding School-Level Parent and Family Engagement Policy, School-Parent Compact and UCP Annual Notice for 2021-22, Review of current SPSA implementation and effectiveness (review i-Ready Fall data), 2021-22 LCAP Overview, 2021-22 LCFF budget overview, DLAC announcements.

01/18/22 - Review and approve SSC bylaws, review and approve 12/07/21 meeting minutes, SPSA annual evaluation process, i-Ready winter data review, reallocation of unspent money for 2021-22 SY, CABE Conference.

04/05/22 - We DID NOT have a quorum, 01/18/22 meeting minutes could not be approved, discussed 2022-23 SY budget allocation, sought SSC input for expenditures, review the 2021-22 SPSA goals and their implementation, LCAP incentive funding reviewed, Discussed 03/30/22 DELAC meeting.

Parent Coffee Hour - parents met on February 17, 2022 to review current budget expenditures. Parents also had an opportunity to voice their wants and desires for their children at Washington. The meeting was held on the front school lawn. The agenda and sign-in sheet has been attached to this document.

Staffing and Professional Development

Staffing and Professional Development Summary

Status of meeting requirements for highly qualified staff (ESEA)

Not all teachers within Washington Elementary meet the No Child Left Behind definition of highly qualified but all are in required course work or taking tests to comply with the requirements.

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

All teachers and students have sufficient access to approved instructional materials.

- Common Core State Standards (CCSS)
- Site and program specific PD (PLC, Trauma, Accelerated Reader, i-Ready)
- National Grade-level Science Standards (NGSS)
- English Language Development (ELD) PD
- Technology Integration PD
- Common Core adopted curriculum

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

The Stockton Unified School District and Washington Elementary places great value on Professional Development. Professional Development takes on many forms at Washington Elementary.

Teacher Collaboration Meetings: Twice each month, for one and a half hours, all teachers participate in collaboration meetings after school. The aim is to improve teaching and learning using the PLC process. Teachers collaborate in multi-grade level groups as Washington houses one class per grade level.

Staff (Team) Meetings: Twice a month, for one hour, to ensure that all staff are aware of variety of administrative requirements and plan and prepare for future trainings, schedule various programs, etc.

The Stockton Unified School District and Washington Elementary recognizes that our greatest resource in Stockton is our outstanding teaching force. We are committed to investing in our students' success by investing in the growth of their teachers.

- Common Core State Standards (CCSS)
- Site specific PD (PLC, Trauma, Accelerated Reader, i-Ready)
- i-Ready reading, i-ready math
- Professional Learning Communities (PLCs)
- English Learner Program PD
- Technology Integration
- PBIS, PLUS, and Restorative Justice

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

*Due to a severe teacher shortage, most instructional and content coaches were put back into the classroom during the 2021-22 SY.

- Content Coaches (Literacy / Numeracy) at the Professional Development Center (PDC)
- Program Specialists (Washington Elementary cannot afford this)
- Counselor (5 days/week)
- Principal (Washington is too small for an Assistant Principal)
- Curriculum Department
- Language Development Office (LDO)
- Research and Accountability Department
- 3 Directors of K - 12 Education
- Assistant Superintendent of K - 12 Education

Teacher collaboration by grade level (kindergarten through grade eight (K - 8)) (EPIC)

In addition to collaboration that may take place during a staff meeting (2x/month) or the PLC Collaboration (2x/month), staff also have additional time for one hour per week (Goal #1, Strategy #2). Teachers have the freedom to find their own opportunities for growth during this time, as they may choose to collaborate with peers across grade levels.

- Required monthly PLC meetings, 2nd and 4th Tuesdays
- Extra one-hour paid collaboration time each week (Goal #1, Strategy #2)
- Optional PD (library use, Accelerated Reader, Student Trauma, PLC, i-Ready)

STAFFING AND PROFESSIONAL DEVELOPMENT

Staffing:

Washington Staff Experience:

1 to 5 years: 15

6 to 10 years: 4

11 to 20 years: 8

Teaching Staff - specifically (not all teachers replied to an email)

1st year: 2

2 – 5: 1

6 – 10:

11 – 15:

16 – 20: 2

21 – 30: 1

31+: 1 + 1

Washington's fourth grade classroom has been taught by long-term 60-day substitute teachers since September 4, 2021 when the assigned teacher unexpectedly went out on sick leave.

Professional Staff Development

Teachers participated in the following professional development opportunities this year:

Professional Learning Communities by Solution Tree Virtual Training – 16 hours

PLC Zoom Training by a Solution Tree Trainer – January 31, 2022

Trauma Training, 3 hours by the SUSD Mental Health Department

Two Tuesdays each month teacher participate in 1 ½ hours of collaboration. During our collaboration, we work on our PLC development and PBIS.

Teachers participate in four District provided staff development days each year.

Resource Specialist was trained in Read-180 to provide reading intervention.

Staffing and Professional Development Strengths

STAFFING AND PROFESSIONAL DEVELOPMENT

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Teaching Staff - specifically

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RSP Teacher participated in four hours of Read180 training.

Staffing Strengths:

Washington Elementary consists of one teacher per grade level, kindergarten through eighth grade.

Washington Elementary has been fully staffed with highly qualified teachers with one exception: our fourth grade teacher has been off on medical leave since September 4, 2021. The fourth grade class has been filled with substitute teachers since that time, with two of those subs being long-term (60 days each).

Staffing Weakness:

- Washington Elementary's fourth grade teacher has been off for medical reasons since September 4, 2021. Since this date our fourth grade classroom has had long-term, 60-day substitutes.
- Bilingual Assistant. Washington's bilingual assistant took a full-time position at Merlo High School early into the school year. At this time only one English Learner has been re-designated to R-FEP. We believe the lack of a bilingual assistant to assist our EL students, and to support teachers may have been a significant factor in such a low re-designation rate. Along with this, by not being able to reclassify our ELs, they stay in the system as long-term ELs.
- Due to the lack of substitute teachers Washington was unable to conduct our SAP/CARE Team meetings with a classroom teacher on the team. By having a veteran, mentor level teacher on the CARE Team, the administration and counselor can get the perspective of a teacher when considering interventions.
- Due to a severe shortage of teachers, SUSD had to return instructional coaches, and content (math and English) coaches back to the classroom. Due to not having coaching available, the two first-year teachers at Washington had NO coaching time (but did have mentor support). Our young first grade teacher who should have also received instructional coaching to support teaching did not have coaching time as well.

