

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington STEAM Multilingual Academy	19-64881-6021752	May 27, 2022	June 23, 2022

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

WSMA and its staff will be making changes to staffing and instructional programs to address the needs of our students as demonstrated by the data.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In order to create the site's School Plan for Student Achievement (SPSA), input was gathered at various stakeholder meetings, including English Learner Advisory Committee (ELAC), School Site Council (SSC), and Staff Development meetings. Suggestions for additions to the plan were gathered after student data was presented and analyzed.

Members of the ELAC committee were asked to begin thinking about goals for the SPSA in February of 2021. At the February meeting, members discussed how recommendations for the 2020-2021 school year had been implemented. Since the the plans for the 2020-2021 school year were thwarted by the response to the pandemic, the committee decided to continue with many of the same recommendations from 2020-2021. The committee felt that these recommendations needed more time to be implemented in order to judge whether or not they were working for the students. We also did not have reliable data to judge the strategies that we could implement during the past

year. In March, the members of ELAC were asked again for any new ideas for the SPSA and decided to stick with the recommendation from the February meeting, which was to continue with the 2020-2021 recommendations. The recommendations from ELAC was presented at the SSC meetings in both March and April as we prepared for the 2021 - 2022 SPSA.

Suggestions and recommendations from stakeholders were also collected via a Needs Assessment Survey that was sent out to all stakeholders, including students, parents, teachers, out-of-classroom staff members, and community members. The survey was presented and reviewed at an ELAC, a PTSA meeting, and the GATE Parent meeting. The survey was available in Spanish. The response rate was low, but the ideas presented were valuable. School Site Council and the site Leadership Team reviewed the information collected by the Needs Assessment survey and made recommendations on how to include the items in the 2021-2022 SPSA. Teachers will review the draft of the SPSA at one of the May Staff meetings for additional input before final approval by School Site Council in May.

Resource Inequities

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

The inequities of the funding for our site affects the difficulties in addressing the needs of our students. We have 20% of our student population that are English Learners and 70% of our students who are two or more grade levels below in both math and ELA. Current funding does not allow us to address these needs with specialized intervention, lower student:teacher ratio, and other support for our struggling learners, while at the same time providing a engaging and enriching learning environment with electives and integrated curriculum. We are constantly having to consider the needs of our students with the need to be attractive to white, Asian, and middle/upper class families as charged by the MSAP grant.

School Vision and Mission

Vision

Washington STEAM Multilingual Academy is a diverse community of learners who lead with principles and compassion. We are equipped with the communication, collaboration, critical thinking, and creativity skills that are necessary to make a positive impact in our world.

Mission

Washington STEAM Multilingual Academy (WSMA) provides innovative signature programs in Northwest Pasadena that nurture a diverse cadre of students. WSMA students will promote to high school with a passion for extensive experiences in discovering, inventing, and designing. WSMA will be a school where all students are engaged in learning rigorous standards-based concepts and skills that are relevant to their lives and to their future success.

School Profile

Washington STEAM Multilingual Academy (WSMA) engages approximately 470 students in grades 6 through 8 by providing a rigorous, integrated, problem-solving-based learning environment. WSMA offers an interdisciplinary curriculum that infuses Science, Technology, Engineering, Art and Mathematics to enable students to understand complex problems, develop potential solutions, and prepare the next generation of innovators. At WSMA, students acquire skills in communication, collaboration, critical thinking, and creativity, while developing a passion for discovery, invention, and design.

Washington Middle School began its transformation into Washington STEAM Magnet Academy in 2012, a process that was greatly accelerated in 2014 with a three-year grant from the federal Department of Education Magnet Schools Assistance Program. The school adopted the Project Lead The Way - Gateway to Technology curriculum, designed to challenge and engage the natural curiosity and imagination of middle school students. During the first two years of the grant, teachers in all subjects received extensive training from UCLA Center X staff and PUSD STEAM coaches and each student took a separate engineering class as an elective. To facilitate this multi-disciplinary learning environment, the school was equipped with wireless internet access campus-wide, a cart of 40 iPads, Chromebooks for all students, new laboratories, and other technology, including digital learning platforms (Canvas, Hapara, Nearpod, etc.). Since then, the district has provided every student with a personal device that our teachers are prepared to utilize in a way that promotes rigor and relevance to lessons.

In 2020-21, 87% of WSMA students qualified for free or reduced price lunch. Student ethnicity in 2020-21: 79% Hispanic or Latino, 13% Black or African American, 5% White, and 2% Asian, Filipino, Pacific Islander. Approximately 24% of students are English Learners. With the new guidelines indicating that reclassified English Learners will be monitored for four years instead of two, that puts our English Learner percentage at 46%. Washington STEAM Multilingual Academy is currently in Year 4 of the federal Magnet Schools Assistance Program (MSAP) Grant. Under the MSAP Grant, Dual Language Immersion (Spanish), College and Career Readiness (AVID), and Social Emotional Learning continue as our priorities and are represented by our diverse school programs.

WSMA has 29 highly qualified teachers who serve as classroom teachers, instructional coaches, a librarian, MSAP Coordinators, and site leaders. We are supported by an English Learner Advisory Council (ELAC) and School Site Council (SSC). We have a dynamic Parent Teacher Student Association (PTSA) and community partners such as Cal Tech, PEF, and STEM Coders.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	14.54%	11.21%	12.6%	66	50	60
Asian	0.88%	1.79%	1.7%	4	8	8
Filipino	0.22%	0.67%	1.1%	1	3	5
Hispanic/Latino	82.6%	80.94%	79.2%	375	361	376
Pacific Islander	%	0%	0.2%		0	1
White	1.32%	4.48%	4.6%	6	20	22
Multiple/No Response	%	0.22%	0.2%		1	1
Total Enrollment				454	446	475

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	141	174	183
Grade 7	155	127	170
Grade 8	158	145	121
Grade 9			1
Total Enrollment	454	446	475

Conclusions based on this data:

1. The decrease in the number of students is in concordance with declining enrollment that is happening district-wide.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	94	102	114	20.7%	22.9%	24.0%
Fluent English Proficient (FEP)	200	180	160	44.1%	40.4%	33.7%
Reclassified Fluent English Proficient (RFEP)	13	10	7	12.9%	10.6%	6.9%

Conclusions based on this data:

1. Having to monitor reclassified students for four years instead of two almost doubles the amount of students who will need dedicated support.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	163	138	182	162	137	0	162	137	0	99.4	99.3	0.0
Grade 7	157	147	171	155	147	0	155	146	0	98.7	100	0.0
Grade 8	168	144	124	164	142	0	164	142	0	97.6	98.6	0.0
All Grades	488	429	477	481	426	0	481	425	0	98.6	99.3	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2452.	2452.		3.70	5.84		16.67	16.06		23.46	21.90		56.17	56.20	
Grade 7	2455.	2494.		1.94	6.16		14.19	18.49		20.65	32.88		63.23	42.47	
Grade 8	2476.	2472.		1.22	1.41		15.24	14.79		28.05	21.13		55.49	62.68	
All Grades	N/A	N/A	N/A	2.29	4.47		15.38	16.47		24.12	25.41		58.21	53.65	

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	9.26	9.56		32.10	26.47		58.64	63.97	
Grade 7	4.52	10.96		26.45	37.67		69.03	51.37	
Grade 8	6.71	7.75		29.88	29.58		63.41	62.68	
All Grades	6.86	9.43		29.52	31.37		63.62	59.20	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	6.79	5.22		33.33	41.04		59.88	53.73	
Grade 7	5.16	11.35		39.35	47.52		55.48	41.13	
Grade 8	4.88	5.63		41.46	38.03		53.66	56.34	
All Grades	5.61	7.43		38.05	42.21		56.34	50.36	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	4.94	5.15		54.32	47.79		40.74	47.06	
Grade 7	0.65	5.48		46.45	60.27		52.90	34.25	
Grade 8	3.66	3.52		60.37	56.34		35.98	40.14	
All Grades	3.12	4.72		53.85	54.95		43.04	40.33	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	8.64	11.76		43.21	44.12		48.15	44.12	
Grade 7	9.03	13.70		35.48	46.58		55.48	39.73	
Grade 8	9.76	3.52		41.46	42.96		48.78	53.52	
All Grades	9.15	9.67		40.12	44.58		50.73	45.75	

2019-20 Data:

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Conclusions based on this data:

1. This data corresponds to the fact that approximately 70% of our students came to us two or more grade levels below grade level standard.
2. 7th grade students had a relatively large jump in the positive direction, meaning higher percentages in exceeded and met and lower percentages in nearly met and not met.
3. Listening skills continue to be a struggle for students across the board.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	163	138	182	162	137	0	161	137	0	99.4	99.3	0.0
Grade 7	157	147	171	155	147	0	155	147	0	98.7	100	0.0
Grade 8	167	144	124	162	143	0	161	143	0	97	99.3	0.0
All Grades	487	429	477	479	427	0	477	427	0	98.4	99.5	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2430.	2446.		3.73	5.84		10.56	12.41		18.01	15.33		67.70	66.42	
Grade 7	2424.	2449.		1.94	4.08		7.74	9.52		19.35	19.05		70.97	67.35	
Grade 8	2448.	2427.		3.73	4.20		9.32	4.90		18.01	8.39		68.94	82.52	
All Grades	N/A	N/A	N/A	3.14	4.68		9.22	8.90		18.45	14.29		69.18	72.13	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	6.88	8.03		18.75	20.44		74.38	71.53	
Grade 7	3.23	5.48		16.13	17.12		80.65	77.40	
Grade 8	5.59	5.59		22.98	11.19		71.43	83.22	
All Grades	5.25	6.34		19.33	16.20		75.42	77.46	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	3.73	5.84		36.65	32.12		59.63	62.04	
Grade 7	1.94	4.76		32.90	31.97		65.16	63.27	
Grade 8	5.59	4.20		36.65	20.28		57.76	75.52	
All Grades	3.77	4.92		35.43	28.10		60.80	66.98	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	6.83	9.49		30.43	26.28		62.73	64.23	
Grade 7	4.52	6.85		40.00	44.52		55.48	48.63	
Grade 8	4.97	3.50		31.68	30.77		63.35	65.73	
All Grades	5.45	6.57		33.96	34.04		60.59	59.39	

2019-20 Data:

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Conclusions based on this data:

1. The largest percentage of students continues to be in the below standard range.
2. This data corresponds to the fact that approximately 70% of our students came to us two or more grade levels below grade level standard.
3. The area of greatest need based on this data continues to be concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1514.0	1508.7	1507.9	1519.8	1506.7	1514.7	1507.7	1510.2	1500.4	28	30	44
7	1520.1	1527.4	1501.3	1524.6	1521.8	1508.6	1515.2	1532.3	1493.5	30	29	36
8	1516.6	1540.5	1523.1	1520.0	1540.2	1528.1	1512.9	1540.2	1517.5	31	27	27
All Grades										89	86	107

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	3.33	11.63	46.43	33.33	27.91	39.29	56.67	44.19	*	6.67	16.28	28	30	43
7	*	10.34	8.33	50.00	37.93	19.44	*	44.83	50.00	*	6.90	22.22	30	29	36
8	*	7.41	3.70	41.94	44.44	29.63	*	44.44	55.56	*	3.70	11.11	31	27	27
All Grades	13.48	6.98	8.49	46.07	38.37	25.47	32.58	48.84	49.06	*	5.81	16.98	89	86	106

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	42.86	26.67	30.23	46.43	43.33	44.19	*	26.67	9.30	*	3.33	16.28	28	30	43
7	40.00	24.14	19.44	50.00	51.72	38.89	*	17.24	36.11		6.90	5.56	30	29	36
8	38.71	25.93	11.11	41.94	55.56	55.56	*	14.81	29.63	*	3.70	3.70	31	27	27
All Grades	40.45	25.58	21.70	46.07	50.00	45.28	*	19.77	23.58	*	4.65	9.43	89	86	106

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6		0.00	4.65	*	10.00	11.63	*	43.33	39.53	57.14	46.67	44.19	28	30	43
7		0.00	0.00	*	24.14	8.33	36.67	58.62	38.89	46.67	17.24	52.78	30	29	36
8	*	0.00	0.00	*	18.52	11.11	45.16	66.67	48.15	38.71	14.81	40.74	31	27	27
All Grades	*	0.00	1.89	13.48	17.44	10.38	38.20	55.81	41.51	47.19	26.74	46.23	89	86	106

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	10.00	11.63	57.14	63.33	62.79	*	26.67	25.58	28	30	43
7	*	3.45	2.78	66.67	68.97	63.89	*	27.59	33.33	30	29	36
8	*	14.81	0.00	51.61	66.67	77.78	*	18.52	22.22	31	27	27
All Grades	24.72	9.30	5.66	58.43	66.28	66.98	16.85	24.42	27.36	89	86	106

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	82.14	53.33	67.44	*	40.00	23.26		6.67	9.30	28	30	43
7	80.00	48.28	52.78	*	48.28	41.67		3.45	5.56	30	29	36
8	70.97	51.85	55.56	*	44.44	40.74	*	3.70	3.70	31	27	27
All Grades	77.53	51.16	59.43	21.35	44.19	33.96	*	4.65	6.60	89	86	106

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6		0.00	4.65	*	20.00	25.58	92.86	80.00	69.77	28	30	43
7	*	0.00	5.56	*	41.38	11.11	83.33	58.62	83.33	30	29	36
8	*	7.41	3.70	*	37.04	22.22	77.42	55.56	74.07	31	27	27
All Grades	*	2.33	4.72	12.36	32.56	19.81	84.27	65.12	75.47	89	86	106

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	13.33	11.63	92.86	83.33	69.77	*	3.33	18.60	28	30	43
7	*	6.90	0.00	93.33	93.10	75.00	*	0.00	25.00	30	29	36
8	*	0.00	0.00	83.87	96.30	85.19	*	3.70	14.81	31	27	27
All Grades	*	6.98	4.72	89.89	90.70	75.47	*	2.33	19.81	89	86	106

2019-20 Data:

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

Conclusions based on this data:

1. There was positive movement in the Reading domain, but not enough to have a higher percentage in the well-developed category.
2. Slightly above 90% of the English Learners scored in the somewhat/moderate category in writing. Many of those students may be close to moving to the well-developed category.
3. Reading and listening are our areas of greatest need.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
475	89.3	24.0	1.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	114	24.0
Foster Youth	9	1.9
Homeless	38	8.0
Socioeconomically Disadvantaged	424	89.3
Students with Disabilities	84	17.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	60	12.6
American Indian or Alaska Native		
Asian	8	1.7
Filipino	5	1.1
Hispanic	376	79.2
Two or More Races	2	0.4
Native Hawaiian or Pacific Islander	1	0.2
White	22	4.6

Conclusions based on this data:

1. We are a racially segregated school. This is why we received the second MSAP grant, to decrease racial isolation.

2. We remain a segregated school based on socioeconomic status, even though our Socioeconomically Disadvantaged population is decreasing.
3. English Learners represent a large part of our population that needs more support.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



Conclusions based on this data:

1. Academically speaking, math is the area of greatest need.
2. The suspension rate increased leaving us to find alternatives to suspension. We also need to build capacity in our teaching/administrative staff to engage students and use preventative strategies to keep students in class/school.
3. Chronic Absenteeism increased for many subgroups. Current strategies for decreasing absences are not working. Just like with the suspension rate, we need to pay attention to creating a classroom/school climate that keeps our students participating.

