School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary STEM Magnet School	19-64881-6119549	April 19, 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

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.

Our goal at WESM is to continue to monitor data and "Best Instructional Practices" in an effort to ensure that all students are consistently making academic progress in all core subject areas. We will continue to assess every 6 to 8 weeks, review student data, and develop or modify student goals and instructional practices based on assessment outcomes. In addition we will continue our focus on monitoring English Learners and SpEd students.

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

Each month our School Site Council receives current data about current goals and their ideas and input is solicited. This process helps us modify and / or maintain the goals for the upcoming school year. In addition, staff members are provided opportunities to analyze data and provide ongoing input. This analysis guided teachers' development of their grade level Needs Assessment and Theory of Action (which was then presented for discussion to our School Site Council, ELAC, and Coffee with the Principal meetings for input and comments. Teachers then took that input to develop grade level goals that they felt our data supported (which were again presented and discussed with our key stakeholders for input and suggestions. On March 22, our School Site Council approved the goals set in our SPSA. Our ELAC committee was provided ongoing information and data, and were given opportunities to provide input. Goals were approved on our March 11, 2022 meeting.

Resource Inequities

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

Unfortunately, our students had to endure the repercussions of School closures due to the Pandemic for the past 2 years. Unfortunately, the lack of in class instruction had a huge impact on our students' academic progress and student learning loss was the greatest gap that we have experienced and to exacerbate the problem, many of our students didn't have adequate internet services or quiet places to engage in On-line learning. Because of the egregious gaps, (especially with our Second Grade students who missed half of their Kindergarten year and all of First grade...which are the Key grade levels that build the foundations for reading and understanding math), the following needs developed (and were supported through our Supt. School Zone funds as well as Community School funds:

1. Class size reduction teachers in 1st &s 2 classrooms
2. Class size reduction teachers in 4th & 5th grade to keep class sizes below 26 in an effort to provide students more teacher contact and intervention
3. Response to Intervention Coach to support student learning loss and provide intense 6 to 8 week instruction for "Get Ahead" students to close the learning gap
4. Clinical Social Worker on Site to support student and staff mental health needs

In spite of the loss of CRITICAL STAFF that proved to build student success, WESM will continue to implement strategies that focus on the following two areas:

1.   WESM will continue to focus our delivery of instruction to ensure that students have a strong foundation in the following English Language Arts Areas
a) Provide strategies which support student's ability to read analytically with rigor and complexity.
b). Ensure that students have a strong foundation in the rules of Phonics and engage in multiple opportunities to apply strategies within authentic text

2. WESM will continue to provide Professional development which ensures that all Teachers understand that mathematical concepts Must be delivered in a logical and strategic manner that supports students understand of
the "WHY" and have multiple opportunities to demonstrate their understanding of new and prerequisite skills

In order to meet our two goals, we will need to continue our focus in the following focus areas designed to guide and lead instructional practices to ensure student progress, success, and continual achievement of our two goals:

A) Build Close Reading Skills and Strategies with Teachers and Students
B) Build student Competencies in Phonics and Phonemic Awareness ---Reading Foundations
C) Build Academic Discourse across the curriculum for both Teachers and Students in order to build understanding and close the reading and writing gaps.
D) Continued adherence to the WESM school wide plan (Problem of the Day and math "Journaling" will result in continued improvement in this area.)

School Vision and Mission

Washington Elementary STEM Magnet's SCHOOL VISION

Our vision, shared by all stakeholders: parents, students, teachers, and staff, to continually strive toward State and National recognition demonstrating success of all students. We will provide a safe, collaborative environment built on the pillars of respect, trust, and academic excellence in a positive and caring atmosphere.

WESM's School Mission:

Washington Elementary STEM Magnet will continue its academic and socio-emotional goals as we prepare ALL students to meet the challenges and changes which the 21st standards have demanded. In addition, we are committed to the development of Critical thinking, Communication skills, Collaboration, Creativity, positive attitudes, and respect for self and others. As a community of learners, we will address the individual needs of every child every day.