Professional Development Strengths:

The willingness of our teachers to attend and participate in professional development opportunities.

Professional Development Weakness:

In our 2021-22 SPSA, several staff development opportunities that were planned did not occur due to the lack of substitute teachers.

We were not able to:

- have our trimester data review planning sessions in which the teachers and admin meet to discuss current student data and look at interventions and supports for students who are struggling, and look at opportunities for enrichment for students who are doing grade-level and above work.
- attend restorative practice training to better meet the needs of our students who make poor decisions, and behaviors need to be redirected in a positive manner.

So, now what?

- Washington Elementary will continue the strategy of "Grade Level Academic Conferences/Trimester Review of Data" in the 2022-23 SY SPSA. Reviewing student data and using MTSS (Multi-Tier System of Supports) as an intervention/enrichment is powerful in meeting individual student needs.
- Washington Elementary will include Restorative Practice training (professional development) in its 2022-23 SY SPSA. Given that the Stockton Unified School District offers the training, teachers will be provided an opportunity to participate. Restorative Practices offers adult learners to look at "consequences" through a different lens, it allows teachers to use community circles in the classroom, and it allows the counselor and administration to use restorative circles to mend relationships damaged by inappropriate behavior by one or a group towards a victim or victims.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Washington Elementary has had to cancel planned staff development written in the 2021-22 SPSA due to the lack of substitute teachers available to release teachers for training. **Root Cause/Why:** Substitute teachers are in short supply due to a higher than normal retirement rate due to the COVID-19 Pandemic. Due to the higher retirement rate, the Stockton Unified School District hired as many eligible subs to become full-time classroom teachers.

Teaching and Learning

Teaching and Learning Summary

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

All students continue to be engaged in a rigorous, relevant and coherent curriculum that supports the achievement of the expected school-wide learning results and common core standards. Courses are planned so that knowledge and concepts are built upon each other. (ESEA)

- Curriculum Mapping, Year at a Glance
- Common Core adopted curriculum
- High Quality First Instruction

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

- CORE Instruction Time
- Strategic Support Time
- ELD Instructional Time
- Physical Education Time
- Enrichment and/or Interventions (as needed), but scheduled in 6 -8th grades

Lesson pacing schedule (K - 8) (EPC)

- Master Schedule (6 - 8)
- CORE Instruction
- Strategic Support
- Common Core Adopted Curriculum

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

- Common Core Adopted Curriculum
- Technology support (teacher station - laptop, document camera, projector, and neck microphone)
- Technology support (student Chromebooks)

Use of SBE-adopted and Common Core aligned instructional materials, including intervention materials (EPC)

- Common Core Adopted Curriculum
- ELD adopted curriculum

Curriculum Implementation (EPC)

- Equitable, culturally relevant and responsive
- Rigorously engaging and differentiated through the principles of MTSS
- Accessible to all learners
- Aligned to standards
- Data-driven, research and evidence-based

Teaching and Learning Strengths

i-Ready ELA (3-year trend):

All Students:

3+ years below grade level - 34.2%

2 years below grade level - 17.1%

1 year below grade level - 30.1%

At or above grade level - 13%

English Learners:

3+ years below grade level - 56.1%

2 years below grade level - 24.4%

1 year below grade level - 14.6%

At or above grade level - 2.4%

i-Ready Math (3-year trend):

All Students:

3+ years below grade level - 24%

2 years below grade level - 17.8%

1 year below grade level - 46.6%

At or above grade level - 7.5%

English Learners:

3+ years below grade level - 34.1%

2 years below grade level - 29.3%

1 year below grade level - 34.1%

At or above grade level - 2.4%

2020 - 2021 SY:

SBAC

Due to COVID19 and school closures, the SBAC was not administered for the 20-21 school year.

Student Achievement Goals as stated on the 2021 - 2022 SPSA.

SPSA

School Goal for ELA/ELD:

As indicated on the Winter 2020 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 2020 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 increase 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.

As of February 2022, are we meeting these goals?

All students -

Fall 2021 to Winter 2022 Growth:

On Grade Level:

8% to 19%

(+11% change) Goal met.

One Grade Below:

31% to 36%

Two or more Grades Below:

60.94% to 45.6%

(-15.34% change) Goal met.

SPSA

School Goal for math:

As indicated on the Winter 2020 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 2020 i-Ready assessment, 49% of English Learners scored at 2+ years below grade level in mathematics, 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 increase 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.

As of February 2022, are we meeting these goals?

All students -

Fall 2021 to Winter 2022 Growth:

On Grade Level:

5% to 13%

(+8% change) Goal NOT met.

One Grade Below:

32% to 45%

Two or more Grades Below:

62.96% to 41.6%

(-21.36% change) Goal met.

PLC Goals:

K - 4th:

60% of K - 3 students will increase from Fall to Spring i-Ready assessments.

As of February 2022, are we meeting these goals?

Kinder and 1st met the 60% goal, 2nd and 3rd did not, with 2nd making 53%, and 3rd making 57%.

ELA i-Ready - % that MET Growth (Fall to Winter 2021-22):

K - 7%

1st - 4%

2nd - 24%

3rd - 22%

4th - 44%

5th - 8th:

80% will maintain or increase from Fall to Winter, and Winter to Spring i-Ready assessments.

As of February 2022, are we meeting these goals?

ELA - 2 of the 4 middle school teachers met the 80% PLC goal in reading.

7th grade made 73% progress with two students falling short. 6th grade made 79% with one student falling short.

Math - 3 of the 4 middle school teachers met the 80% PLC goal in mathematics, with 6th grade falling short.

ELA i-Ready - % that MET Growth (Fall to Winter 2021-22):

5th - 76%

6th - 42%

7th - 43%

Overt and Underlying Causes:

March 2020 - April 2021:

Due to COVID19 and school closures, students received instruction through Distance Learning from March 2020 until April 29, 2021, and returning on this date was optional. As all students returned to the classroom for the 2021 - 2022 school year (except for the families who choose to stay in Virtual Academy) both social/emotional mental health states had to be continuously monitored and addressed.

2021 - 2022 Updates:

School Counselor and Mental Health Clinician:

The District has provided Washington with a full-time school counselor and a 1-day per week mental health clinician.

Highly Qualified Substitute Teachers and Employee Shortages:

In the Washington SPSA, several of our strategies under Goal #1 and #2 required substitute teachers and/or the hiring of new employees:

Goal #1

Strategy #1:

Academic Conferences and Trimester Data Review: As stated in our plan, teachers would have time to meet with the site principal, counselor and instructional coach to review student achievement data and develop an academic recovery plan to meet all students' learning needs. Due to a lack of available subs, this did not occur.