School and Student Performance Data

Academic Performance English Language Arts

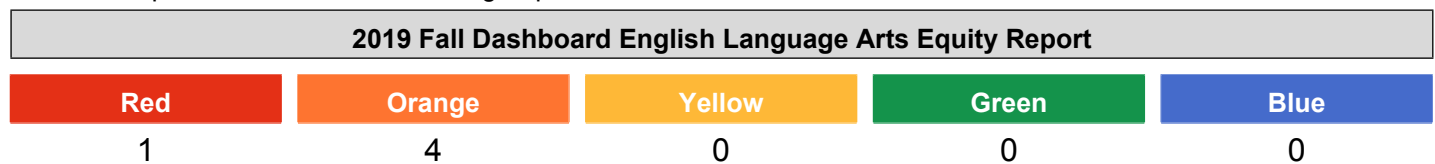
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 76.9 points below standard Increased ++7.1 points 406		 Red 112 points below standard Maintained ++1.2 points 187		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 84.6 points below standard Increased Significantly ++27.7 points 28		 Orange 83.6 points below standard Increased ++6 points 353		 Orange 131.3 points below standard Increased ++7.6 points 63	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Orange 88.4 points below standard Increased Significantly ++32.4 points 47	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Orange 78.7 points below standard Increased ++3.3 points 347	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 162.3 points below standard Increased ++5.2 points 79	Reclassified English Learners 75.2 points below standard Increased ++4.5 points 108	English Only 61.8 points below standard Increased Significantly ++17.8 points 132
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Conclusions based on this data:

1. Instructional strategies implemented are positively affecting the students since all subgroups increased, even if incrementally.
2. African American students received attention to their needs in some manner. The affective/SEL needs may have been addressed since the subgroup did not received special instruction that was different from other students.
3. English Learners still need more attention to their needs so that they may experience progress.

School and Student Performance Data

Academic Performance Mathematics

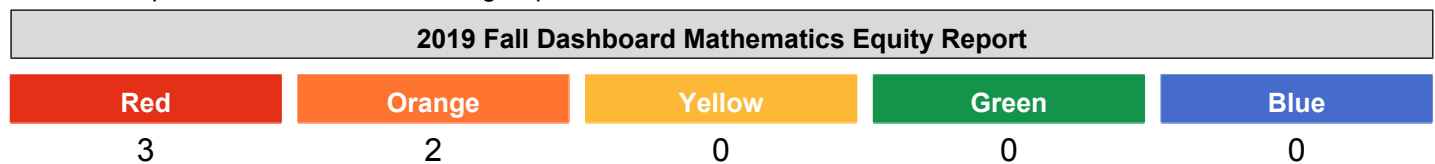
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 126.6 points below standard Increased ++3.3 points 407		 Red 157.5 points below standard Maintained ++1.5 points 188		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 144.2 points below standard Increased Significantly ++22.2 points 29		 Red 134.7 points below standard Maintained ++2.4 points 354		 Orange 183.7 points below standard Increased ++12.3 points 64	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 127.3 points below standard Increased Significantly ++46.3 points 47		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 130.6 points below standard Maintained -2.4 points 348	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
202.3 points below standard Increased ++5.8 points 79	125.1 points below standard Increased ++3.7 points 109	115.2 points below standard Increased ++9.8 points 132

Conclusions based on this data:

1. Instructional strategies implemented are positively affecting the students since all subgroups increased, even if incrementally.
2. African American students received attention to their needs in some manner. The affective/SEL needs may have been addressed since the subgroup did not received special instruction that was different from other students.
3. All students need more support in the area of mathematics in order to reach standard.

School and Student Performance Data

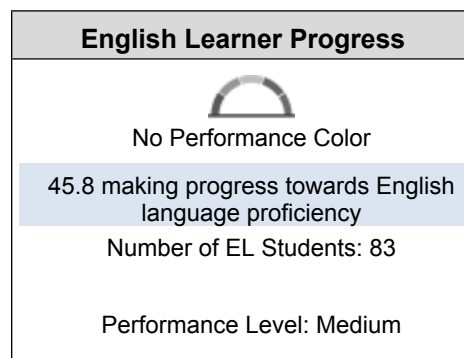
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.2	34.9	1.2	44.5

Conclusions based on this data:

1. English Learners need more support than what's being offered in their ELD class. They need more support throughout the instructional day.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

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

Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
4	1	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 21.3 Increased Significantly +3.2 474	 Red 24.7 Maintained +0.4 97	 No Performance Color 54.5 Increased +42.8 22
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 34.3 Declined -0.7 35	 Red 22.8 Increased +2.9 412	 Red 34.5 Increased +14.9 87

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Red 35.3 Increased +7.4 68	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Orange 19.2 Increased +1.9 391	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

Conclusions based on this data:

1. Foster youth need more support in attending all classes daily.
2. There are many students who belong to many different subgroups and whose absences greatly affect our data.
3. WSMA needs school wide attendance goals to support a decline in our chronic absenteeism rate.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

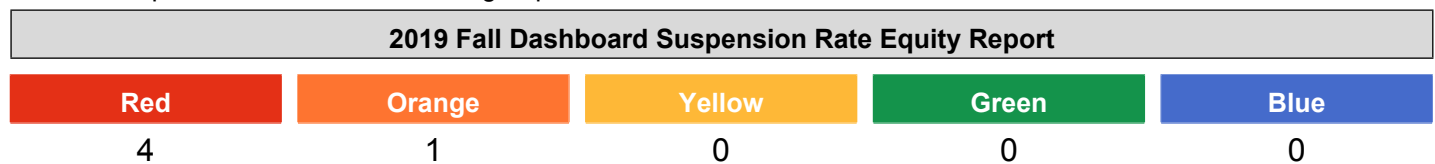
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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



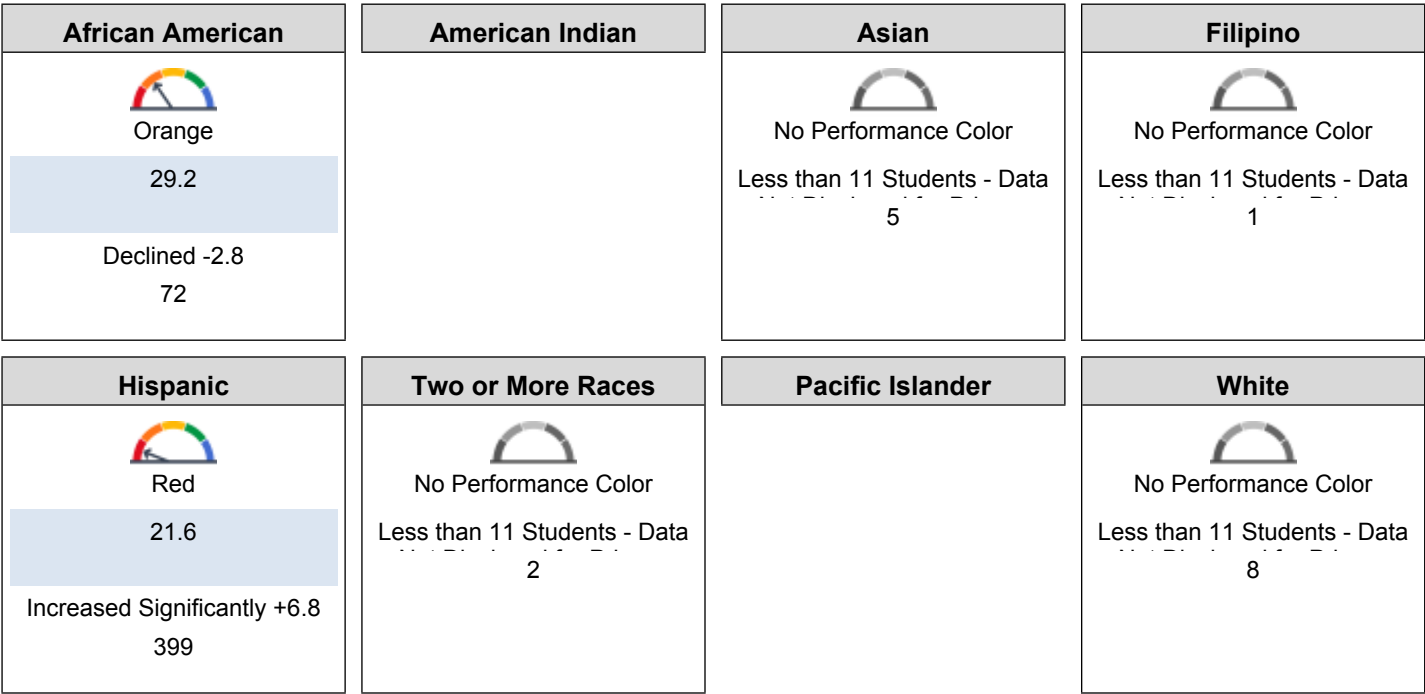
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 22.4 Increased Significantly +5.3 487	English Learners  Red 26 Increased +6 100	Foster Youth  No Performance Color 33.3 Increased +20.8 27
Homeless  No Performance Color 27.8 Increased +14.7 36	Socioeconomically Disadvantaged  Red 23.1 Increased Significantly +5.5 420	Students with Disabilities  Red 25.6 Increased +2 90

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year	
2018-2019	1.0%
2017-2018	1.0%
2016-2017	1.0%
2015-2016	1.0%
2014-2015	1.0%
2013-2014	1.0%
2012-2013	1.0%
2011-2012	1.0%
2010-2011	1.0%
2009-2010	1.0%
2008-2009	1.0%
2007-2008	1.0%
2006-2007	1.0%
2005-2006	1.0%
2004-2005	1.0%
2003-2004	1.0%
2002-2003	1.0%
2001-2002	1.0%
2000-2001	1.0%
1999-2000	1.0%
1998-1999	1.0%
1997-1998	1.0%
1996-1997	1.0%
1995-1996	1.0%
1994-1995	1.0%
1993-1994	1.0%
1992-1993	1.0%
1991-1992	1.0%
1990-1991	1.0%
1989-1990	1.0%
1988-1989	1.0%
1987-1988	1.0%
1986-1987	1.0%
1985-1986	1.0%
1984-1985	1.0%
1983-1984	1.0%
1982-1983	1.0%
1981-1982	1.0%
1980-1981	1.0%
1979-1980	1.0%
1978-1979	1.0%
1977-1978	1.0%
1976-1977	1.0%
1975-1976	1.0%
1974-1975	1.0%
1973-1974	1.0%
1972-1973	1.0%
1971-1972	1.0%
1970-1971	1.0%
1969-1970	1.0%
1968-1969	1.0%
1967-1968	1.0%
1966-1967	1.0%
1965-1966	1.0%
1964-1965	1.0%
1963-1964	1.0%
1962-1963	1.0%
1961-1962	1.0%
1960-1961	1.0%
1959-1960	1.0%
1958-1959	1.0%
1957-1958	1.0%
1956-1957	1.0%
1955-1956	1.0%
1954-1955	1.0%
1953-1954	1.0%
1952-1953	1.0%
1951-1952	1.0%
1950-1951	1.0%
1949-1950	1.0%
1948-1949	1.0%
1947-1948	1.0%
1946-1947	1.0%
1945-1946	1.0%
1944-1945	1.0%
1943-1944	1.0%
1942-1943	1.0%
1941-1942	1.0%
1940-1941	1.0%
1939-1940	1.0%
1938-1939	1.0%
1937-1938	1.0%
1936-1937	1.0%
1935-1936	1.0%
1934-1935	1.0%
1933-1934	1.0%
1932-1933	1.0%
1931-1932	1.0%
1930-1931	1.0%
1929-1930	1.0%
1928-1929	1.0%
1927-1928	1.0%
1926-1927	1.0%
1925-1926	1.0%
1924-1925	1.0%
1923-1924	1.0%
1922-1923	1.0%
1921-1922	1.0%
1920-1921	1.0%
1919-1920	1.0%
1918-1919	1.0%
1917-1918	1.0%
1916-1917	1.0%
1915-1916	1.0%
1914-1915	1.0%
1913-1914	1.0%
1912-1913	1.0%
1911-1912	1.0%
1910-1911	1.0%
1909-1910	1.0%
1908-1909	1.0%
1907-1908	1.0%
1906-1907	1.0%
1905-1906	1.0%
1904-1905	1.0%
1903-1904	1.0%
1902-1903	1.0%
1901-1902	1.0%
1900-1901	1.0%
1899-1900	1.0%
1898-1900	1.0%
1897-1900	1.0%
1896-1900	1.0%
1895-1900	1.0%
1894-1900	1.0%
1893-1900	1.0%
1892-1900	1.0%
1891-1900	1.0%
1890-1900	1.0%
1889-1900	1.0%
1888-1900	1.0%</

2017	2018	2019
	17.1	22.4

Conclusions based on this data:

1. Too many students are being suspended as a consequence for negative behavior. Teachers need support in implementing de-escalation techniques, Behavior RTI strategies, and creating inclusive and productive environments.
2. There are many students who belong to many different subgroups and whose suspensions greatly affect our data.
3. African American students are getting their needs met in some manner in that they are not being suspended at the same rate as other subgroups. They are the only subgroup that experienced a decrease in suspensions.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 1

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -126.6 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 31.6 or more (to reach Yellow) to end at -123.6 or higher by the end of the 2021-2022 school year.