WESM VALUES

In order to fulfill the vision of Washington Elementary STEM Magnet, we will:
1. Provide a creative, inviting, safe learning environment
2. Foster partnerships with students, staff, families and community to work for the success and well-being of all
3. Establish high expectations to maximize learning potential by addressing individual needs
4. Model a positive and respectful attitude
5. Accept responsibility for global learning and personal growth
6. Utilize data to drive instruction and meet the needs of every child every day

School Profile

SCHOOL CULTURE:

Grade Span: K - 5th
Student Enrollment   430 Students
Socioeconomically Disadvantaged: 87.4% (397 students)

Feeder Middle School: Washington Middle STEAM Academy
Feeder High School: John Muir High School

STUDENT DISTRIBUTION BY ETHNICITY:

Hispanic Population: 86% (371 students)
African American Population: 9.98% (43 students)
White Population: 1.39% (6 students)
Filipino   1.86% (8 students)
Multi-Ethnic Population: 0.70% (3 students)
Other: 0.5% (23 students)

SPECIAL SUB-GROUPS:

English Learner Population: 31% (143 students)
Fluent English Proficient Population: 7.3% (33 students)
R-FEP Population: 13% (59 students)

Special Ed Population   12.7% (69 students)
Foster Youth   0%   (0 students)
Homeless Population   6.7%   (30 students)

SCHOOL STAFFING

17 General Education Classroom Teachers
2 Class-size instruction Teachers
2 SDC Classroom Teachers
1 Science Teacher

COACHES
1 Instructional Coach
1 Math Coach
1 Academic / Behavior RTI Coach
0.5 Data Coach

Support Staff:

0.5 Clinical Social Worker
1 Bilingual Community Liaison
1 Bilingual Community Advocate
1 Computer Learning Specialist (part time)
1 Project Aide
3 Noon Aides (2.5 hour)

Mental Health Provider: Five Acres, PUSD Mental Health, and Healthy Families
After School Programs: LEARNS from 2:15 - 6:00 PM

Special Programs: STEM Lab, Mac and PC Lab, Library

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	12.06%	9.9%	9.60%	55	44	41
Asian	0.22%	%	%	1		
Filipino	1.54%	1.8%	2.34%	7	8	10
Hispanic/Latino	83.99%	85.6%	84.31%	383	381	360
Pacific Islander	0%	%	%	0		
White	1.97%	2.3%	1.87%	9	10	8
Multiple/No Response	0%	0.2%	1.64%	0	1	7
			Total Enrollment	456	445	427

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	67	55	80
Grade 1	71	71	68
Grade 2	68	68	66
Grade3	73	81	59
Grade 4	84	79	74
Grade 5	93	91	80
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	456	445	427

Conclusions based on this data:

1. For the school year 2021-2022, WESM's enrollment decreased by 3.4% from 2020-2021. This decrease is presented in the upper three grade levels especially at the third grade level with a decline of 27.2%. Enrollment gains were made at the kindergarten level with an increase of 41.8%.

2. Although Hispanic/Latino students are still the majority in the school's population, their percentage has declined from 85.6% to 75.6%. There are gains in enrollment in those identifying as African American and Filipino.

3. Families choosing to not state their student's race has increased from <1% of the school's population to 8.1%.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	134	123	145	29.4%	27.6%	37.1%
Fluent English Proficient (FEP)	100	82	42	21.9%	18.4%	9.8%
Reclassified Fluent English Proficient (RFEP)	19	14	35	4.2%	3.1%	8.1%

Conclusions based on this data:

1. 2021-2022 school enrollment of English Learners has increased by 17.9% over the previous year.

2. Fluent English Language Learners, recorded in Aeries as I-FEP, decreased by 48.8%.

3. Reclassified EL students, R-FEP, increased by 150%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	91	81	59	87	0	0	87	0	0	95.6	0.0	0
Grade 4	89	80	74	88	0	0	88	0	0	98.9	0.0	0
Grade 5	91	94	82	90	0	0	90	0	0	98.9	0.0	0
Grade 11												
All Grades	271	255	215	265	0	0	265	0	0	97.8	0.0	0

Overall Participation for All Students

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.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2384.			9.20			21.84			31.03			37.93		
Grade 4	2425.			9.09			23.86			25.00			42.05		
Grade 5	2486.			11.11			36.67			17.78			34.44		
Grade 11															
All Grades	N/A	N/A	N/A	9.81			27.55			24.53			38.11		

Overall Achievement for All Students

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.