Strategy #3:

Library Media Assistant and Accelerated Reader:

This position was advertised for quite a while before a well qualified candidate was hired. Upon entering the library, we found it to be such a disarray it has taken our new librarian along with our District librarian a significant amount of time to get the library back open. When the library is reopened by our Library Media Assistant, the use of Accelerated Reader and the amount of independent student reading should significantly increase.

Strategy #5:

Bilingual Assistant:

Washington had a 3.5 hour bilingual assistant at the beginning of the school year. When a full-time position opened withing SUSD she applied and transferred over. This occurred in September of 2021. Washington has advertised for a new bilingual assistant consistently since this time and the position remains vacant.

Goal #2

Strategy #1:

Restorative Practices Teacher Training. Due to the lack of substitute teachers, the Washington staff was unable to attend this training as planned.

Strategy #1:

SAP Team - it was planned that a classroom teacher would participate on the SAP team allowing for teacher input. Due to the substitute teacher shortage, this did not happen.

Teacher Shortage, 2021 - 2022:

Due to an extraordinarily high number of teacher vacancies this school year, the District had no choice but to return its instructional coaches back to the classroom. The lack of instructional coaching left Washington with NO instructional and curriculum support. Washington has two first-year teachers, and one fourth-year teacher who would have greatly benefited from both instructional and curricular support.

One Washington teacher has been on sick leave since September 4, 2021. Washington was able to secure a substitute teacher up until December of 2021, and then the position remained vacant until February 18, 2022. The school principal was the consistent teacher for three weeks until a qualified substitute was found. Teaching and learning has been challenging but i-Ready scores have demonstrated some positive gains within the classroom.

Planned Strategies:

2021 - 2022 Updates:

Student Intervention:

SPSA Goal #1, Strategy #3: Recognizing the need for intervention due to learning loss during the 2019 - 2020 and 2020 - 2021 school years (COVID19 Pandemic) the Washington faculty allocated \$34,800 to support two (2) intervention teachers (substitute teachers) to provide small group reading intervention (Goal #1, Strategy #3). Due to the increase in substitute cost, \$175/day to \$350/day, unused financial allocations were moved to support this SPSA goal. Small group reading intervention began on February 1, 2022 and will remain in place until the end of the school year. Update: the small group reading intervention ended on April 7 per substitute teacher choice).

Resource Specialist received training in Read 180, and all RSP students enrolled in SUSD and Washington Elementary receives reading intervention using the program Read 180. Washington has chosen to allow RSP students to be included in the small reading intervention groups 3 days/week providing this population with two reading intervention opportunities along with the CORE curriculum.

Staff Professional Development:

1. SPSA Goal #1, Strategy #2: The staff participated in Professional Learning Communities (PLCs) training through Solution Tree. The professional development was provided in a virtual learning format.

Through the Solution Tree PLC virtual training, and on-going PLC studies on-site, all Washington teachers are participating in data-driven collaboration to meet the learning needs of ALL students, including English Learners.

2. SPSA Goal #1, Strategy #1:

Grade Level Academic Conferences and Trimester Data Review did not happen this year due to a lack of substitute teachers. This will need to be in the 2022-23 SY SPSA as this is a vital component of measuring student learning and success.

Support for Planned Strategies:

2022 - 2023

Budget Planning:

A parent meeting was held on Thursday, February 18, 2022. Parents overwhelmingly wanted two budget items to continue: the bilingual assistant position and reading intervention.

Teachers met for 1 ½ hours on Tuesday, February 22, 2022 and 1 hour on March 1, 2022 to review the 2021 - 2022 SPSA and current data, and provided input regarding the Comprehensive Needs Assessment and 2021 - 2022 SPSA and expenditures. Teachers and admin will continue working collaboratively together to develop goals and strategies for the 2022 - 2023 School Year SPSA.

At this time, the following items are being budgeted for the 2022-2023 school year:

1. Time for teacher collaboration and planning (substitute teachers and/or additional comp).
2. Accelerated Reader licensing (under consideration).
3. Bilingual Assistant - Per Nancy Lane, the District will be funding a full-time bilingual assistant for the 2022 - 2023 school year.
4. Library Media Assistant
5. STEM supplies / technology.
6. Restorative Practices training.
7. Maintenance agreements to support teacher supplemental materials.
8. Instructional Assistant.

At this time, the following items are NOT being budgeted for the 2022-2023 school year:

1. Small group reading intervention with a high-quality substitute teacher. The District has purchased SIPPS (Imagine Learning) for the 2022 - 2023 school year. With the high cost of substitute teachers (\$375/day), it is not cost effective for small group reading intervention on our small school budget. Imagine Learning is a very high quality reading intervention program.
2. Instructional Rounds - substitute teachers needed to allow for teacher instructional rounds will not be funded at this time. The teachers are requesting the money to be spent on an Instructional Assistant to support student learning in the classroom.

Measures of Effectiveness:

2021 - 2022

Data Measures

1. i-Ready reading and math; fall, winter and spring.
2. For our reading intervention that started February 2022, a comparison of i-Ready reading, winter to spring.
3. 2022 CAASPP
4. STAR reading assessment from Accelerated Reader
5. ELPAC
6. EL Progress Monitoring Forms

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Washington Elementary, as seen through i-Ready Fall to Winter comparisons, had significant gains in reading and mathematics. However, the data shows that too many students did not meet their growth targets in both reading and in math (data is submitted in the section above). **Root Cause/Why:** It is our belief that while we are seeing significant gains from fall to winter i-Ready assessments, we still have to overcome the year and a half students were learning at home through Google Classroom or Zoom due to the COVID-19 Pandemic and school-wide shutdown.

Needs Statement 2 (Prioritized): Washington Elementary consists of 37.6% English Learners and we only had one EL qualify for re-designation to Fluent English Proficient (R-FEP). **Root Cause/Why:** It is our belief that only one student qualified for R-FEP due to the lack of EL student support of a bilingual assistant. Washington Elementary started the school year with a part-time bilingual assistant but she transferred to a full-time position at Merlo High School.

Parental Engagement

Parental Engagement Summary

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

Through analysis of school site, district and state assessment data, a number of sub-groups have been identified as being in need of additional support. Our Socioeconomic Disadvantaged, English Learners and African American are three groups that have been historically shown an achievement gap in the test scores. After identifying these groups, staff members have developed a number of strategies to reduce this achievement gap.