Identified Need

The major subgroups, Hispanic, Socio-economically disadvantaged, and English Learners, on our site are significantly below standard in the area of math.

Based on 2018-2019 SBAC data, a high number, approximately 70%, of students arrive to our school as 6th graders who are two or more grade levels below in math.

As of February 2021, schoolwide iReady Math data indicates that 60% of our students are at-risk, meaning 2 or more grade levels below standard. We would like to see this percentage decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math	13.6% of students met/exceeded math target goals as measured by 2018-2019 SBAC math.	23.6% of student will meet/exceed math target goals as measured by 2021-2022 SBAC math.
SBAC Math	<p>Scores of our major subgroups, Hispanic, Socio-economically Disadvantaged, and English Learners were significantly below standard.</p> <ul style="list-style-type: none">Hispanic (-130.6)Socio-Economically Disadvantaged (-134.7)English Learners (-157.5)	<p>The scores of subgroups African American, Students with disabilities, English Learners will increase by 20 points by May of 2022.</p> <ul style="list-style-type: none">Hispanic (-110.6)Socio-Economically disadvantaged (-114.7)English Learners (-137.5)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady	In September 2020, 63% of students were "at-risk" based on iReady Diagnostic. By February of 2021, 60% of students were at-risk. (Please note that the data is skewed based on unusually low participation rate due to the pandemic and distance learning.	By February of 2022, only 40% of students will be at risk based on the results from the iReady Math Diagnostic 2.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Teachers will grow in their ability to implement Workshop Model in all Math classrooms. This will serve to facilitate differentiation, intervention, small group instruction, and student conferencing. (All students)

Strategy/Activity

Time for teachers to analyze data collaboratively and plan centers to be used during workshop. (Substitute teachers needed so that teachers can attend training sessions. - \$4,000)

Hire another Full time Math teacher (FTE) to lower the class size of our 6th and 7th grade math classes in order to facilitate more focused differentiation strategies.

Time to have data chats with administration to check student progress, with special attention paid to English Learners and Hispanic students.

Schedule 2-4 professional development sessions for teachers with Workshop Model as its focus. With this being year three of this proposed expenditure, the focus will be on small group instruction and stronger implementation of our district-approved math curriculum within the workshop model. (Substitute teachers needed so that teachers can attend training sessions. - \$4,000)

Increase student talk during math instruction with use of questioning strategies to engage students in conceptual understanding and procedural knowledge, the area with the lowest percentage of students in the "met" or "nearly met" categories. This will be reinforced by the implementation of AVID WICOR strategies and SDAIE strategies.

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)

4000	Title I
4000	CSI
	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Math teachers will implement strategies that solidifies the Workshop Model as the approach for addressing students' academic needs.

Strategy/Activity

Teachers will use require sub time to plan during Half-day or full-day pull out sessions.

Teachers will analyze student work to assess student progress in the area of mathematical concept building and mathematical reasoning.

Teachers will use the resources in iReady to create flexible groupings of students to deliver small group instruction.

All math teachers will collaborate to identify students for small group instruction and student growth tracking.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Teachers will fully implement district adopted curriculum, Ready and iReady, to support student progress towards grade level proficiency and beyond.

Strategy/Activity

Administration will monitor student use of iReady to assess how students are spending time on gaps in math knowledge. This data will serve to inform teacher coaching in the use of differentiation strategies during workshop. Administration and teachers can work together to assign assessment to students to test their growth in key knowledge and skills. Administration will meet with the teachers, individually or as a department, at least four times per year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Incentivize the progress of student results in iReady in students.

Strategy/Activity

Teachers will establish student growth targets with students during teacher-student conferences after first diagnostic and incentivize student engagement. (\$500)

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)

500

Source(s)

PEF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Engage students in differentiated instruction through iReady curriculum. Students often do not bring their chromebooks to school or if they do bring it, it is not charged. By having extra loaner chromebooks in math classrooms, students will not be able to avoid engaging in their math tasks online. We would like to buy 2-3 extra chromebook carts for the 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)

119254

Source(s)

CSI

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Establish a Math Department consisting of all of the site's math teacher who will meet regularly to monitor the direction of math instruction and engage in vertical planning that will support the academic development of our students. (Hourly pay for teachers to meet outside of regular hours.)

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)
7400	Title I

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The main purpose of these strategies/activities is teacher professional development. Teacher professional development has been spotty in terms of both the workshop model and the Ready curriculum. Since our 70% of our students arrive already 2 - 3 grade levels below grade level proficiency, teachers need to be supported in their growth of addressing the needs of low performing students. By going to full use of the workshop model, teachers will be able to include small group instruction, differentiation, intervention, and student conferencing in their lessons with more ease. Full use of iReady will allow teachers the opportunity to address student growth toward grade level proficiency. By hiring an Intervention teacher, more students can be supported in their efforts to reach grade level proficiency.

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 plan also asks for an extra full time math teacher to lower class size in our 6th and 7th grade math classes and support small group instruction during workshop and data tracking. At times, full implementation of iReady is thwarted by the fact that students do not bring their chromebooks to school everyday. We will avail loaner chromebooks to teachers so that all students have access to a chromebook in class during instructional time.

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.

Ready/iReady will be implemented with fidelity. Workshop model will be implemented with the gradual inclusion of small group instruction and centers that focus on math skills that need attention as indicated by data from diagnostic and standards mastery tests.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 2

CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -76.9 (Orange) from 2019 by a total of 6.9 or more (to reach Yellow) with a stretch goal of 71.9 or more (to reach Green) to end at -70 or higher by the end of the 2021-2022 school year.

Identified Need

Just below 80% of percent of students did not reach proficiency in English Language Arts according to the 2018 - 2019 SBAC data.

A high number of students (approximately 70%) arrive to our school two or more grade levels below in ELA according to district reports using 2018-2019 SBAC data.

As of February 2021, schoolwide iReady ELA data indicates that 63% of our students are at-risk, meaning 2 or more grade levels below standard. We would like to see this percentage decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	20.7% of students are proficient or above in ELA according to the 2018-2019 SBAC.	30% of students proficient or above in ELA according to SBAC by May of 2022.
SBAC	Scores of our major subgroups, Hispanic, Socio-economically Disadvantaged, and English Learners were significantly below standard. <ul style="list-style-type: none">Hispanic (-78.7)Socio-Economically Disadvantaged (-83.6)English Learners (-112)	The scores of subgroups African American, Students with disabilities, English Learners will increase by 20 points by May of 2021. <ul style="list-style-type: none">Hispanic (-58.7)Socio-Economically disadvantaged (-63.6)English Learners (-92)
iReady ELA	As of February 2021, schoolwide iReady ELA data	By February 2022, 50% or less students will be considered at-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	indicates that 63% of our students are at-risk. (Please note that this data is skewed based on the unusually low participation rate caused by the pandemic and distance learning.)	risk based on the iReady ELA Diagnostic Test.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

AVID strategies, as adopted by MSAP Grant, will be implemented in all classrooms.

Strategy/Activity

Teachers will receive continued professional development on WICOR (AVID Strategies of Writing, Inquiry, Collaboration, Organization, and Reading). The use of AVID WICOR strategies will strengthen English Language Arts skills and organizational skills.

Continue progressing towards school wide implementation of AVID, with an emphasis on WICOR strategies to support progress in ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Reestablish the ELA Department meetings so that teachers can collaborate, analyze/track data, and engage in vertical alignment planning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Increase # of students reaching growth targets as set by teachers and students according to iReady ELA. This will give students a better chance at catching up to grade level. (In response to the high number of students who arrive at our school two or more grade levels below.)

Strategy/Activity

Purchase iReady ELA for schoolwide use in ELA classrooms. (\$16,000 - Title I)

Set aside time to analyze data quarterly, minimally, from iReady ELA and rubrics to inform teaching.

Student conferencing, as part of Reading/Writing Workshop.

Administer the iReady ELA test at least once per quarter to track student progress.

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)

16000

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Teachers will grow in their ability to implement Reading and Writing Workshop Model in all ELA/SS classrooms. This will serve to facilitate differentiation, intervention, small group instruction, and student conferencing. (All students, including subgroups differentiation)

Strategy/Activity

Teachers will participate in professional development that will be supported through Learning Walks and coaching sessions. (\$8000 - Substitute teacher release)

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

CSI

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students - Even though we made overall gains in ELA, the majority of our students are still performing below grade level standards.

Strategy/Activity

Through a partnership with the Armory Center for the Arts, we will provide all students with an art integration lesson to create alternate entry points for ELA standards to be presented and addressed. Students will participate in art lesson that will be connected to ELA Writing standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15000

CSI

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students - Even though we made overall gains in ELA, the majority of our students are still performing below grade level standards.

Strategy/Activity

Continue with professional development with Cambio Group that focuses on strengthening how teachers design their lessons to increase Academic Language Development and Cultural proficiency in order to more effective with our students. (\$45,000)

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)

37000

Title I

8000

LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The main purpose of these strategies/activities is teacher professional development. Teacher professional development has been spotty in terms of both the workshop model and balanced literacy. Since our 70% of our students arrive already 2 - 3 grade levels below grade level proficiency, teachers need to be supported in their growth of addressing the needs low performing students. By going to full use of the workshop model, teachers will be able to include small group instruction, differentiation, intervention, and student conferencing in their lessons with more ease. AVID strategies will also support the implementation reading and writing strategies throughout all ELA, Social Studies, and ELD classrooms.

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 major differences in this plan and the expected goals planned is the implementation of the MSAP grant. Literacy is one of the most important areas for improvement in our academic plan, but the full implementation of the MSAP grant is also top priority.

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

We will continue implement the Workshop Model in all ELA, ELD, and Social Studies classrooms. It has been difficult to have training throughout all classrooms due to high turnover in our ELA Department. As the implementation of Workshop and AVID grows, the SPSA will be modified based on which strategies is the most effective. This is the first year that we are not experiencing high turnover within our ELA department.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 3

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -112 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 42 or more (to reach Yellow) to end at -109 or higher by the end of the 2021-2022 school year.

CAASPP ELA Average Distance From Standard for Reclassified English Learners will decrease the baseline of -75.2 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 5.2 or more (to reach Yellow) to end at -72.2 or higher by the end of the 2021-2022 school year.

Identified Need

Since the 2016-2017 school year, there has only been one EL student that has been proficient on the ELA SBAC test.

The English Learner subgroup is the lowest performing subgroup according to the 18-19 SBAC test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC - ELA	English Learners increased by 1.2 points in the area of ELA according to the SBAC, which puts them at 112 points below standard.	English Learners as a subgroup will increase in proficiency on the 21-22 ELA SBAC test.
SBAC - Math	English Learners increased by 1.5 points in the area of Math according to the SBAC, which puts them at 157.5 points below standard.	English Learners as a subgroup will increase in proficiency on the 21-22 Math SBAC test.
iReady ELA Diagnostic	We will establish baseline data by the end of September of 2021 for our English Learners, based on the first administration of the iReady	By March of 2022, 50% of English Learners will grow by at least one grade level based on the iReady ELA Diagnostic assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELA Diagnostic for the 2021-2022 school year.	
ELPAC	In 18-19, approximately 7% of English Learners fell into Level 4 based on the ELPAC Test, which is the highest level and the level needed to reclassify.	By June 2022, 17% of English Learners will fall into the Level 4 category, putting them in the position to possibly reclassify.
Making the Grade Tool	On average, 77% of English Learner students are earning a D or F grade in their English classes.	By the third quarter of the 2021-2022 school year, 50% or less English Learners students will earn a D or F grade in their English Language Arts classes.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Increase use of strategies being used in ELD Elective classes throughout the core curricular classes. Increase professional development available for teachers in Reading strategies and writing strategies. This is reinforced by the implementation of AVID WICOR strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Continue the implementation Read 180 curriculum in ELD courses.

Proposed Expenditures for this Strategy/Activity

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

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

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Afterschool Tutoring

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)
2000	CSI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide professional development for core curricular teachers in the use of WICOR and SDAIE strategies to support English Learners during 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)
	CSI

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Engage English Learners in goal setting activities in regards to growth based on grades, iReady ELA data, Read 180 data, and ELPAC assessments. English Learners will demonstrate growth on each subsequent assessment given at least quarterly.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The overall implementation of these goals focus on individualizing students' plans for improvement. We want our instructional decisions to be driven by accurate data and analyzed in a way that supports improvement in our lesson design.

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 ELD classes did not have a designated program to support instruction. By adding Read 180 two years ago, the teacher has a research-based program to help with academic development and students achievement in our English Learners. We will be considering different programs for supporting English Learner students during the 2021 -2022 school year, as our Read 180 contract will sunset at the end of that school year.

Teachers need to be supported in their collaborative efforts. We need to make sure that there is the time and enough structure to make sure the intended outcomes are produced when teachers are collaborating. Our core curricular instructors must include strategies that will more effectively support our English Learners in their classrooms.

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

We have purchased Read 180 and it has been implemented in our ELD classrooms since December 2019. We want to continue fine tuning the implementation of Read 180 to support our English Learners. Funding to pay teachers for afterschool tutoring is also designated in the plan.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

Goal 4

Suspension Rate for All Students will decrease the baseline of 22.4 (Red) from 2019 by a total of -10.4 or more (to reach Orange) with a stretch goal of -14.4 or more (to reach Yellow) to end at 12. or lower by the end of the 2021-2022 school year.