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	6.90			51.72			41.38		
Grade 4	10.23			48.86			40.91		
Grade 5	16.67			48.89			34.44		
Grade 11									
All Grades	11.32			49.81			38.87		

Reading
Demonstrating understanding of literary and non-fictional texts

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
Producing clear and purposeful writing | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.05			51.72			40.23		
Grade 4	9.09			46.59			44.32		
Grade 5	17.78			48.89			33.33		
Grade 11									
All Grades	11.70			49.06			39.25		

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
Demonstrating effective communication skills | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.79			58.62			27.59		
Grade 4	17.05			57.95			25.00		
Grade 5	8.89			72.22			18.89		
Grade 11									
All Grades	13.21			63.02			23.77		

2019-20 Data:
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| Research/Inquiry
Investigating, analyzing, and presenting information | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.64			43.68			43.68		
Grade 4	6.82			59.09			34.09		
Grade 5	26.67			44.44			28.89		
Grade 11									
All Grades	15.47			49.06			35.47		

2019-20 Data:
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Conclusions based on this data:

1. Due the school year when collected, this data set contains no students currently attending WESM.

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 Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	91	81	59	87	0		87	0		95.6	0.0	
Grade 4	89	80	74	88	0		88	0		98.9	0.0	
Grade 5	91	94	82	90	0		90	0		98.9	0.0	
Grade 11												
All Grades	271	255	215	265	0		265	0		97.8	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
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2407.			11.49			21.84			31.03			35.63		
Grade 4	2434.			7.95			22.73			28.41			40.91		
Grade 5	2491.			16.67			17.78			30.00			35.56		
Grade 11															
All Grades	N/A	N/A	N/A	12.08			20.75			29.81			37.36		

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.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.09			44.83			39.08		
Grade 4	19.32			26.14			54.55		
Grade 5	30.00			27.78			42.22		
Grade 11									
All Grades	21.89			32.83			45.28		

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.

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	14.94			47.13			37.93		
Grade 4	9.09			44.32			46.59		
Grade 5	11.11			45.56			43.33		
Grade 11									
All Grades	11.70			45.66			42.64		

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	17.24			52.87			29.89		
Grade 4	13.64			42.05			44.32		
Grade 5	15.56			42.22			42.22		
Grade 11									
All Grades	15.47			45.66			38.87		

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. Due the school year when collected, this data set contains no students currently attending WESM.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1432.6	1398.5		1424.1	1422.6		1452.2	1341.9		19	17	
1	1480.4	1417.6		1485.6	1443.0		1474.6	1391.9		31	34	
2	1486.3	1461.9		1491.7	1454.6		1480.4	1468.6		25	19	
3	1436.3	1469.3		1433.5	1460.0		1438.7	1478.3		15	26	
4	1510.0	1469.2		1505.6	1472.8		1513.9	1465.3		25	26	
5	1516.7	1458.6		1513.3	1454.3		1519.7	1462.4		23	19	
All Grades										138	141	

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.79	5.88		57.89	29.41		21.05	35.29		5.26	29.41		19	17	
1	16.13	0.00		67.74	11.76		16.13	47.06		0.00	41.18		31	34	
2	4.00	0.00		64.00	42.11		32.00	42.11		0.00	15.79		25	19	
3	0.00	4.00		6.67	40.00		53.33	48.00		40.00	8.00		15	25	
4	8.00	7.69		60.00	23.08		24.00	46.15		8.00	23.08		25	26	
5	8.70	0.00		34.78	15.79		56.52	36.84		0.00	47.37		23	19	
All Grades	9.42	2.86		52.17	25.71		31.88	43.57		6.52	27.86		138	140	