SUSD and Washington Elementary services English Learners by providing English Language Development classes for all ELs.

Under performing special education students are served by our Resource Specialist (RSP).

- Parent Academies/Workshops/Coffees
- Academic Conferences
- STEP-Up After school Program

SUSD and Washington Elementary values the input of parents during the development and implementation of programs. A number of parent committees have become essential to the functioning of our school.

- Parent Coffees (parent input)
- School Site Coffee
- ELAC

Parental Engagement Strengths

Given that schools could not host on-site parent coffees or events, Washington has worked very hard to include parents and families in all events. Attached you will find documentation of parent communication in English and Spanish. Parents were not allowed on campus, but parent coffees and events were held outside on the front lawn. Compared to last school year, 2020 - 2021, and all schooling up until May 2021 was via Zoom, Washington has done an excellent job working to increase parent involvement and participation.

The following was written in the 2021-2022 SPSA:

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 (50647) - \$1,110.

We did not buy learning materials to support parent engagement activities due to COVID and parenting classes were not held. Light snacks and refreshments were purchased for the outdoor meetings.

At this time, the amount and type of parent involvement will be dependent upon the COVID-19 restrictions. No changes are planned at this time.

If and when COVID-19 restrictions are lifted, Washington will offer parenting classes through our own SUSD resources, and through El Concilio.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Due to the COVID-19 Pandemic, parent meetings were not allowed on campus. By not holding parent meetings/events on campus, participation through Zoom was very low. Parent meetings were held on the front school lawn, with better participation than Zoom, fewer parents attended than expected. **Root Cause/Why:** The COVID-19 Pandemic did not allow for active, on-site parent participation. While Zoom meetings are held for SSC and ELAC, very few families participate. Parents may not find Zoom technology as a comfortable option. Parent meetings were held through-out the year in the school's front yard.

Needs Statement 2 (Prioritized): Parenting classes to assist parents with both academic and behavioral student supports were not held this school year, 2021-22. Parent learning supplies were not purchased and used due to the lack of parent classes. **Root Cause/Why:** Parent classes were not provided on campus due to the limitations of COVID-19. Parents were not allowed on the campus until after school was let out, and Zoom meeting participation is very low.

School Culture and Climate

School Culture and Climate Summary

The student School Culture and Climate Survey data revealed the following:

Looking at the 4th and 5th grade Fall 2021 data, with 25 students participants, there are two survey questions that bring about concern and we need to address: 1) I know how to report cyberbullying when it happens, 28% of students (7 students) did not know who to speak to, 2) I feel like my voice matters to adults at my school, 36% of students (9 students) responded in a negative manner that perhaps their voice does not matter.

Looking at the 6th - 8th grade Fall 2021 data, with 53 students participating, There is only one question that came back with a concern: 1) I feel like my voice matters to adults at my school, 45% of students (24 students) responded in a negative manner that perhaps their voice does not matter.

This is a climate and culture issue that ALL adults on the Washington campus need to be mindful of. Our students must feel valued, respected and heard. Our students must feel safe and secure, and know that there is an adult on the Washington campus that they can reach out to and be heard.

For the 4th and 5th grade students they will have lessons developed by SUSD in regards to cyber safety.

School Culture and Climate Strengths

SCHOOL CLULTURE AND CLIMATE

School Climate/Discipline/Suspension Rate

Conditions & Climate:

Washington has had few major discipline issues. As of this writing, we have had three (3) physical altercations (fights) resulting in five (5) students being placed on Commitment to Safety Contracts. Following the SUSD Discipline rubric, these students were not suspended, but parent meetings were held, and safety contracts signed.

One student was suspended out-of-school for one day for throwing a rock at the PE teacher. Assault on a teacher will not be tolerated by the current administration.

Teachers also utilize each other for support. When needed, students may be placed in the room of another teacher for a time-out, or an in-school suspension alternative.

Suspension Rate Target:

Culture and climate are very important here at Washington Elementary. Being such a small school, every employee becomes familiar with all students, both younger and older.

Washington is a neighborhood school. Several generations of students have moved through our halls. Teachers not only get to know the students, but also the families.

Our behavior data is exactly where we would like it. We would prefer not to have the one suspension, but again, assault on a teacher will not be tolerated and accepted at any time.

Overt and Underlying

Washington is 100% where we are at due to the culture and climate developed through the faculty and staff. This staff has taken 100% ownership of the school and holds ALL students to high behavior expectations. We guide with a gentle hand doing more restorative practices than punitive punishment. Studies have shown that punitive punishment does not change unwanted behavior (it is only reactive NOT proactive), whereas restorative practices address the negative behavior and works to educate the child in developing positive skill sets to make better choices. You will see every teacher working in a positive manner with students when they have made a poor decision, helping him/her learn how to make a different, more positive choice in the future.

Planned Strategies:

There are two significant items that Washington has not been able to address this school year that will be placed on next year's SPSA.

One, Restorative Practices training. There is a one-day, and a two-day training, level 1 and level 2. We had planned for all faculty members to attend all three days of training this school year. The lack of substitute teachers has prevented us from attending, and looking at the District's calendar, due to COVID19, we are not positive the training was offered.

The second is PBIS (Positive Behavior Intervention and Supports). Washington Elementary celebrates many aspects of positive student behavior and positive attendance through awards ceremonies and prizes. Student are recognized for all the positives they do here at Washington. Due to various reasons this school year we have not made the gains we expected and will continue to strive to implement PBIS 100% during the 2022-2023 school year.

Support for Planned Strategies

Under the 21-22 SY SPSA, Goal #2, Strategy #1, the faculty attended 3-days (3 hours) of trauma training through the District. Learning about trauma and how it affects students helps provide another lens to look through when student behavior is less than desirable.

For the 22 - 23 SY SPSA, budget items to be considered will be Restorative Practices training that did not occur this school year. Also, PBIS implementation with full school signage. Monies were put in an account for signage but have not been used as of this writing. If agreements can be made prior to the end of the year, signage will be ordered this school year using the 21 - 22 SY budget.

Washington will continue to practice:

PLUS Team

Celebrations

Dances

Movie Nights

Awards Assemblies

Citizenship Awards

Washington will begin using in 22 - 23:

Restorative Practices

PBIS (continue its' growth and development of implementation).

Peer Mediation by PLUS Team Members

Measures of Effectiveness

Behavior and Chronic Absences are monitored monthly by Student Services, and their reports are reviewed monthly.