Identified Need

The suspension rate, which adds to the low attendance, must decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - CA Dashboard	In 2019, the suspension rate was 22.4%.	By May 2022, the suspension rate will be 12.4% for all students.
Suspension Rate - CA Dashboard	In 2019, the suspension rate for English Learner students was 26% and for African American students it was 29.2%.	The suspension rate for English Learner students will be 16% and for African American students, 19.2%.
Referral Data	We will monitor the number of students who receive multiple referrals for the same infraction. We will establish a running list by October of 2021.	From October 2021 through March 2022, 50% of the students who receive a referral will not receive a second referral for the same infraction.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to strengthen our Tiered MTSS strategies, with a special focus on Tier I strategies, including Student of the Month Assemblies and Quarterly award assemblies, as reinforced by training through PBIS department with LACOE. (PBIS Training - \$6900) As a part of strengthening

our Tier I strategies, establish the "Bear Buck" system to reward students for adhering to school norms. (Incentives - \$500)

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)
6900	Title I
1000	PEF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Have a master schedule that includes a diverse offering of electives that interests our students. This master schedule will include two arts offerings during period 7 (afterschool), which will allow students who are taking other required electives during the regular school day to take an arts elective.

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)
40000	Other

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintain a 100% Behavior RTI Coach who will monitor the implementation of SEL programming, MTSS strategies, and PBIS strategies.

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)
82000	Other
22000	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Add extra supervisory staff, such as security or project behavior aides, to discourage ditching, which negatively affect our attendance rates and increase the possibility of students engaging in negative behaviors.

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)

42000

Source(s)

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learner students and GATE students

Strategy/Activity

Utilize Student conferencing to create and monitor Individual Success Plans for students who demonstrate need either academically or behaviorally in the current school year (21-22) by utilizing varying Social Emotional Learning strategies. These plans will be monitored by Behavior RTI Coach.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, with special focus on English Learner students.

Strategy/Activity

Use our own Alternative to Suspension on site -Saturday School. This will help to reduce our suspension rate and reducing the amount of time the students spend out of the instructional environment. (\$3000 - Paid hourly teacher time)

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)

3000

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Monitor the number of referrals monthly. Analyze data to make decisions around student needs and teacher professional development needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students identified as Tier 2-3 students based on behavior referrals.

Strategy/Activity

Set individual goals for students with incentives for reaching the goals.

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)

500

Source(s)

Donations

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support the presence of an Associated Student Body (ASB) who creates events and activities that increase school spirit.

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)
500	PEF

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The overall goal of this plan is to create a positive environment for our students learn. We also need to increase the sense of responsibility that the students must have to grow academically and behaviorally. We have been focusing on building agency in our students. We will continue with this push in the 2021 - 2022 school year.

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

We have many of our key staff members who contributed to a positive school culture. We will be building capacity in other staff members to fill those gaps in our school wide Tier I. We will continue with daily Advisory classes which added to the sense of group responsibility for our school climate. Teachers will receive professional development for strategies to be implemented during Advisory time and establishing positive relationships with the students in their Advisory classes.

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

We're building the capacity in our staff to continue to strengthen the implementation of Tier I strategies and support the large number of Tier 2 students who need more support.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

Goal 5

By February 2022, 70% of the families of our students will have a parent with access to Parent Portal.

Identified Need

Parent involvement is an important part of student success. We need more of our parents involved in monitoring the academic development of their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents with Parent Portal	In February 2021, 50% of parents had Parent Portal access.	In February 2022, 70% of parents will have Parent Portal access.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Portal will be a part of our registration days that occur before the school year. Community Assistant and other supplemental staff members will be present to support families with Parent Portal registration. All parents who newly register for school after the first day of school will be directed to sign up for parent portal access as a part of the registration process.

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)
600	Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintain 100% Bilingual Community Assistant who will be able to support our families in gaining access to Parent Portal, parent education, and outreach.

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)

39865

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide child care for stakeholder meetings and parent education classes to promote higher levels of attendance.

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)

2042

Source(s)

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2020-21

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.

Our plan serves to increase our parents' engagement in the academic success of their children.

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

We are constantly trying to get more of our parents to engage in the academic development of their children. Our community assistant is instrumental to our parent outreach efforts.

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

We will be continuing with the focus of our efforts to incoming 6th grade families, hoping that this will help future trends in parent portal access as the years pass.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Goal 6

As part of the MSAP Grant, we will continue to strengthen the implementation of the AVID program school wide.

Identified Need

Students need study skills and organization explicitly taught alongside the content instruction that occurs in core academic classes. This will help them participate in class instruction and independent study, such as homework and projects.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID - CCI Tool : AVID Schoolwide Instruction (4-point rubric)	At this time, we are, on average, at a 2 on a 4-point rubric that describes our implementation of AVID strategies.	By March 2022, we would like to average a 3 in all areas in the AVID Schoolwide Instruction section of the CCI, with 4's in Organizational Methods and Tools.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All students will have an AVID Binder, and the corresponding contents, that is utilized by all core academic classes and some elective classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in AVID elective

Strategy/Activity

Students in the AVID elective class will participate in tutorial session two times per week to support academic development and ownership of their own learning. This is supported by AVID Tutors (\$30,000 - MSAP Grant Funds.)

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)

30000

Other

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase the frequency of the use of PBL units in all classrooms. Teachers will have received training by attending PBL World in June 2021. Teachers will implement at least four PBL units throughout the 2021-2022 school year. Supplementary hourly pay will be provided for teachers to create new plans and collaborate with colleagues.

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)

5000

CSI

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We realized that AVID can support all students school wide. The strategies taught within AVID support both site and district initiatives.

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

Because of the MSAP grant, we are able to offer aspects of AVID to all of our students as part of the focus on college/career readiness.

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.

AVID strategies support all core curricular areas. When implemented consistently, it boosts student engagement and participation, which then turns into higher levels of academic achievement. By reestablishing the use of PBL units to deliver instruction, students will engage more in their learning because of the focus on differentiation, relevancy, and student voice and choice.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning.

Goal 7

Chronic Absenteeism for All Students will decrease the baseline of 21.3 (Red) from 2019 by a total of -1.3 or more (to reach Orange) with a stretch goal of -11.3 or more (to reach Yellow) to end at 20 or lower by the end of the 2021-2022 school year.

Identified Need

We need to decrease the number of students who are chronically absent from school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate - CA Dashboard	In 2019, the chronic absenteeism rate was 21.3%.	By May 2022, the chronic absenteeism rate will be 11.3% for all students.
Chronic Absenteeism Rate - CA Dashboard	In 2019, African American students had the highest chronic absentee rate at 35%.	By May 2022, the chronic absenteeism rate for African American students will be 25%.
Monthly Attendance Reports	We will identify students who show the possibility of becoming Chronically Absent for the 2021-2022 school year by October of 2021.	By March 2022, 50% of the originally identified students will not become chronically absent students.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students identified as at-risk for attendance by Attendance Reports from CWA.

Strategy/Activity

Monitor Attendance and address student and family needs based on SART conferences. We will review student attendance reports monthly.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students identified as chronically absent based on Attendance Reports from CWA.

Strategy/Activity

Set individual goals for students with incentives for reaching the goals.

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)
500	Donations

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The strategies chosen here require large amounts of individual communication with parents and students. In these conversations, we encounter many reasons why students are absent and try to offer support for those reasons. The difficulties lie within the amount of engagement of parents. If the parents do not have correct contact information or do not have influence over the child, it is difficult to create change in the student's negative attendance habits. This is why we are choosing to work directly with the student to come up with incentives to help them make better decisions in regards to their school attendance.

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

We are allocating money to fulfill the need for incentives that will actually motivate the students. In the past, we used incentives such a food or time away from class, but we feel we need stronger incentives.

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.

Many of the changes can be found in the Attendance Improvement Plan.

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	\$133,607.00
Total Federal Funds Provided to the School from the LEA for CSI	\$153,254.70
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$286,861.00
Other State/Local Funds provided to the school	\$72,975.00

Other Federal, State, and Local Funds

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

Federal Programs Funding Sources	Allocation (\$)
Title I	\$133,607.00
CSI	\$153,254.70

Subtotal of additional federal funds included for this school: \$286,861.00

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

State or Local Programs Funding Sources	Allocation (\$)
LCFF - Supplemental and Concentration (S/C)	\$72,975.00

Subtotal of state or local funds included for this school: \$72,975

Total of federal, state, and/or local funds available for this school: \$359,836.00

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF - Supplemental and Concentration (S/C)	72,975.00	975.00
Title I	131,565.00	0.00
CSI	153,254.70	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI	153,254.00
Donations	1,000.00
LCFF - Supplemental and Concentration (S/C)	72,000.00
Other	152,000.00
PEF	2,000.00
Title I	131,565.00
Title I Part A: Parent Involvement	2,042.00
Unrestricted	600.00

School Site Council Membership

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

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

Name of Members	Role
Shannon Malone	Principal
Christie Meeks	Parent or Community Member
Jackie Field	Parent or Community Member
Josefina Arnold	Parent or Community Member
Tracy Gaestel	Parent or Community Member
Violeta Santacruz	Other School Staff
Cassandra Nevarez	Classroom Teacher
Jonathan Durfee	Classroom Teacher
Laurel Nelissen	Classroom Teacher
Martha Correa	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/27/22.

Attested:



Principal, Ms. Shannon Malone on 5/27/2022

SSC Chairperson, Ms. Shannon Malone on 5/27/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2021-22, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,700,119.03:

- Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;
- Supplemental to schools with the CDE identified Low Performing Students;
- Families in transition/Homeless and support staff;
- Parent and Community Engagement;
- Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

Title I guidelines require consultation and input from SSC, not approval.

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2021-22 is as below:

School: Washington MS

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	\$1,700,119.03	9651	\$176.16	415	\$73,106.40

Pasadena Unified School District
Washington STEAM Multilingual Academy
Parent Involvement Policy

This policy and the related implementation procedures were jointly developed with and agreed upon by parents of participating children in the Student Support Programs at Washington STEAM Multilingual Academy.

Policy Involvement

Annual Meeting: September 9, 2021

The purpose of the annual meeting is to inform parents of their school's participation in Student Support Programs to explain what the program is about, its requirements, and the right of parents to be involved. The annual meeting includes a description of the Student Support Programs services and how the services are delivered.

Scheduling and Special Support for Parent Involvement Meetings:

- Parent meetings are scheduled predominantly in the morning in order for the majority of the parents to be able to participate in the decisions relating to the education of their children. We schedule repeat meetings in the evening when necessary.
- Childcare is provided for Parent Involvement meetings such as SSC, ELAC, and Grade Level Parent Meetings when requested.
- The school's ELAC meetings are scheduled on the first Thursday of the month at 8:00 am.
- The School Site Council meetings are scheduled on the Second Tuesday of the month starting at 2:30pm.

Planning, Review and Improvement of the Student Support Programs:

- Parents will be presented with the plans and design of the Student Support Programs according to the District's funding timeline on September 9, 2021. (The information is repeated at subsequent Parent Involvement meetings.)
- The school has an ELAC (English Learners Advisory Committee) and SSC (School Site Council). All parents are encouraged to join these parent advisory committees. Nominations and elections are held in September.
- The District Uniform Complaint Procedure is available in the school office (BP 1312.3) and parents have been informed on how to contact the district with complaints.

Maintaining Two-Way Communication with Parents:

- Washington STEAM Multilingual Academy provides a calendar for parents to ensure that they are informed about parent meetings and school events to be held during the year.
- Washington STEAM Multilingual Academy events are posted on the marquee in front of

the school building in Spanish and English.

- Washington STEAM Multilingual Academy maintains a parent bulletin board next to the Main Office. All notices and agendas for parent meetings are posted 24 hours prior to the meetings around the campus. A schedule of meetings is posted on a bulletin board within the main entrance of the school.
- Washington STEAM Multilingual Academy sends weekly bilingual messages about meetings and school information through the district's School Messenger phone system.
- Washington STEAM Multilingual Academy informed parents about:
 - School performance through the School Accountability Report Card
 - Individual student assessment results and what they mean through district mailed test information and October Teacher/Parent Conferences and Individual Learning Plans
 - Description and explanation of the curriculum, assessments used to measure student progress and expectations for student performance was presented at Back-To-School Night on September 9, 2021.
 - The Student Study Team (SST) process is used when there is a concern about a student that needs to be communicated to the parents. Additional support for the student through cooperation between the home and school is discussed at an SST meeting. All parties brainstorm possible interventions available during and after school.

Parents formulated suggestions and participated in decisions relating to the school plan and other concerns during the open forum portion of the meetings: ELAC and SSC.

Shared Responsibilities to High Student Performance

School/ Parent Compact: The Washington STEAM Multilingual Academy Parent Compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents build and develop a partnership to help children achieve the states Common Core Standards. Parents had input into the development of the Parent/School Compact throughout the 2021 - 2022 school year. Parents, teachers and students will review and sign the compact during the month of September 2021.

Building Capacity for Involvement

Parent Education Opportunities and Topics:

- Washington STEAM Multilingual Academy provided information at the Back-To-School Night about programs such as Common Core English Language and Math, STEAM Integration lab, English Language Development and After School Programs.
- Information about the GATE Program will be provided during designated School Site Council meetings, GATE parent meetings and weekly phone blasts.
- Understanding standards, expectations, assessments and supplemental programs at

parent meetings, workshops, newsletters, and conferences.

- o Monitoring a child's progress and working with the teacher to improve student performance at the October parent conferences, SST meetings, and when creating Individual Learning Plans.
- o Participation in decisions relating to the education of our children.
- o Skills and strategies for improving the child's success.
- o Washington STEAM Multilingual Academy coordinated with other resources:
 - a) LACOE for training to assist parents in helping their children
 - b) PEN for additional training to assist parents in helping their children.
 - c) Parenting Classes coordinated by our Healthy Start Office.

Training for Teachers, Principals and Other Staff

Washington STEAM Multilingual Academy provided training to staff in regards to:

- The use of volunteers in the classroom
- The value, benefits and purpose of contributions of parents
- Communication, reaching out and working with parents as partners
- Building ties between home and school
- Implementing and coordinating parent programs

Washington STEAM Multilingual Academy coordinated with Nutrition Network, Kaiser Permanente, and Planned Parenthood in providing opportunities for parents to learn about child development and child rearing issues.

Accessibility

Washington STEAM Multilingual Academy makes every effort to increase opportunities for the participation of parents with limited English proficiency or with disabilities, through translation of all information and school profiles in a language and form that all parents understand.

This policy was read and agreed to by the Washington STEAM Multilingual Academy School Site Council and the English Learners Advisory Committee and will be presented at the beginning of each school year for approval and changes to all school committees.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Please see email
confirmation. (S)

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/21.