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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.79	11.76		42.11	52.94		31.58	11.76		10.53	23.53		19	17	
1	38.71	2.94		54.84	38.24		6.45	50.00		0.00	8.82		31	34	
2	20.00	0.00		60.00	36.84		20.00	57.89		0.00	5.26		25	19	
3	6.67	8.00		13.33	52.00		53.33	36.00		26.67	4.00		15	25	
4	36.00	15.38		48.00	57.69		12.00	15.38		4.00	11.54		25	26	
5	26.09	5.26		56.52	36.84		17.39	21.05		0.00	36.84		23	19	
All Grades	26.09	7.14		48.55	45.71		20.29	33.57		5.07	13.57		138	140	

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	26.32	5.88		52.63	5.88		21.05	52.94		0.00	35.29		19	17	
1	12.90	0.00		54.84	11.76		29.03	23.53		3.23	64.71		31	34	
2	4.00	0.00		36.00	52.63		60.00	31.58		0.00	15.79		25	19	
3	0.00	4.00		13.33	28.00		33.33	44.00		53.33	24.00		15	25	
4	4.00	7.69		36.00	7.69		40.00	46.15		20.00	38.46		25	26	
5	0.00	0.00		8.70	5.26		69.57	31.58		21.74	63.16		23	19	
All Grades	7.97	2.86		35.51	17.86		42.75	37.14		13.77	42.14		138	140	

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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.53	17.65		78.95	70.59		10.53	11.76		19	17	
1	67.74	27.27		32.26	69.70		0.00	3.03		31	33	
2	40.00	10.53		56.00	73.68		4.00	15.79		25	19	
3	0.00	20.83		33.33	62.50		66.67	16.67		15	24	
4	12.00	15.38		68.00	65.38		20.00	19.23		25	26	
5	8.70	0.00		73.91	63.16		17.39	36.84		23	19	
All Grades	27.54	16.67		56.52	67.39		15.94	15.94		138	138	

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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.53	11.76		84.21	58.82		5.26	29.41		19	17	
1	19.35	0.00		80.65	82.35		0.00	17.65		31	34	
2	20.00	0.00		80.00	94.74		0.00	5.26		25	19	
3	26.67	12.00		53.33	68.00		20.00	20.00		15	25	
4	64.00	44.00		36.00	44.00		0.00	12.00		25	25	
5	69.57	36.84		30.43	42.11		0.00	21.05		23	19	
All Grades	35.51	16.55		61.59	66.19		2.90	17.27		138	139	

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.26	0.00		94.74	76.47		0.00	23.53		19	17	
1	51.61	0.00		38.71	26.47		9.68	73.53		31	34	
2	4.00	15.79		96.00	73.68		0.00	10.53		25	19	
3	0.00	4.00		13.33	56.00		86.67	40.00		15	25	
4	4.00	3.85		60.00	46.15		36.00	50.00		25	26	
5	0.00	0.00		69.57	42.11		30.43	57.89		23	19	
All Grades	13.77	3.57		63.04	50.00		23.19	46.43		138	140	

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	78.95	18.75		21.05	31.25		0.00	50.00		19	16	
1	3.23	0.00		93.55	54.55		3.23	45.45		31	33	
2	8.00	0.00		92.00	78.95		0.00	21.05		25	19	
3	0.00	8.00		66.67	80.00		33.33	12.00		15	25	
4	20.00	8.33		68.00	58.33		12.00	33.33		25	24	
5	0.00	0.00		95.65	57.89		4.35	42.11		23	19	
All Grades	16.67	5.15		76.09	61.03		7.25	33.82		138	136	

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. Scores for the 2021-2022 ELPAC will not be available until the summer 2022.