School Climate/Chronic Absenteeism

Chronic Absenteeism:

There are two significant factors that need to be considered when looking at attendance data for the 2021 - 2022 school year:

1. COVID-19: COVID has had an impact on Chronic Absences.

a. Parents kept their children home due to personal choice (nervousness, a child in the classroom has COVID, news/media, etc.).

b. Virtual Academy students:

Washington must continue to show the students enrolled in VA on its roster. VA students have continually shown poor attendance and chronic absenteeism that Washington has no control over. Our CWA representative has done home visits regarding VA students.

As of mid-January 2022, Washington's chronic absenteeism is 43.72%. This is the highest rate it has been this school year. The Stockton, CA had a spike in COVID cases and perhaps this is a root cause of the increase.

Positive Monthly Attendance Rates for 2021 - 2022 SY (students directly enrolled at Washington, VA students' data removed).

August - 88.44%

September - 89.63%

October - 89.79%

November - 91.77%

December - 90.40%

P1 Report - 90.12%

January - 77.44%

February - 87.71

March - 92.38%

April - 90.43%

P2 Report - 88.92

As with the VA students, Stockton, CA had a spike in COVID cases and this appears to be a root cause of the sudden negative shift in attendance.

Chronic Absenteeism Target:

Every school strives to be at a 95% or higher attendance rate. With a P-1 report of 90.12%, Washington is doing well during a pandemic.

Student/Parent Engagement:

There are several root causes to a lower attendance rate than normal. The COVID pandemic is the main root cause.

Schools are not allowed to hold parent coffees, ELAC or SSC meetings on-site. With our parents and families feeling isolated and not connected to the school, the urgency to send their student(s) to school may not be as prevalent. Washington has held parent coffees on its front lawn (in front of the school) to connect as much as possible with parents and families.

Planned Strategies:

Washington would like to be at a 95% or higher attendance rate. To do so, we have been doing the following:

1. The principal sends home letters and copy of the student's attendance to students who are chronically absent 20% or more.
2. Students are celebrated monthly during an awards ceremony for perfect attendance.
3. The top two classes earn an awards celebration with popsicles or hot chocolate.
4. Each month Washington also celebrates two students from each classroom for citizenship. Teachers take into account each student's attendance when selecting.
5. Washington's secretarial staff calls every parent when their child is absent. An emphasis is made for chronically absent students.

Support for Planned Strategies:

Washington has kept the monthly positive numbers posted in the office throughout the year.

To be proactive, each student who has a 20% or higher chronic absent rate is sent home a letter and a copy of their attendance to keep parents and families informed.

CWA Social Services Case Manager, Rosemary Anama, is always kept informed regarding individual student concerns. Mrs. Anama conducts home visits as well.

Rosemary Anama also celebrates students for improving their attendance and they are often awarded with small gifts such as a package of cookies or chips. Positive incentives have worked well in improving attendance of chronically absent students.

Measures of Effectiveness:

Washington, along with Rosemary Anama, CWA, will continue to monitor positive attendance and chronically absent percentages to evaluate effectiveness.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Student services have not been fully implemented this school year. **Root Cause/Why:** Due to the COVID-19 Pandemic, Washington Elementary has had significant personnel shortages throughout the school year.

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 Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

School Goal for ELA/ELD:

Current reading data:

i-Ready Mid-Year Reading Diagnostic #2 (2021-22 SY):

All students:

2 or more grade levels below: 45.6%

1 grade level below: 35.8%

At or above grade level: 18.6%

English Learners:

2 or more grade levels below: 55.8%

1 grade level below: 39%

At or above grade level: 5.2%

Special Education:

2 or more grade levels below: 69.6%

1 grade level below: 17.4%

At or above grade level: 13%

Hispanic:

2 or more grade levels below: 51.5%

1 grade level below: 39.3%

At or above grade level: 9.1%

African American:

2 or more grade levels below: 48.7%

1 grade level below: 36.5%

At or above grade level: 14.8%

To close the ELA achievement gap, Washington will reduce the number of students falling two or more grade levels behind by 5% and increasing the number of students on grade level by 10% as measured by Fall to Winter i-Ready scores for the 2022-23 SY.

Another measurement to determine the effectiveness of programs will be the state testing results. However, these results are not revealed until mid-summer. Year to year progress can be compared and reported to all stakeholders in early to mid September.

School Goal for mathematics:

Current math data:

i-Ready Mid-Year Mathematics Diagnostic #2 (2021-22 SY):

All students:

2 or more grade levels below: 41.6%

1 grade level below: 45%

At or above grade level: 13.4%

English Learners:

2 or more grade levels below: 52.6%

1 grade level below: 40.8%

At or above grade level: 6.6%

Special Education:

2 or more grade levels below: 60.9%

1 grade level below: 30.4%

At or above grade level: 8.7%

Hispanic:

2 or more grade levels below: 51.1%

1 grade level below: 40.7%

At or above grade level: 8.2%

African American:

2 or more grade levels below: 54.4%

1 grade level below: 40.4%

At or above grade level: 5.3%

To close the mathematics achievement gap, Washington will reduce the number of students falling two or more grade levels behind by 5% and increase the number

of students on grade level by 10% as measured by Fall to Winter i-Ready scores for the 2022-23 SY.

Another measurement to determine the effectiveness of programs will be the state testing results. However, these results are not revealed until mid-summer. Year to year progress can be compared and reported to all stakeholders in early to mid September.

Identified Need

Washington Elementary has had to cancel planned staff development written in the 2021-22 SPSA due to the lack of substitute teachers available to release teachers for training.

Washington Elementary, as seen through i-Ready Fall to Winter comparisons, had significant gains in reading and mathematics. However, the data shows that too many students did not meet their growth targets in both reading and in math (data is submitted in the section above).

Washington Elementary consists of 37.6% English Learners and we only had one EL qualify for re-designation to Fluent English Proficient (R-FEP).