Attested:

Shannon Malone
Shannon Malone

Principal, Ms. Shannon Malone on

5/11/21

SSC Chairperson, Ms. Shannon Malone on

5/11/21



Shannon Malone <malone.shannon@pusd.us>

(no subject)

2 messages

Maria Rodríguez <[REDACTED]@gmail.com>
To: Shannon Malone <malone.shannon@pusd.us> 

Tue, May 11, 2021 at 3:46 PM

Hola buenas tardes mi nombre es Maria Rodriguez y soy la presidenta de ELAC solo quiero decir que seledieron a la Directora las recomendaciones de ELAC al SSC del mes de abril y ella tambien nos dio el reporte para el programa después de escuela y para el próximo año escolar

Shannon Malone <malone.shannon@pusd.us>
To: Maria Rodríguez <[REDACTED]>

Tue, May 11, 2021 at 4:28 PM

Muchisimas gracias!

On Tue, May 11, 2021 at 3:46 PM Maria Rodríguez <[REDACTED]> wrote:

Hola buenas tardes mi nombre es Maria Rodriguez y soy la presidenta de ELAC solo quiero decir que seledieron a la Directora las recomendaciones de ELAC al SSC del mes de abril y ella tambien nos dio el reporte para el programa después de escuela y para el próximo año escolar

--
Shannon Malone, Ed.D.
Principal
Washington STEAM Multilingual Academy
Pasadena Unified School District
1505 North Marengo Avenue
Pasadena, CA 91103
(626) 396-5830
(626) 798-2844 - FAX
<http://pusd.us/washingtonms>

SO BE IT! SEE TO IT!

Twitter: @principalwsma
Instagram: @principalmalone

First School in California to become Nationally STEM Certified!!!

Currently Reading/Listening to:
Culturally Responsive Teaching and the Brain, by Zaretta Hammond
Homegoing, by Yaa Gyasi

Just Finished:
How to be an Antiracist, by Ibram X. Kendi

Gallup Strengths: Adaptability, Analytical, Self-Assurance, Relator, Connectedness
Keirseey Temperament: Rational
(she/her/ella)

Translation (P)

(no subject)

Inbox

Maria Rodríguez [REDACTED]

3:46 PM (45 minutes ago)

to me

Spanish

English

[View original message](#)[Always translate: Spanish](#)

Hello, good afternoon, my name is Maria Rodriguez and I am the president of the ELAC, I just want to say that the ELAC recommendations were sent to the Director to the SSC for the month of April and she also gave us the report for the after school program and for next year. school

**Shannon Malone** <malone.shannon@pusd.us>

4:28 PM (4 minutes ago)

to Maria

Muchisimas gracias!

On Tue, May 11, 2021 at 3:46 PM Maria Rodríguez [REDACTED] wrote:

Hola buenas tardes mi nombre es Maria Rodriguez y soy la presidenta de ELAC solo quiero decir que seledieron a la Directora las recomendaciones de ELAC al SSC del mes de abril y ella tambien nos dio el reporte para el programa después de escuela y para el próximo año escolar



2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Shannon Malone, Administrator

- Principal, Washington Middle



About Our School

As the proud principal, I am happy to present Washington STEAM Multilingual Academy. We are a school full of dedicated teachers and staff members who understand the goals of our site and our students. Our focus is on the whole child, meaning their academic growth, their personal growth, and their social emotional well-being. In light of the year 2020 and the challenges that came with it, we, as a staff, are even more dedicated to our professional development in the areas of social emotional learning, cultural proficiency, and the focus on growth as the foundation of the goals set for our students as demonstrated by our instruction and the interactions that we have with our students.

Contact

Washington Middle
1505 North Marengo Ave.
Pasadena, CA 91103-1813

Phone: 626-396-5830

Email: malone.shannon@pusd.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2020–2021)

School Name	Washington Middle
Street	1505 North Marengo Ave.
City, State, Zip	Pasadena, Ca, 91103-1813
Phone Number	626-396-5830
Principal	Shannon Malone, Administrator
Email Address	malone.shannon@pusd.us
Website	http://washingtonms.pusd.us
County-District-School (CDS) Code	19648816021752

School Description and Mission Statement (School Year 2020–2021)

At Washington STEAM Multilingual Academy (WSMA) we are extremely proud of the many programs available to the students and families we serve. We offer an excellent academic foundation, pathways to high school programs, Spanish Dual-language Immersion Programming, many extracurricular activities, teacher-sponsored clubs, and an outstanding after school program.

Our academic program is built around the needs of our students. Our lessons are designed to be differentiated by the analysis of student data and by including student voice and choice. Students experience an extended process of inquiry in response to complex questions, problems, or challenges. Through this process, rigorous instructional units and projects are carefully planned. Also, projects are managed and assessed to help students learn key academic content, to practice 21st Century Skills (such as collaboration, communication & critical thinking, creativity), and create high-quality, authentic products & presentations. Students are provided grade-level instruction that will help them to successfully transition to high school and beyond.

Washington STEAM Multilingual Academy is the recipient of a second federal Magnet Schools Assistance Program (MSAP) grant. This grant has three areas of focus: Social Emotional Learning, College and Career Readiness, and Academic Language Development. These areas of focus are realized through our site's diverse programming. Our site has an advisory period daily that gives space for lessons dedicated to social emotional learning, the development of students' self-awareness and self-esteem, and the development of skills for success in college and career. Along with what is learned in advisory class, we implement AVID strategies school-wide so that students see how all of these skills are important in all areas of their learning. We also offer AVID elective courses for students who want to learn more about how to be successful in their futures. The focus on academic language is a reaction to the recognition of our students' need to be able to express themselves and their learning more clearly and effectively for state testing and other areas of their academic lives. All classes incorporate the practice of expressing what they have learned from certain lessons and/or instructional units through written and oral expression.

Under the umbrella of academic language development and cultural proficiency, we host a Spanish Dual Language Immersion program (SDLIP) on site that provides continuity of programming from our elementary SDLIP programs. Students who participate in this program take Spanish Language as their elective class and the SDLIP social studies class whose content is the same as the mainstream social studies classes, only taught in Spanish. This gives students the opportunity to use their Spanish language skills in a relevant fashion. The teachers of the SDLIP program collaborate to provide holistic programming that includes exposure to the different aspects of Latinx culture.

WSMA continues to offer its STEAM (Science, Technology, Engineering, Arts, and Math) programs to all students enrolled at our site as a part of the school's previous MSAP grant. WSMA students have the opportunity to explore curriculum which allows them to investigate real-world problems and devise potential solutions. Along with our rigorous academic programming, students have access to interactive elective courses such as Exploratory STEM elective courses, Robotics, Spanish, Glee Club, Leadership, Band, and Orchestra classes. We also offer AVID elective courses for students who want to focus on college and career readiness in depth.

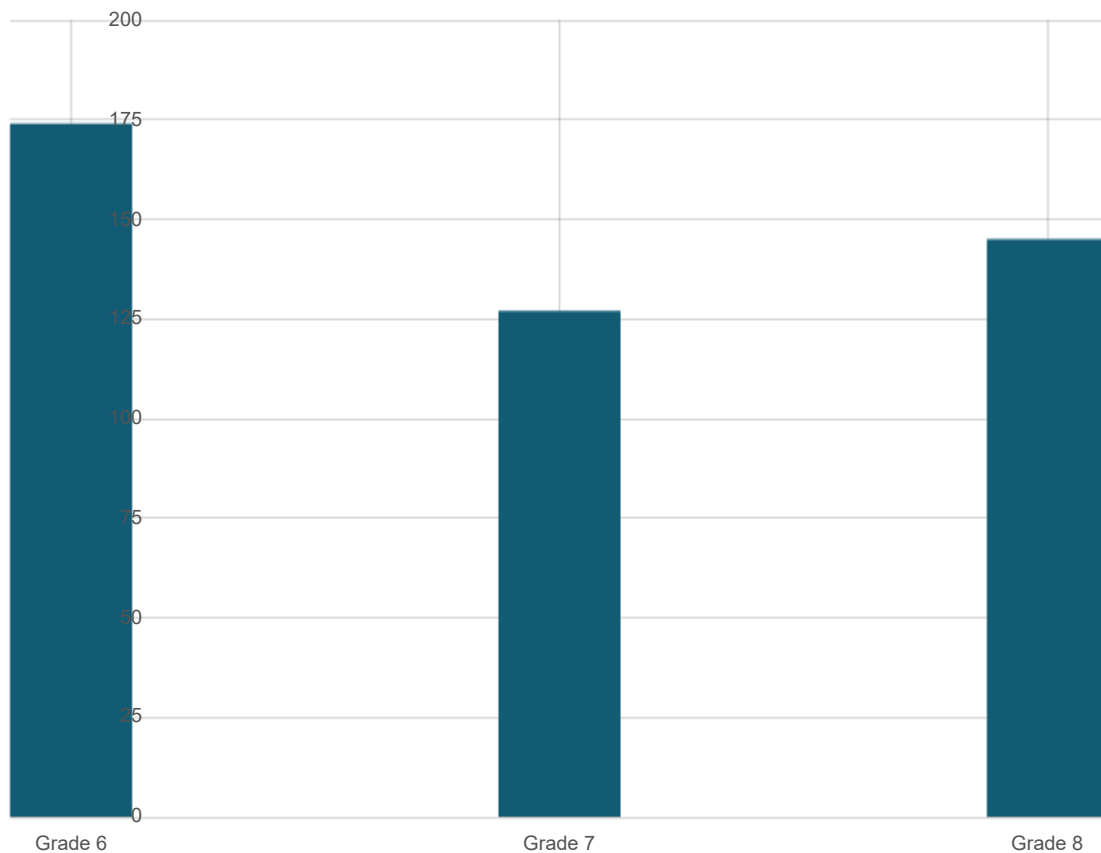
Teachers at WSMA will continue to receive extensive training in Project-Based Learning (PBL) as a way to integrate authentic learning experiences for our students. Teachers utilize PBL to guide students through the development of carefully planned projects that assist students in learning key academic content and help students understand how the core curricular areas are interdependent. Additionally, the use of PBL will provide students with the opportunity to practice 21st Century Skills to produce high-quality authentic products and presentations.

We encourage everyone to become actively involved in our school. Our commitment is to keep parents well-informed about our school and each student's progress in school. It is our belief that parents and guardians are students' first teachers, therefore we are committed to helping parents by providing parent workshops and other opportunities to be involved in the school community. We view parent involvement as the foundation of all great schools. We have an active PTSA and offer monthly parent workshops which help parents learn how to use the computer to utilize the developmental strategies of students in middle school.

Last updated: 1/18/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Grade 6	174
Grade 7	127
Grade 8	145
Total Enrollment	446



Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	11.20 %
American Indian or Alaska Native	%
Asian	1.80 %
Filipino	0.70 %
Hispanic or Latino	80.90 %
Native Hawaiian or Pacific Islander	%
White	4.50 %
Two or More Races	0.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	90.10 %
English Learners	22.90 %
Students with Disabilities	12.10 %
Foster Youth	1.60 %
Homeless	7.60 %

State Priority: Basic

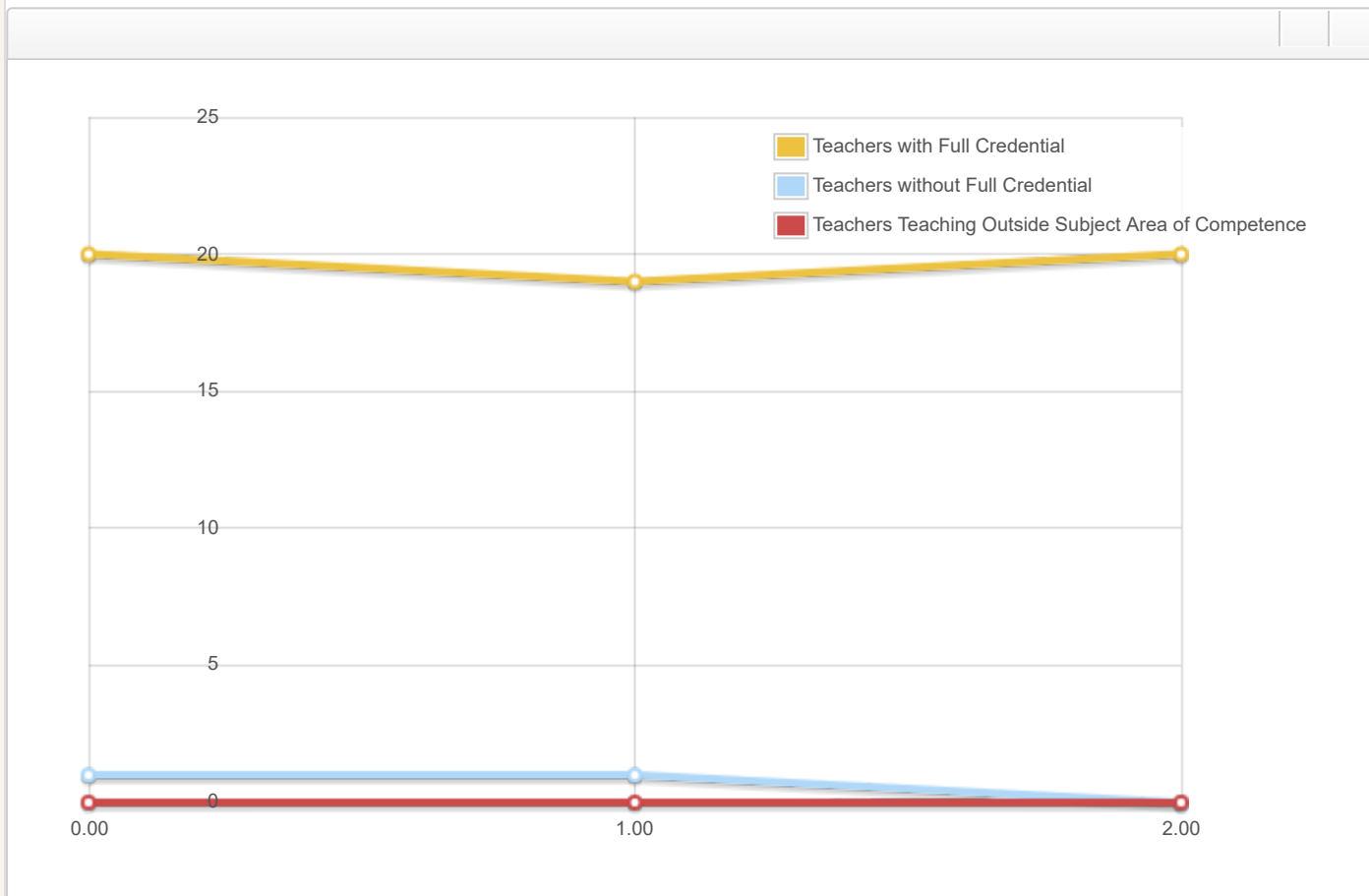
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	20	19	20	681
Without Full Credential	1	1	0	24

Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

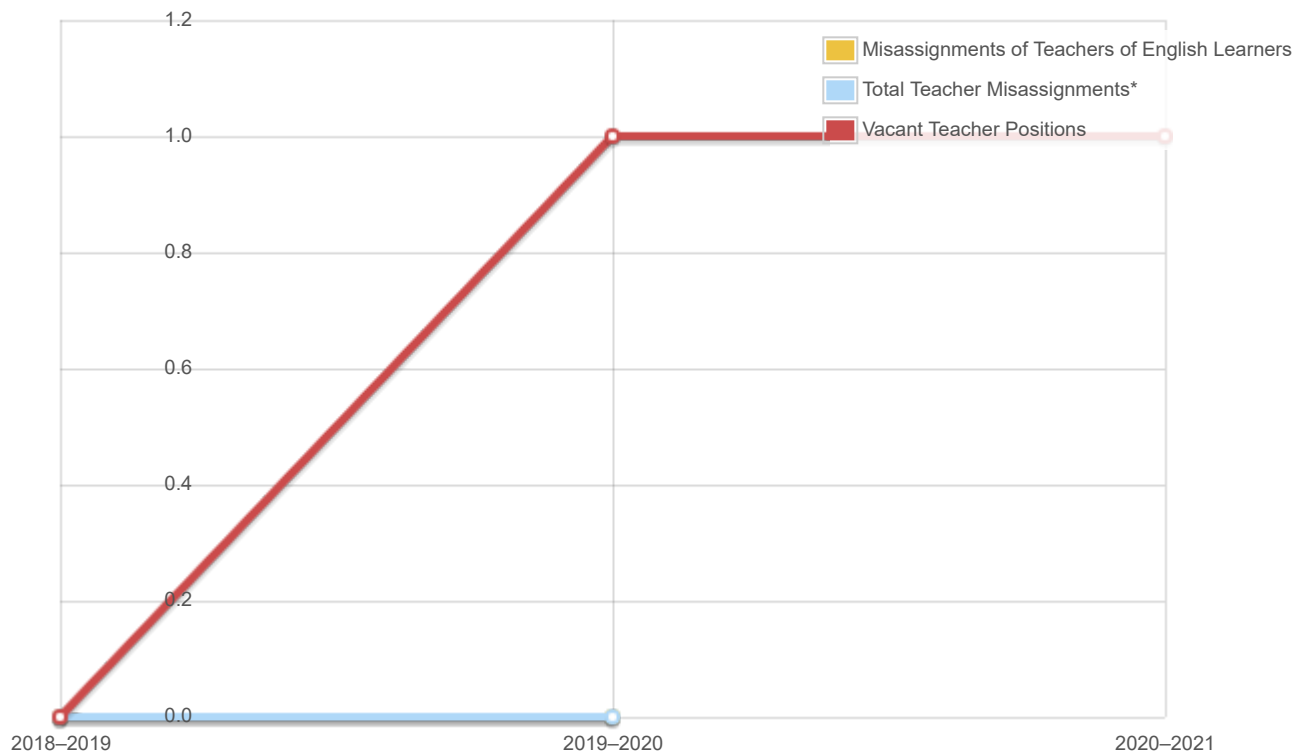


Last updated: 1/18/2021

Teacher Misassignments and Vacant Teacher Positions

2020-2021 Teacher Assignment Monitoring is scheduled to be completed at the end of the school year. The change in reporting timelines is due to a statewide transition to a new assignment monitoring system.

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	1	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/20/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6RLA 6 Holt McDougal Holt Literature and Language Arts Introductory Course 2010	Yes	0.00 %
	7RLA 7 Holt McDougal Holt Literature and Language Arts First Course 2010		
	ELD 1 - 3 ELD 6-8 Houghton Mifflin/Scholastic READ 180 Stage B 2012		
	ELD 1-3 ELD 6-8 Houghton Mifflin/Scholastic Reading 180 Stage C 2012		
	6th-8th Reading/Language Arts Holt McDougal 2010		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	MATH (6, 7,8) Curriculum Associates Ready (6,7,8) Mathematics Instruction 2017 MATH 6-8 Amazon TenMarks 6th-12th Mathematics Holt, Rinehart & 2008	Yes	0.00 %
Science	SCI 6 CPO CPO Focus on Earth 6th 2007 SCI 7 CPO CPO Focus On Life 7th 2007 SCI 8 CPO CPO Focus On Physical Science 8th 2007	Yes	0.00 %
History-Social Science	HSS 6 Glencoe CA Discovering Our Past: Ancient Civilizations 6th. 2006 HSS 7 Glencoe CA Discovering Our Past: Medieval and Early Modern Times 7th 2006 HSS 8 Glencoe CA Discovering Our Past: The American Journey to WW1 8th 2006 6th-8th Social Science/History Glencoe 2006	Yes	0.00 %
Foreign Language	Spanish 1 6.7.8 Prentice Hall Realidades 2004 Spanish 1 6, 7, 8 Houghton Mifflin Avancemos 1 2013	Yes	0.00 %
Health	Teen Talk – Health Connected, Advocates for Youth, 2016	Yes	0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/20/2021

School Facility Conditions and Planned Improvements

Washington STEAM Multilingual Academy, originally constructed in 1923 with additions occurring throughout the 1950s, is currently comprised of 23 classrooms, a library, four computer labs, a staff lounge, an auditorium, a gym, a canteen, and a cafeteria/multi-purpose room.

Cleaning Process

Washington STEAM Multilingual Academy provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Washington STEAM Multilingual Academy's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair.

A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/18/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed
Interior: Interior Surfaces	Good	Work orders submitted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Work orders submitted
Electrical: Electrical	Good	Work orders submitted
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs needed

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed
Structural: Structural Damage, Roofs	Good	No repairs needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs needed

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Good
----------------	------

Last updated: 1/19/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	21.0%	N/A	46.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	14.0%	N/A	35.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived

the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/30/2020

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	8	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 12/30/2020

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 12/30/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 12/30/2020

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

The district provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, the district, in cooperation with individual school sites, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the district level.

The district provides professional development for school and district staff on customer service, how to better engage parents and families, strategies on establishing two-way, and meaningful communication between families and schools.

Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	17.10%	22.40%	4.50%	4.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	13.70%	4.80%	2.50%
Expulsions	0.00%	0.00%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/18/2021

School Safety Plan (School Year 2020–2021)

The safety of students and staff is a primary concern of Altadena Arts Magnet. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. There are designated areas for student drop-off and pick-up. The School Site Safety Plan is revised annually by the Leadership Team and School Site

Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in 2020. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year. District support teams have worked together with the Pasadena Public Health Department to develop school safety plans that address and minimize the potential spread of COVID-19 as a separate school re-opening plan.

Last updated: 1/20/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	25.00	5	14	6
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
3				
4				
5				
6	22.00	9	15	2
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	21.00	31	19	6
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 12/30/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	8	6	4
Mathematics	23.00	5	6	3

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
Science	27.00	2	8	2
Social Science	25.00	4	5	4

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	8	9	1
Mathematics	19.00	8	8	1
Science	25.00	5	2	7
Social Science	24.00	4	5	4

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	7	7	2
Mathematics	21.00	4	9	
Science	27.00	2	3	5
Social Science	23.00	4	5	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/30/2020

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	446.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/30/2020

Student Support Services Staff (School Year 2019–2020)

Number of FTE* Assigned to School	
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.00
Other	2.25

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15999.04	\$6691.30	\$9307.74	\$70814.44
District	N/A	N/A	\$8319.07	\$72871.00
Percent Difference – School Site and District	N/A	N/A	11.22%	-2.86%
State	N/A	N/A	\$7750.12	\$84577.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	18.26%	-17.71%

Note: Cells with N/A values do not require data.

Last updated: 1/20/2021

Types of Services Funded (Fiscal Year 2019–2020)

Washington STEAM Multilingual Academy (WSMA) provides an innovative signature program in Northwest Pasadena that nurtures a diverse cadre of students who are equipped with the communication, collaboration, critical thinking, and creativity skills necessary to be successful in the 21st Century. WSMA students are promoted to high school with a passion for extensive experiences in discovering, inventing and designing. WSMA will be a school where all students are engaged in learning rigorous standards-based curriculum and skills that are relevant to their lives and to their future success.

Washington STEAM Multilingual Academy is the recipient of a second Magnet Schools Assistance Program (MSAP) grant. By the end of the project funding cycle, we expect to meet the following goal and/or objectives.

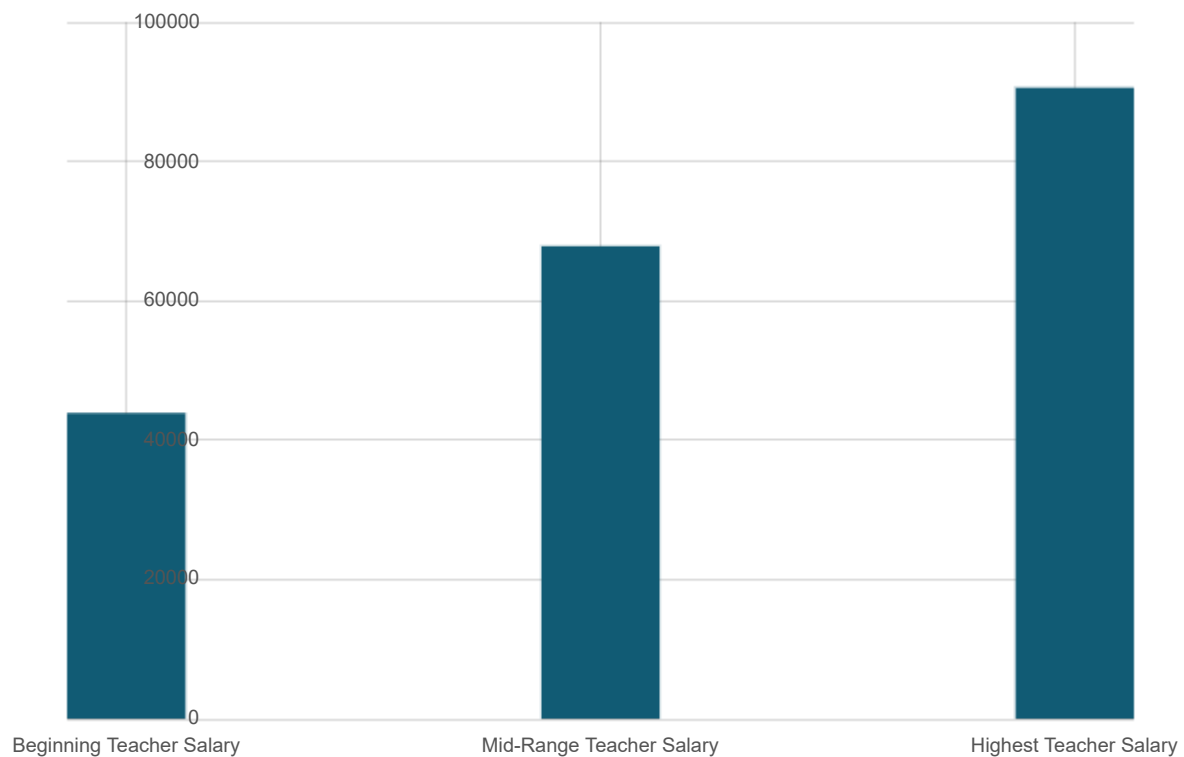
- Recruiting: Actively recruit students to reflect district ethnic distribution.
- Reduction of Minority group isolation: outreach and engage in inclusive practices.
- Academic achievement: Increase student performance in the English Language Arts and Mathematics
- Instruction: Integrate theme-based content and skills to achieve student mastery
- Cultural Awareness: Provide positive interactions among students of different social, economic, ethnic/racial groups
- Increase Parent Involvement: Host parent education sessions to assist with the develop parent leadership skills to support their children's education
- Develop a Dual Language Immersion Program (DLIP) that develops bilingualism and biliteracy, strives for academic excellence, and promotes multicultural understanding.
- Support college and career readiness through implementation of the Advancement Via Individual Determination (AVID) Program
- Develop student's Social-Emotional skills by acknowledging their strengths and using practices that build students' self-esteem.