2. There was significant decrease in student scores in all domains from 2019 to 2021.

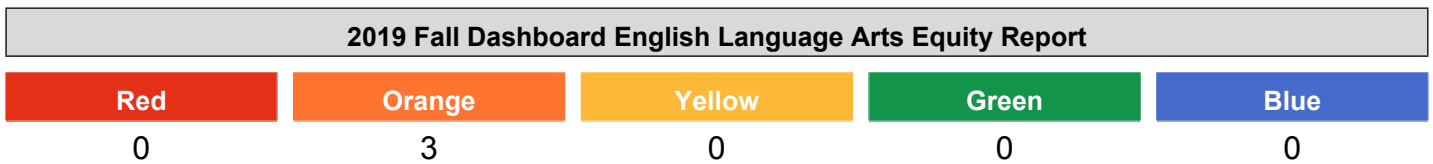# School and Student Performance Data

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**
430	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.	**144**	**16**
This is the total number of students enrolled.		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	144	144
Foster Youth	16	16
Homeless	46	6.5
Socioeconomically Disadvantaged	397	
Students with Disabilities	65	14.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	44	9.9
American Indian or Alaska Native		
Asian		
Filipino	8	1.8
Hispanic	381	85.6
Two or More Races	1	0.2
Native Hawaiian or Pacific Islander		
White	10	2.2

Conclusions based on this data:

1. Washington's largest population is still our Hispanic population which is about 86%

2. In addition even though our Socioeconomically disadvantaged group has declined from approximately 97% to 86%, we still have a large population who are struggling financially and academically

3. Finally, we are still one of the schools in Pasadena Unified with the largest English Language population at approximately 32% of our school wide population.

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	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Graduation Rate**	**Suspension Rate** Yellow
Mathematics Orange	**Chronic Absenteeism** Yellow	
English Learner Progress		
College/Career		

Conclusions based on this data:

1. Due the school year when collected, this data set contains no students currently attending WESM.

2. During the 2018-2019 school year, Math and English Language Arts both scored orange or in low level.

3. During the 2018-2019 school year, the Suspension Rate and Chronic Absenteeism both scored yellow or in the medium level.

School and Student Performance Data

Academic Performance
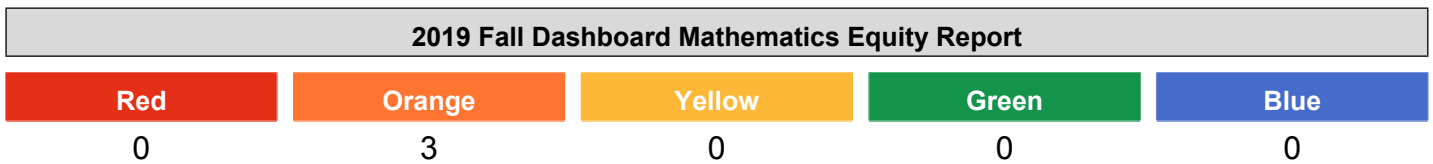## English Language Arts

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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	Orange	No Performance Color
36.8 points below standard	53.7 points below standard	0 Students
Maintained ++1.8 points	Declined -9.5 points	
254	139	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
45.8 points below standard	41.5 points below standard	124.8 points below standard
12	Declined -3.3 points	Increased ++5.4 points
	229	30

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
53 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.2 points		2	2
30			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
38.2 points below standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.1 points			3
217			

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	**Reclassified English Learners**	**English Only**
110.2 points below standard	10.9 points below standard	25.3 points below standard
Maintained ++1.8 points	Declined -8.2 points	Increased ++6.8 points
60	79	94

Conclusions based on this data:

1. Due the school year when collected, this data set contains no students currently attending WESM.

2. During the 2018-2019 school year, there was a 37% difference between the school wide average and those of the EL students along with a 12% difference for Socioeconomically Disadvantaged and 109% difference for students with disabilities.

3. During the 2018-2019 school year, there was a 36% difference between the school wide average and those of African American students. There was a 3.7% difference between the school wide average and Hispanic students.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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	Orange	
37.7 points below standard	49.8 points below standard	
Maintained ++1.7 points	Declined -9.5 points	
254	139	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
50.4 points below standard	43.4 points below standard	113.4 points below standard
12	Declined -3.3 points	Maintained -1.2 points
	229	30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
61.5 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.2 points		2	2
30			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange			No Performance Color
38.5 points below standard			Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.9 points			3
217			

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**
104.5 points below standard	8.2 points below standard	28.1 points below standard
Declined -10.8 points	Maintained -0.6 points	Increased Significantly ++16.5 points
60	79	94

Conclusions based on this data:

1. Due the school year when collected, this data set contains no students currently attending WESM.

2. During the 2018-2019 school year, there was a 35% difference between the school wide average and those of the EL students, a 14% difference for Socioeconomically Disadvantaged and 102% difference for students with disabilities.