Student services have not been fully implemented this school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Current reading data:</p> <p>i-Ready Mid-Year Reading Diagnostic #2 (2021-22 SY):</p> <p>All students: 2 or more grade levels below: 45.6% 1 grade level below: 35.8% At or above grade level: 18.6%</p> <p>English Learners: 2 or more grade levels below: 55.8% 1 grade level below: 39% At or above grade level: 5.2%</p> <p>Special Education: 2 or more grade levels below: 69.6% 1 grade level below: 17.4% At or above grade level: 13%</p> <p>Hispanic: 2 or more grade levels below: 51.5% 1 grade level below: 39.3% At or above grade level: 9.1%</p> <p>African American: 2 or more grade levels below: 48.7% 1 grade level below: 36.5% At or above grade level: 14.8%</p> <p>Current math data:</p> <p>i-Ready Mid-Year Mathematics Diagnostic #2 (2021-22 SY):</p> <p>All students: 2 or more grade levels below: 41.6% 1 grade level below: 45% At or above grade level: 13.4%</p> <p>English Learners: 2 or more grade levels below: 52.6% 1 grade level below: 40.8% At or above grade level: 6.6%</p> <p>Special Education: 2 or more grade levels below: 60.9% 1 grade level below: 30.4% At or above grade level: 8.7%</p> <p>Hispanic: 2 or more grade levels below: 51.1% 1 grade level below: 40.7% At or above grade level: 8.2%</p> <p>African American: 2 or more grade levels below: 54.4% 1 grade level below: 40.4% At or above grade level: 5.3%</p>	<p>i-Ready reading and math data will be used to evaluate student growth. i-Ready data from Fall 2022 to Winter 2023, and Fall 2022 to Spring 2023 will be compared and analyzed.</p>	<p>Expected outcome growth is a 5% reduction of the number of students in the category of 2 or more grade levels behind, and a 10% growth of the number of students at grade level.</p>

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 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Grade Level Academic Conferences / Trimester Review of Data

On a trimester basis, each grade level teacher will meet and collaborate with the school principal, counselor and instructional coaches to ensure full implementation

of the adopted curriculum, i-Ready, and SIPPS (Imagine Learning). During the trimester 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, Imagine Learning progress, district common formative assessments, summative assessments, and data evidenced through the adopted curriculum.

Substitutes will provide staff with release time to actively participate. Each grade level teacher will meet each trimester (3x) throughout the year.

Substitute Pay Calculation:

9 days X \$350 = \$3,150 (Title I and/or LCFF)

- # of students at grade level
- # of students below grade level
- # of students making progress
- # of EL students
- # of RFEP students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3150	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Library Media Assist (3.5 hours - LCFF \$22,637)

The library media assist will guide students in the selection of leveled books and conduct read-aloud demonstrating 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.

Additional library/media books, materials and/or supplies to support student reading. \$3,627.50

- # student reading level
- # student access to library reading material
- # student access to leveled books
- # reading loss
- # reading intervention

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$22637	23030 - LCFF (Site)
\$3627.5	50643 - Title I

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

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 \$9,324.50 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

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)
\$4124.5	23030 - LCFF (Site)
\$5200	50643 - Title I

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

English Learners / Bilingual Assistant
 Funding for a full-time bilingual assistant will be funded by the district.
 As indicated on the Winter 2022 i-Ready assessment, 55.8% of English Learners scored at 2+ years below grade level in English Language Arts, with 39% scoring 1 grade level below.
 As indicated on the Winter 2022 i-Ready assessment, 52.6% of English Learners scored 2+ years below grade level in math, with 40.8% scoring 1 grade level below.
 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 full-time bilingual assistant. This support will not only allow for language acquisition, but also increase the likelihood of reclassification as a fluent English speaker (R-FEP). 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.

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

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	23030 - LCFF (Site)

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
 All Students
 English Learners
 Foster Youth
 Low Income

Strategy/Activity

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. \$8,000 (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. \$1,000 (Title I)

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)
\$8000	50643 - Title I
\$4000	23030 - LCFF (Site)
\$1000	50643 - Title I

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 6

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) = 11 teachers x \$60 = \$660/week.

38 school weeks x \$660/week = \$25,080

#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)
Project based learning

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)
\$25080	50643 - Title I

Strategy/Activity 1.1.7

Students to be Served by this Strategy/Activity

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

All Students

English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 7
Instructional Assistant

With the many challenges that the COVID-19 Pandemic caused by closing on-campus schooling for 1 1/2 school years (social/emotional distress, depression, anxiety, depression, etc.) and students returning to live instruction for the 2021 - 22 school year, many student behaviors were of concern in the classroom. Many of our primary aged students had to relearn how to be a student including how to get along with others, how to sit properly in the classroom and focus on the teacher, how to work together in cooperative learning groups, etc. As a result of this, the Washington Elementary teachers are requesting additional support of an instructional assistant in the primary classrooms (K - 3) to assist students during core instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$11318.5	50643 - Title I
\$11318.5	23030 - LCFF (Site)

Strategy/Activity 1.1.8

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy/Activity 8

Student Fieldtrip to Support the Academic Core

To support STEM and hands-on learning, Washington Elementary would like to provide students an opportunity to attend a STEM fieldtrip that would support the CORE adopted curriculum in English, reading, mathematics and science. Each CORE teacher receiving \$2,000.

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)
\$20000	23030 - LCFF (Site)

Strategy/Activity 1.1.9

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy / Activity 9
Extended Year Program

Washington Elementary's SPSA Goal #1 addresses raising the number of students at or above grade level in English and mathematics by 10%, and reducing the number of students scoring 2 or more grade levels below proficiency by 5%.

To address the number of students who are not at grade level (proficient) in English and/or mathematics, Washington would like to offer an extended-year program for 2 to 4 weeks in June of 2023 dependent upon available funding.

By having an extended year program, Washington students would be guaranteed continued instruction in English and math by a Washington teacher who they have built a positive relationship with. There is significant and clear evidence that supports student academic growth when they have formed positive, loving and supportive relationships with adults on campus.

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)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 1.1.10

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Strategy / Activity 10

Washington Elementary recognizes the amount of learning loss caused by the COVID-19 Pandemic and students learning by Zoom and Google Classroom at home.

Washington will address reading loss by actively using i-Ready Math and Reading remediation sources (District funded), SIPPS (Imagine Learning) Reading remediation source (District funded), and Lexia CoreReading (Site funded).

At this time (May 3, 2022) our SSC approved Lexia Reading for grades 5 through 8, and its' funding. The funding will be moved from monies placed in Professional Learning Conferences when a final contract is received. Lexia is a per child contract, not as one school site.

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

School Goal for ELA/ELD

As indicated on the Winter 2021 i-Ready reading 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 2022 i-Ready reading assessment, 18.6% of students tested on grade-level with 45.6% falling two or grade levels behind.

As indicated on the Winter 2021 i-Ready reading 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 2022 i-Ready reading assessment, 5.3% of English Learners tested on grade-level with 55.8% falling two or grade levels behind.