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

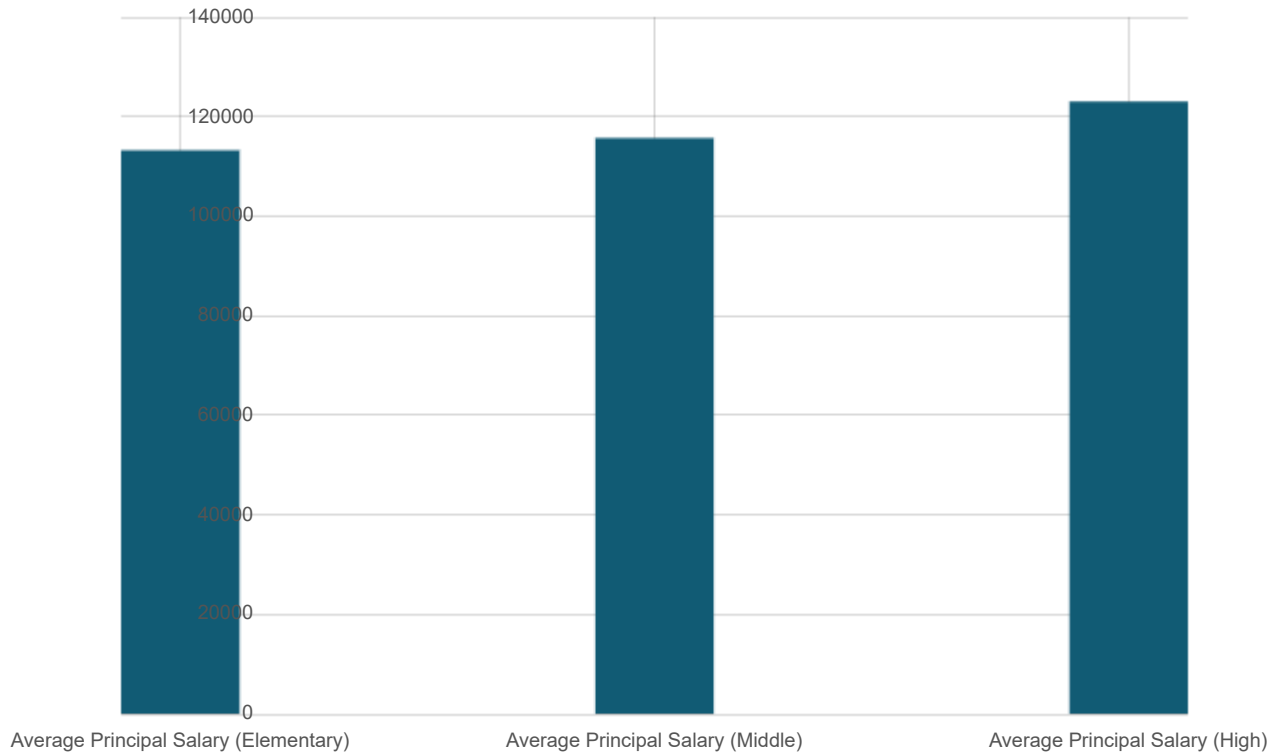
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$52,484
Mid-Range Teacher Salary	\$67,859	\$81,939
Highest Teacher Salary	\$90,585	\$102,383
Average Principal Salary (Elementary)	\$113,223	\$129,392
Average Principal Salary (Middle)	\$115,692	\$136,831
Average Principal Salary (High)	\$123,024	\$147,493
Superintendent Salary	\$261,768	\$254,706
Percent of Budget for Teacher Salaries	27.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/30/2020

Professional Development

Measure	2018– 2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	19

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814



Washington STEAM Multilingual Academy

School Site Council Meeting

2020-2021

Malone Shannon, Principal
Michael Dunlavey, Assistant Principal
Marcy Borough, Community Assistant

1505 N Marengo Ave,
Pasadena, CA 91103
Phone: (626) 396-5830
Fax: (626) 798-2844

Malone Shannon, Chair
Ella Farinas, Vice Chair
Maria Chavez, Secretary
Carol Gerber, DAC Rep

MINUTES

March 1, 2021

Meetings are being held online and recorded due to the response to COVID-19 pandemic.

Attendance

Gerber, Gonzalez, Farinas, Dunlavey, Uka, Meeks, Malone, Nganga, Harobanuelo.

Welcome

Call to Order: 3:20p.m.

Reading and Approval of the Agenda: *Shannon Malone, Chair*

Review Site Safety Plan: *David Dunlavey, Assistant Principal*

Recommend for Approval

1. Physical Environment to prevent transmission.
2. Enhancing Safety cleanliness and sanitation

Budget and most expenditures are covered by central funding not site funding.

Climate and Culture- Establish virtual fun friday and schedule routine access and utilization of courtyards.

Malone moved to approve the Comprehensive Safety School Site Plan. Reyna Uka seconded. All in favor.

Review partnership with Armory: *Shannon Malone, Chair*

Expenditure from CSI Funds - Recommend for Approval

Malone is proposing a partnership with Armory to provide art lessons to all students.

The cost of the program is \$25,000

WSMA-\$12,500

Armory-\$12,500

PTA-can help by providing extra art material for students to take home.

The program will run from February-April

Malone moved to approve the partnership with Armory and the use of CSI funding for the program. Nganga seconded. All in favor.

Adjournment: 3:50 p.m.

Next SSC Meeting

March 9, 2021 @ 2:30 p.m..



Michael (James) Dunlavey <dunlavey.michael@pusd.us>

SSC Certification of 2021 WSMA Safety Plan

Reyna Uka <uka.reyna@pusd.us>

Tue, Mar 2, 2021 at 2:35 PM

To: "Michael (James) Dunlavey" <dunlavey.michael@pusd.us>

Washington STEAM Multilingual Academy's "School Site Council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and accepted:

<u>Reyna Uka</u>	<u>3/2/2021</u>
Full Legal Name	Date

Reyna Uka
DLIP TOSA

Washington **STEAM** Multilingual Academy
1505 North Marengo Avenue
Pasadena, CA 91103
(626) 396-5830 Ext. 76206
washingtonms.pusd.us
Email: uka.reyna@pusd.us

Currently reading:

Why are all the Black Kids Sitting Together in the Cafeteria by Beverly Daniel Tatum

Gallup Strengths:

Empathy, Individualization, Restorative, Developer, Discipline

She/Her

On Tue, Mar 2, 2021 at 10:03 AM Michael (James) Dunlavey <dunlavey.michael@pusd.us> wrote:

[Quoted text hidden]



Michael (James) Dunlavey <dunlavey.michael@pusd.us>

SSC Certification of 2021 WSMA Safety Plan

Carol Gerber <gerber.carol@pusd.us>

Tue, Mar 2, 2021 at 10:59 AM

To: "Michael (James) Dunlavey" <dunlavey.michael@pusd.us>

Washington STEAM Multilingual Academy's "School Site Council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and accepted:

Carol Annette Gerber

3/2/2021

Full Legal Name

Date

[Quoted text hidden]

Carol Gerber
Senior Clerk Typist/Attendance
Washington STEAM Multilingual Academy
gerber.carol@pusd.us
(626) 396-5830 ext. 76093

3/3/2021

Pasadena Unified School District Mail - SSC Certification of 2021 WSMA Safety Plan



Michael (James) Dunlavey <dunlavey.michael@pusd.us>

SSC Certification of 2021 WSMA Safety Plan

Byanka Harobanuelos <harobanuelos.byanka@pusd.us>
To: "Michael (James) Dunlavey" <dunlavey.michael@pusd.us>

Wed, Mar 3, 2021 at 8:14 AM

Washington STEAM Multilingual Academy's "School Site Council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and accepted:

Byanka Haro-Banuelos
Full Legal Name

3/3/2021
Date

On Tue, Mar 2, 2021 at 10:03 AM Michael (James) Dunlavey <dunlavey.michael@pusd.us> wrote:
[Quoted text hidden]

--
Byanka Haro-Bañuelos
[Quoted text hidden]



Michael (James) Dunlavey <dunlavey.michael@pusd.us>

SSC Certification of 2021 WSMA Safety Plan

Shannon Malone <malone.shannon@pusd.us>

Wed, Mar 3, 2021 at 11:33 AM

To: "Michael (James) Dunlavey" <dunlavey.michael@pusd.us>

See below.

On Tue, Mar 2, 2021 at 10:03 AM Michael (James) Dunlavey <dunlavey.michael@pusd.us> wrote:
Hello WSMA 2020-21 School Site Council Member!

Please review the attached Action Plans & certification page. When you have done so, please fill in the below text and return to qualify as your certification of the 2021 WSMA Safety Plan.

Washington STEAM Multilingual Academy's "School Site Council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and accepted:

<u>Shannon Malone</u>	<u>3/3/21</u>
Full Legal Name	Date

Please complete the section in **bold** and return.

Thank you,

M. James Dunlavey
Assistant Principal
Remote/Mobile: (323) 393-0168
Office: (626) 396-5830 x76098



Currently Reading/Listening To:

The Three Body Problem, Liu Cixin

Just Finished:

Parable of the Sower, Octavia Butler

Gallup Strengths:

Strategic; Futuristic; Learner; Achiever; Self-Assurance

Shannon Malone, Ed.D.
Principal
Washington STEAM Multilingual Academy

$\wedge \quad \vee$

5/11/2021

Pasadena Unified School District Mail - SSC Certification of 2021 WSMA Safety Plan



Michael (James) Dunlavey <dunlavey.michael@pusd.us>

SSC Certification of 2021 WSMA Safety Plan

Maria Gonzalez [REDACTED]@gmail.com>

Mon, May 10, 2021 at 3:51 PM

To: "Michael (James) Dunlavey" <dunlavey.michael@pusd.us>

Washington STEAM Multilingual Academy's "School Site Council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and accepted:

Maria Chavez de Gonzalez

5/10/2021

Full Legal Name

Date

[Quoted text hidden]



Michael (James) Dunlavey <dunlavey.michael@pusd.us>

SSC Certification of 2021 WSMA Safety Plan

Carol Gerber <gerber.carol@pusd.us>

Tue, Mar 2, 2021 at 10:59 AM

To: "Michael (James) Dunlavey" <dunlavey.michael@pusd.us>

Washington STEAM Multilingual Academy's "School Site Council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and accepted:

Carol Annette Gerber**3/2/2021****Full Legal Name****Date**

[Quoted text hidden]

Carol Gerber

Senior Clerk Typist/Attendance

Washington STEAM Multilingual Academy

gerber.carol@pusd.us

(626) 396-5830 ext. 76093



Pasadena Unified School District

School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2021-22

If... Then... So that... Which leads to...

IF math teachers at WSMA use small group instruction within the Workshop Model lesson design,

THEN gaps in math knowledge for our students will be filled-in,

SO THAT CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -126.6 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 31.6 or more (to reach Yellow) to end at -123.6 or higher by the end of the 2021-2022 school year,

WHICH LEADS TO an increase the number of students who are proficient in Math.

IF the counseling and teaching staff meet with parents of students with attendance issues at the beginning of the year or as soon as a problem is identified,

THEN students will be prevented from becoming identified as a chronically absent student,

SO THAT Chronic Absenteeism for All Students will decrease the baseline of 21.3 (Red) from 2019 by a total of -1.3 or more (to reach Orange) with a stretch goal of -11.3 or more (to reach Yellow) to end at 20 or lower by the end of the 2021-2022 school year,

WHICH LEADS TO a decrease in the number of students who are chronically absent from school.



Pasadena Unified School District

IF we ensure that 1 class per grade level is an AVID elective
and

we establish a master schedule that offers at least one AVID elective class per grade level,

THEN all students will have access to choose to participate in grade-specific AVID program curriculum
and

students will have access to the AVID elective that is appropriate to their grade level,

SO THAT we work towards increasing the fidelity of implementation of the AVID program through the MSAP grant,

WHICH LEADS TO strengthening the implementation of the MSAP Grant goals and priorities.

IF we offer professional development on an ongoing basis that targets specific AVID strategies
and

teachers receive continued professional development on the use of WICOR (AVID Strategies of Writing, Inquiry, Collaboration, Organization, and Reading) strategies,

THEN teachers will know techniques for implementing AVID strategies in a uniform way,

SO THAT there is a more consistent use of AVID strategies in all classrooms,

WHICH LEADS TO strengthening the implementation of the MSAP Grant goals and priorities.



Pasadena Unified School District

IF teacher support teams engage in monitoring metrics defined in the SPSA

THEN the school support team will have a stronger base of information to target further professional development needs of our teachers

SO THAT teachers will feel effective and supported

WHICH LEADS TO a decrease in teacher turnover.

IF staff tasked with parent outreach prioritize 6th grade parents for parent portal registration,

THEN more parents will systematically have access to parent portal throughout their students' time in middle school

SO THAT parents will have access to resources that strengthen their involvement with student outcomes

WHICH LEADS TO an increase in the number of parents engaged in supporting the academic development of their children.

IF create a systematic and timely way to identify the varying needs of our teachers

THEN peers, coaches, and/or professional development sessions can be identified to support the teachers in their growth

SO THAT teachers will feel supported in their individual growth goals.



Pasadena Unified School District

WHICH LEADS TO a culture of differentiated professional development.

IF the Behavior RTI Team monitors the number of students who receive multiple referrals

THEN the number of students whose needs are not being addressed will decrease

SO THAT students feel supported in managing and addressing their needs

WHICH LEADS TO a decrease in the number of students who are suspended.

IF teachers differentiate instruction within the Workshop Model to include SDAIE strategies

THEN the needs of our English Learners will be addressed in all core curricular classes

SO THAT students who have been reclassified within the last four years will still receive the support they need

WHICH LEADS TO an increase in the number of English Learners who are proficient in ELA.

IF students have access to digital books in a variety of reading levels with audio support

THEN students will be able to increase their reading practice

SO THAT students can increase their reading level



Pasadena Unified School District

WHICH LEADS TO higher ELA testing scores, greater access to content area standards, and greater student achievement.

IF students have access to popular and diverse fiction titles that they have requested in print format

THEN students will be engaged in reading fiction

SO THAT students will increase their reading level

WHICH LEADS TO higher ELA testing scores, greater access to content area standards, and greater student achievement.

IF students have access to critical thinking games and STEAM kits in the library

THEN students will have the opportunity for gamified and informal peer to peer learning

SO THAT students can increase critical thinking skills and their experience with hands-on learning

WHICH LEADS TO greater engagement with peers and the ability to solve authentic problems.

IF students have access to magazines

THEN students will engage with pleasure reading that feels more accessible to them

SO THAT students will increase their reading practice



Pasadena Unified School District

WHICH LEADS TO higher ELA testing scores, greater access to content area standards, and greater student achievement.

IF students are presented with different and creative entry points to ELA writing practice

THEN their writing practice will be more interesting, accessible, and effective

SO THAT student interest and engagement will increase

WHICH LEADS TO more effective writing instruction and higher achievement as demonstrated by SBAC testing.

IF WSMA creates a parent advisory committees for our Special Education students,

THEN parents can more regularly gain access to and give input on district/site strategies for supporting special education students

SO THAT parents understand how to support their students and our programming

WHICH LEADS TO higher parent participation and higher student engagement within our Special Education subgroup.