Goal: 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.

A data analysis was conducted looking at the Fall 2021 i-Ready reading diagnostic (D1) compared to the Winter 2022 i-Ready reading diagnostic (D2). The 2021-22 SPSA reading goal was met for ALL students, but was not met for our English Learners. We partially contribute this to not having the support of a bilingual assistant.

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 2022 i-Ready math assessment, 13.4% of students tested on grade-level with 41.6% falling two or 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.

As indicated on the Winter 2022 i-Ready math assessment, 6.6% of English Learners tested on grade-level with 52.6% falling two or grade levels behind.

Goal: 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.

A data analysis was conducted looking at the Fall 2021 i-Ready math diagnostic (D1) compared to the Winter 2022 i-Ready math diagnostic (D2). The 2021-22 SPSA math goal was partially met for ALL students, and English Learners. Washington did not increase the total number of students on-grade level by 10%, but did

decrease the number of ALL students, and English Learners scoring 2 or more grade levels below by at least 5%.

Strategy #1:

Grade Level Academic Conferences / Quarterly Review of Data

This strategy did not occur as planned due to the lack of substitute teachers. It was planned that the principal, counselor and teachers would meet each trimester to review student progress as measured by i-Ready, adopted curriculum assessments and teacher created assessments.

Strategy #2:

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

All Washington Elementary teachers attended the PLC virtual portable event. Teachers submitted their certificates of completion. To further our training in PLCs, Solution Tree was utilized for a Professional Development Day in January of 2022. The training was via Zoom due to COVID restrictions, but it was an excellent training.

Strategy #3:

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

Small reading recovery groups were started in February. Groups are based on i-Ready reading levels, and as much as possible, students stay within one year of their age level (3rd grade with 4th grade, 2nd grade with 1st grade, etc.). Reading intervention was written in our goals to begin in October of 2021 and end in May of 2023. However, due to a lack of highly qualified substitutes, this did not occur. Small reading intervention groups began in February of 2022 and ended April 7, 2022. Students were only able to participate in 9 weeks of small group intervention.

Strategy #4:

Professional Development and Learning Opportunities:

This strategy was placed in our SPSA to allow for additional opportunities of professional development. The only additional opportunity to help meet our goals was PLC training through Solution Tree.

Strategy #5:

English Learners / Bilingual Assistant:

Washington Elementary had a part-time bilingual assistant at the beginning of the year, but she did a lateral transfer to a full-time position at another SUSD school. Washington has been unable to hire another part-time bilingual assistant, and English Learners have not received services. SUSD has agreed to fund a full-time bilingual assistant for the 2022-23 SY to assist with attracting and hiring highly qualified candidates seeking full-time employment.

Strategy #6:

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. Washington teachers have provided hands-on learning activities to support STEM throughout the school year. Washington also has a MESA program after school.

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

Strategy #1 did not occur.

Grade Level Academic Conferences / Trimester Review of Data

This did not take place due to the lack of substitute teachers. The money allocated for this strategy was moved to support the reading recovery substitute teacher cost. When the original 2021-22 SPSA was written and approved, a substitute teacher would cost \$175/daily. With the impact of COVID and to attract substitutes to the District, SUSD raised its' daily sub rate to \$250 and \$350/daily.

Strategy #2 is occurring. A high percentage of teachers participate in Thursday's one-hour collaboration time. While Thursdays are paid, they are also voluntary. Each team keeps notes in the Washington PLC Google folder.

Strategy #3 is occurring, but started later and ended earlier than anticipated.

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

It was our hope to start the reading intervention groups in October, 2021 immediately after returning from the fall break, however due to the lack of highly qualified substitutes this start date was pushed back until February in which Washington was able to employ two SUSD retired teachers. Unfortunately, the two highly qualified reading intervention substitute teachers (retired SUSD teachers) decided they did not want to continue providing services after April 7, 2022. This only provided our students with 9 weeks of small group intervention. Data to determine the effectiveness will not be available until we look at the Spring i-Ready reading results and compare the data to the Winter i-Ready reading data.

Strategy #5 is a vacant position at this time.

The current vacancy is advertised.

The District has approved a full-time bilingual assistant for Washington Elementary for the 2022-23 SY, and will provide all funding necessary.

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.

For the 2022-23 SY, Washington anticipates to continue the following strategies:

Strategy #1:

Grade Level Academic Conferences / Trimester Review of Data

Given that substitute teachers are available, Washington would like to hold grade level academic conference each trimester to determine student learning levels, and to plan either intervention steps, or look at enrichment opportunities. Following the PLC Data Cycle of Plan, Do, Study, Act, Washington teachers will be able to collaborate and plan high quality first instruction.

Strategy #4:

Professional Development and Learning Opportunities:

If money is available within the given Washington budget for staff professional development, we would like to write it into our 2022-23 SY SPSA plan. Professional development would include PLCs, CAFE, Universal Design for Learning, etc.

Strategy #5:

English Learners / Bilingual Assistant:

While this will be in our 2022-23 SY SPSA, Stockton Unified has committed to paying the employee cost of a full-time bilingual assistant.

Strategy #6:

STEM - Science / Technology / Engineering / Math:

Project-based instruction will continue to be in the 2022-23 SY SPSA. Many students learn best through hands-on inquiry style learning, and projects.

For the 2022-23 SY, Washington anticipates to discontinue the following strategy:

Strategy #2:

Solution Tree. Professional Learning Communities at Work (PLCs) Portable Event Package.

Washington Elementary has made great gains in learning the process of PLCs, Data Driven decision making and collaboration, and we know we are not done learning. We will continue studying PLCs and we look forward to possible Solution Tree trainings. But, the virtual training is very expensive and we are not anticipating staff changes in the 2022-23 school year. Measuring its' effectiveness can only be done through classroom walks, PLC teacher notes and implementation of the data cycle.

Strategy #3:

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

Due to the great increase in substitute salary cost, Washington will not be able to fund this reading intervention in 2022-23. Washington will use the District adopted recovery programs of i-Ready and SIPPS (Imagine Learning).

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

School Goal for Suspension:

Suspension rate:

Washington Elementary had only one (1) day of out-of-school suspension for the 2021 - 22 school year. The goal for the 2022 - 23 school year will be to have no out-of-school suspension days.

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

Washington Elementary is proud of its' positive attendance rate for the 2021-22 school year. Washington had one of the highest positive attendance rates in the Stockton Unified School District.

Washington Elementary will strive to have a 95% positive attendance rate for the 2022 - 23 school year, while working to reduce chronic absenteeism by 5%.