IF ELA/SS teachers at WSMA use small group instruction within the Workshop Model lesson design,

THEN deficits in students' reading and writing skills would decrease,



Pasadena Unified School District

SO THAT CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -76.9 (Orange) from 2019 by a total of 6.9 or more (to reach Yellow) with a stretch goal of 71.9 or more (to reach Green) to end at -70 or higher by the end of the 2021-2022 school year.

WHICH LEADS TO an increase in the number of students who are proficient in ELA.

IF WSMA teachers had access to lesson/strategies that address the students' deficits in ELA skills,

THEN teachers could more effectively use small group time during the workshop model to address the students' deficits,

SO THAT CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -76.9 (Orange) from 2019 by a total of 6.9 or more (to reach Yellow) with a stretch goal of 71.9 or more (to reach Green) to end at -70 or higher by the end of the 2020-2021 school year.

WHICH LEADS TO an increase in the number of students who are proficient in ELA.

IF WSMA teachers utilize the Project Based Learning (PBL) as its method to plan integrated units,

THEN teachers will be able to include and deliberately plan for the inclusion of schoolwide initiatives such as, academic language development, student agency, and STEAM integration,

SO THAT students can practice using their critical thinking skills

WHICH LEADS TO students being able to better process and understand content in varying curricular areas.



Washington STEAM Multilingual Academy

Pasadena Unified School District

School Compact 2021 - 2022

Principal

As Principal of Washington STEAM Multilingual Academy, I pledge to:

- ◆ Create a welcoming environment for students and families
- ◆ Communicate to students and families the school's mission statement and goals
- ◆ Ensure a safe and orderly learning environment
- ◆ Provide appropriate in-service and training for teachers and parents
- ◆ Send information to parents, groups, organizations, and programs affiliated with Washington STEAM Multilingual Academy
- ◆ Provide support and encouragement for students, families, and the community of Washington STEAM Multilingual Academy.
- ◆ Communicate regularly with families and maintain an open line of communications between all stakeholders and myself.
- ◆ Respect the school, students, staff and families.

Principal's Signature/Date

Teachers

As a teacher at Washington STEAM Multilingual Academy, I pledge to:

- ◆ Provide motivating and interesting learning experiences in my classroom
- ◆ Teach all the necessary concepts to your child before regular homework is assigned.
- ◆ Strive to be aware of the individual needs of your child.
- ◆ Communicate regularly regarding your child's progress.
- ◆ Have high expectations and help every child to develop a love of learning.
- ◆ Respect the school, students, staff and families.

Teacher's Signature/Date



Washington STEAM Multilingual Academy Pasadena Unified School District School Compact 2021 - 2022

Students

As a student of Washington STEAM Multilingual Academy, I pledge to:

- ◆ Come to school ready to learn and be productive.
- ◆ Bring necessary materials, completed assignments, and homework daily, including my AVID Binder, chromebook, and student agenda.
- ◆ Give all classwork and school communications to my parents.
- ◆ Know and follow all school and class rules.
- ◆ Limit my recreational screen time in order to study and read more everyday after school.
- ◆ Respect the school, students, staff, and families.

Student's Signature/Date

Parents/Families

As the parent/guardian of a student of Washington STEAM Multilingual Academy, I pledge to:

- ◆ Provide materials and a quiet place at home for my child to study and encourage him/her to complete his/her homework, including reading nightly.
- ◆ Limit your child's recreational screen time,
- ◆ Ensure that my child arrives to school everyday on time, gets adequate sleep, gets regular medical attention and proper nutrition.
- ◆ Regularly monitor my child's progress in school, including checking my child's backpack nightly and Parent Portal weekly.
- ◆ Support the school's discipline and dress code.
- ◆ Participate in school activities such as parent committees, volunteering, parent-teacher conferences, Back-to-School Night, and Open House.
- ◆ Communicate the importance of education and learning to my child.
- ◆ Respect the school, students, staff, and families.

Parent's or Guardian's Signature/ Date



Pasadena Unified School District

Office of Academics

GIFTED AND TALENTED EDUCATION

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the district expects the schools to implement the state requirements in grey. Please review this revised checklist, which is aligned with the current district GATE plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the school GATE program in alignment with the district GATE plan.

Rubric			
<p>1 = This is an established practice that has been in place since before the 2021-22 school year.</p> <p>2 = This practice is being implemented for the first time during the 2021-22 school year.</p> <p>3 = This practice is being developed now to be implemented during the 2021-22 school year.</p>			
Section 1: Program Design			
1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.			
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.			
1:3 The program is articulated with the general education programs.			
	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	X		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom? N/A			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings? N/A			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	X		
Are GATE services provided to students during the regular instructional school day?	X		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?	X		
Are all parents informed of the GATE Parent Education Workshops offered by the District?	X		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?	X		

Section 2: Identification			
2:1 The nomination/referral process is ongoing.			
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.			
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.			
	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	X		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	X		
Does the school testing calendar include GATE testing administered by classroom teachers? (<i>Students new to PUSD are tested</i>)	X		
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2nd grade teachers?	X		
Section 3: Curriculum and Instruction			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
	1	2	3
Elementary			
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options implemented in the classrooms with GATE clusters:			
• Individual Learning Plan			
• Independent projects/Independent Study/Interest based enrichment opportunities			
• Curriculum compacting			
• IB program			
• Kaplan's prompts of depth and complexity			
• Thinking like a disciplinarian			
• Integration of creative and critical thinking clusters			
• Thematic learning across disciplines			
• Scholarly Dispositions			
	1	2	3

<u>Middle School</u>			
Are high-achieving GATE students placed in accelerated or honors classes? <i>(When appropriate and commensurate with their abilities, talents, and interests.)</i>	X		
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?	X		
Are the following instructional options used in the development of the SPSA and GATE plan: <ul style="list-style-type: none"> • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration • Options for GATE Advisory 	X		
<u>High School</u>			
Do honors classes offered in the core subject areas provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio options?			
Are the following instructional options used in the development of the school SPSA and GATE Plan: <ul style="list-style-type: none"> • Honors classes • AP classes • IB classes • Career Pathways classes/Independent Study • Vertical subject-matter acceleration • Options for GATE Advisory 			
<u>All Grades</u>	X		
Does the Principal provide leadership in supervising and monitoring implementation of the <i>GATE Principal Checklist</i> to ensure that GATE students are receiving an appropriate education?			
Does the Principal lead the work of the school GATE team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the <i>GATE Principal Checklist</i> annually as needed?	X		
Does the School Site Council review and approve the <i>GATE Principal Checklist</i> annually?	X		

Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?	X		
Is the <i>GATE Principal Checklist</i> developed in response to the specific and varied learning needs of the individual school population?	X		
Section 4: Social and Emotional Development			
4:1 Actions to meet the affective needs of gifted students are ongoing.			
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?	X		
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school? <i>[During shadow days (pre-COVID)]</i>		X	
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?	X		
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?		X	
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?		X	
Section 5: Professional Development			
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the Individualized Learning Plan 		X	
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • Kaplan's Prompts of Depth and Complexity/Content Imperatives • Acceleration of content (Universal Themes and Big Ideas) • Differentiation of skill, product, process • Critical and Creative thinking • Independent Study/Developing an Interest • Characteristics of Giftedness • Scholarly Behaviors (Thinking like a Disciplinarian) • Interdisciplinary lesson development 		X	

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

	1	2	3
Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?	X		
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?	X		
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?		X	
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			X
Is the School GATE Plan shared with parents and the community effectively and systematically?		X	

Section 7: Program Assessment

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

	1	2	3
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?	X		

Based on the above needs assessment, identify a SMART goal for 2021-22 for GATE at your school site:

By October 2021, staff will create and implement a regular time for GATE students to meet and receive more explicit instruction in their social emotional development from a GATE certified teacher.

State funding for GATE comes through the LCAP, in both unrestricted and S&C funds. Where in your SPSA are supports for GATE students provided? What goals in your SPSA include actions to support diverse gifted or advanced learners, regardless of identification status?

Supports for GATE students are in the "Closing the achievement Gap" section because we feel many of our GATE identified students are not working to their potential. We believe the reason they are not working to their potential has to do with their social emotional well-being. We will be testing this next year as we will be providing professional development to teachers that will help them understand how to support GATE students' social emotional needs. We will then use testing data and anecdotal notes to see if the students are engaging more in their studies, thereby experiencing higher levels of achievement.

Please identify key GATE teachers at your school site (including those teaching GATE clusters for elementary school):

Farinas, Terre (Crowder), Uka, Trapp, Fontenot, Milnes (Working)

School: Washington STEAM Multilingual Academy

Date Approved By GATE Site Advisory Council: March 29, 2021 *(We do not have a committee. The plan was discussed at the parent meeting that occurred on this date.)*

Date Approved By School Site Council: May 11, 2021

Dates and times of calendared site GATE advisory meetings 2021-22:

	date	topic		date	topic
1st meeting	9/9/21	GATE Programming at WSMA	3rd meeting	1/11/22	Strategies for supporting the SEL needs of Gifted students at home
2nd meeting	11/16/21	SEL for Gifted children	4th meeting	5/10/22	Support/opportunities for GATE students over the summer



Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Washington STEAM Multilingual Academy	Principal: Shannon Malone
School Number: 076	Counselor: Bryan Smith
Date Completed: May 11, 2021	Principal Signature: Shannon Malone

Goal: Increase the percentage of students attending at 96% or higher.

2020-21 Current ADA Percentage	2020-21 ADA Short Term Goal	2021-22 ADA Long Term Goal
91.91% (Month 9 Reporting)	95%	97%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p>Identify chronically truant pupils and apply appropriate interventions (Individual Attendance counseling, family attendance counseling, Truancy Letters, SART/SARB, SST, Tier II Interventions, Mental health Counseling, Mentoring and Tutoring resources, Home Visits, etc.)</p> <p>Gather key stakeholders to develop the Attendance Improvement team to streamline efforts and needs to improve attendance.</p> <p>Gather Attendance improvement data in</p>	<p>Individual Students with a high number of tardies and absences.</p> <p>Families with students who are chronically truant.</p>	<p>Queries on AERIES will be run on a monthly basis to identify chronic students</p> <p>Apply interventions on an ongoing basis</p>	<p>Improve the attendance of 50% or more of identified chronically truant students. This will be assessed at each semester's end.</p>

**Pasadena
Child**



**Unified School District
Welfare, Attendance & Safety**

<p>Newsletter to disseminate to families and post in Parent resource center and social media</p> <p>We will add Attendance Awards to our Student of the Month assemblies. Perfect attendance awards and most improved awards from our group of students with chronic truancy issues.</p>			
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GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Administration, including the Counselor will contact and counsel families whose children are struggling with attendance on a monthly basis.	Families with students who are chronically truant.	Monthly	Decrease in the number of families that need to meet with admin for attendance issues.
Advisory will remind students of the importance of attendance to earn Fun Friday and other rewards.	All students	Monthly	Increase of students winning attendance awards
At Students Awards assemblies, when distributing the awards to the students, we will discuss what it means to have good attendance.	All students		
Attendance will be discussed at least once at each stakeholder meeting, educating the greater community.	Parents and other stakeholders	Annually	Annual increase of participants that receive the information
Attendance is addressed in the weekly bulletins to educate our school staff. We will state our annual attendance goal, list the percentages from the monthly reports, and offer strategies to keep attendance records accurate.	School site staff	Weekly	Weekly bulletins with attendance information

**Pasadena
Child**



**Unified School District
Welfare, Attendance & Safety**

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Student of the Month assemblies where good and improved attendance is highlighted. Daily phone calls inquiring about student absence Monthly review of students who are truant to set up meetings with families. Gathering and providing resources (tutoring, mental health, mentoring, etc) Accurate attendance tracking	All students and families	Monthly Daily Monthly Weekly Daily	Decrease in the number of daily phone calls Increase in overall ADA by 1.5% points. Decrease of students on truancy list Increase in parent efforts to understand attendance policies



Student Wellness and Support Services Office of Child Welfare and Attendance



Tiered Levels of Attendance Support

Ongoing Attendance Supports

TIER 1 – Universal Support	
TRIGGERS	STAFF RESPONSIBLE
What triggers a <i>universal check in</i> ? One or two missed interactions in a week	Teacher Attendance Clerk or designated Office Staff Community Assistants
TIER 1 – Early Intervention	
TRIGGERS	STAFF RESPONSIBLE
What triggers more <i>preventative check in</i> ? 3+ missed in a week or 5 missed in a month Must include multiple phone calls, emails, and texts. Should also include those on the emergency contact list.	School Counselor School Administrator School Nurse Special Education Staff

TIER 1 SUPPORTS

- A student's teacher is the first line of support when a student fails to attend school and is marked absent. Teachers should reach out to students/parents by all available means (phone calls, emails, and texts).
- **NOTE:** Although teachers are the first line of support, attendance clerks should continue to clear absences.
- When a student has missed three or more days in a week or five days in a month, a more individualized response by school staff is appropriate. At this point, schools should hold a meeting with the student and guardians to discuss the importance of their learning participation and provide resources to ensure that the student is re-engaged.
- All student check-ins and interventions should be documented in Aeries.

TIER 2 – Personalized Support	
TRIGGERS	STAFF RESPONSIBLE
What triggers <i>personalized support</i> ? 5 missed in a week or 12+ missed in a month Must include multiple phone calls, emails, and texts. Should also include those on the emergency contact list.	Office of Child Welfare and Attendance School Attendance Review Board Members Foster Youth Team Families in Transition Special Education Department Personnel

TIER 2 SUPPORTS

- Referrals to the Office of Child Welfare and Attendance should be made when a student misses an entire week of school or more than 12 days in a month.
- CWA staff will provide on-going support and check-ins as needed.
- **NOTE:** CWA will NOT accept referrals for students that do not have any previously documented attendance/participation interventions in Aeries.

TIER 3 – Intensive Support	
TRIGGERS	STAFF RESPONSIBLE
<p>What triggers intensive support?</p> <p>Once Tier 2 supports have failed to re-engage the student</p> <p>Home visits will be performed</p>	<p>Office of Child Welfare and Attendance</p> <p>PUSD Community Partners</p>

TIER 3 SUPPORTS

- The Office of Child Welfare and Attendance will implement Tier 3 supports if Tier 2 supports have failed to re-engage the student in distance learning.
- Tier 3 supports will include visits to the student's home by attendance chasers