Identified Need

Washington Elementary, as seen through i-Ready Fall to Winter comparisons, had significant gains in reading and mathematics. However, the data shows that too many students did not meet their growth targets in both reading and in math (data is submitted in the section above).

Student services have not been fully implemented this school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The metric/indicator for both suspensions and chronic absenteeism will be the monthly reports received by Student Services. Also, an indicator for student behaviors will be the number of behavior referrals received in the front office.	The baseline indicator is 0 (zero) suspensions at the start of the year, and then the total number of out of school suspension days at the end of the school year.	Washington would like to expect 0 (zero) suspension days and a 95% positive attendance rate.

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 2.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

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 5 teachers = 15 days

15 days x \$350 (sub) = \$5,250 (Title I)

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 teacher released twice each month = 2 sub days each month.

2 days x 9 months = 18 days

18 days x \$350 (sub) = \$6,300 (LCFF)

WE DO NOT HAVE FUNDING FOR THIS, BUT LEAVE THIS IN OUR SPSA IN CASE OUR FUNDING CHANGES.

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)
\$5250	50643 - Title I
\$0	23030 - LCFF (Site)

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

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.

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.

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)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

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.

School Goal for Suspension: Suspension -

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

Suspension Rates 2021-22 SY:

Washington has had only 1 out-of-school suspension day for a student who threw a rock at his teacher.

Suspension Rates 2020-21 SY:

Students studied at home last year due to COVID. There were no suspensions for the 2020-21 SY.

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

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

The TOTAL Chronic Absence Rate reported for February 2020 was 44.12%.

The TOTAL Chronic Absence Rate reported for February 2021 was 43.93%. This percent INCLUDES all students enrolled in the Virtual Academy home school program which is not a clear reflection of Washington's daily positive attendance rate.

Chronic Absence Data - 2021:

English Learners - 11.1%

SWD - 40.9%

Socioeconomically Disadvantaged - 20.5%

Males: 22.3%

Females: 15.4%

Grades K - 8: 19%

Grades 1 - 3: 19.4%

Grades 4 - 6: 26.5%

Grades 7 - 8: 12.3%

Below is a reporting of our positive attendance data by month for 2021-22 SY:

August 2021 - 88.44%
September 2021 - 89.63%
October 2021 - 89.79%
November 2021 - 91.77%
December 2021 - 90.40%
January 2022 - 77.44%
February 2022 - 87.71%
March 2022 - 92.38%
April 2022 - 90.43%

P1 - 90.12%
P2 - 88.92%

Goal #2, Strategy #2:

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.

Each month the principal would recognize the top two to three classes with the best attendance. Using her own money, the classes would earn either a popsicle or hot chocolate party. The competition has been a lot of fun and the students and teachers have responded positively to it, so much so the CWA liaison for Washington has taken the idea to her other school sites.

Washington has held monthly awards assemblies all year except in January and February when COVID did not allow for it. Teachers also receive perfect attendance certificates.

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

Several items under Goal #2 did not get accomplished this year, mainly due to personnel shortages and a lack of substitute teachers.

Strategy #1:

Multi-Tiered System of Support (MTSS):

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:

Due to the lack of substitute teachers, Washington was unable to release teachers to attend Restorative Practices training offered through SUSD. Teachers have done an amazing job working with student conflict and negative behaviors within their own classrooms, but as a schoolwide program, Restorative Practices have yet to begin.

PBIS:

Monies have been allocated for signage and duplicating needs. The teachers and administration have begun discussing and agreeing upon common rules and expectations, and positive incentives and rewards, but this would not go into effect until the 2022 - 2023 school year. Our common rules and expectations will be sent to the reprographics department and then posted in all common areas.

PLUS:

A PLUS Team has been put together.

School Counselor:

Washington has a full-time counselor to meet students' social/emotional needs.

Strategy #2:

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).

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.

Restorative Practices and its' training will be written into the 2022-23 SY SPSA.

PBIS will continue to be a focus, and the District has already made a financial commitment to its' implementation.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By June 2023, to increase the number of parent events one per trimester.

The COVID-19 Pandemic has prevented schools from having live, in-person parent meetings and classes. Washington has already begun a partnership with El Concilio to welcome parents back on campus and attend parenting classes. El Concilio can provide parenting classes in both English and Spanish to meet the home language of our families.

The Stockton Unified School District has also put together parenting classes and workshops. The Washington Principal will begin working with SUSD family center to schedule opportunities for the 2022-23 school year.

Identified Need

Due to the COVID-19 Pandemic, parent meetings were not allowed on campus. By not holding parent meetings/events on campus, participation through Zoom was very low. Parent meetings were held on the front school lawn, with better participation than Zoom, fewer parents attended than expected.

Parenting classes to assist parents with both academic and behavioral student supports were not held this school year, 2021-22. Parent learning supplies were not purchased and used due to the lack of parent classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The baseline metric/indicator is a comparison of parent involvement meetings held during 2021-22 to the 2022-23 SY.	The actual outcome will be monitored through parent meeting agendas and parent sign-in sheets.	The expected outcome is increased parent involvement through parent workshop/trainings attendance.

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 3.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

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 Classes
El Concilio parenting classes / workshops
Community presentations

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) - \$1,167

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.

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)
\$1167	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022

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.

Given that schools could not host on-site parent coffees or events, Washington has worked very hard to include parents and families in all events. Attached you will find documentation of parent communication in English and Spanish. Parents were not allowed on campus, but parent coffees and events were held outside on the front lawn. Compared to last school year, 2020 - 2021, and all schooling up until May 2021 was via Zoom, Washington has done an excellent job working to increase parent involvement and participation.

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

The following was written in the 2021-2022 SPSA:

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 (50647) - \$1,110.

We did not buy learning materials to support parent engagement activities due to COVID and parenting classes were not held. Light snacks and refreshments were purchased for the outdoor meetings.

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.

At this time, the amount and type of parent involvement will be dependent upon the COVID-19 restrictions. No changes are planned at this time.

If and when COVID-19 restrictions are lifted, Washington will offer parenting classes through our own SUSD resources, and through El Concilio.

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	\$63793
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125873

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 (\$)
50643 - Title I	\$62626
50647 - Title I - Parent	\$1167

Subtotal of additional federal funds included for this school: **\$63793**

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 (\$)
23030 - LCFF (Site)	\$62080
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: **\$62080**

Total of federal, state, and/or local funds for this school: **\$125873**