3. During the 2018-2019 school year, there was a 48% difference between the school wide average and those of African American students. There was a 2.1% difference between the school wide average and Hispanic students.

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

English Learner Progress
No Performance Color
62.1 making progress towards English language proficiency
Number of EL Students: 116
Performance Level: High
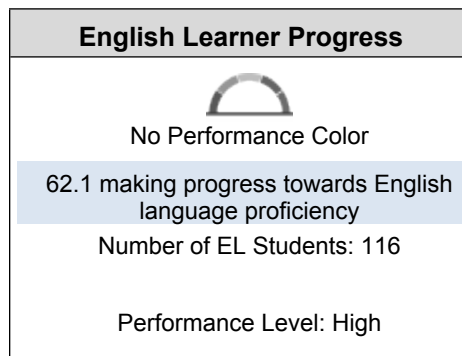
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
11.2	26.7	0.8	61.2

Conclusions based on this data:

1. Due the school year when collected, this data set contains no students currently attending WESM.

2. During the 2018-2019 school year, a majority of EL students made progress towards English language proficiency.

3. During the 2018-2019 school year, fewer that 15% EL students regressed in their English language proficiency.

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		
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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	2	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**
Yellow	Green	No Performance Color
13.2	9.8	0
Declined -2.1	Declined Significantly -6.1	Declined -12.5
516	163	11

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Green
28	12.3	10
Increased +28	Declined -2.9	Declined -4.8
25	464	50

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
21.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.7	0	2	8
70			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
12.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.4	0	0	5
431			

Conclusions based on this data:

1. Due the school year when collected, this data set contains no students currently attending WESM.

2. During the 2018-2019 school year, there was a 30% difference between the school wide chronic absenteeism and those of the EL students with EL students representing fewer as chronic absentee, a 7% difference for Socioeconomically Disadvantaged and 27% difference for students with disabilities. What seems to have altered the school wide average would have been those students represented in the homeless category.

3. During the 2018-2019 school year, there was a 47.4% difference between the school wide chronic absenteeism and the African American sub group with an 8% difference for Hispanic students.

School and Student Performance Data

Academic Engagement
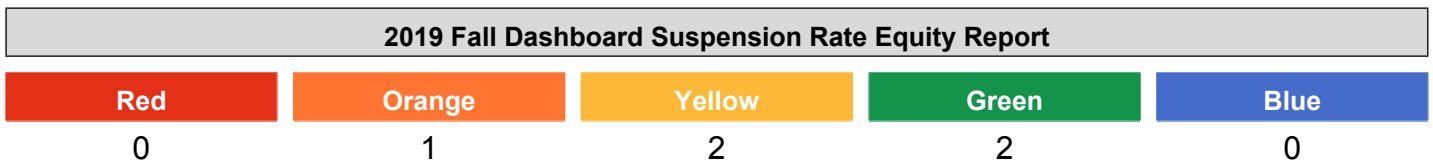## Graduation Rate Additional Report

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. Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report					
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	2	0

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	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
3.7	2.4	0
Declined Significantly -3.1	Declined Significantly -2.8	Declined -4.3
537	167	14
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
0	4	5.7
Declined -12.5	Declined Significantly -2.2	Declined -2.4
27	478	53

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**

African American	American Indian	Asian	Filipino
Orange		No Performance Color	No Performance Color
14.5		Less than 11 Students - Data 2	Less than 11 Students - Data 9
Declined -0.4			
76			

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green			No Performance Color
2			Less than 11 Students - Data 8
Declined Significantly -3.7			
442			

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	6.8	3.7

Conclusions based on this data:

1. Due the school year when collected, this data set contains no students currently attending WESM.

2. During the 2018-2019 school year, there was a 43% difference between the school wide average the EL students with fewer EL students suspended than the school wide average. A 7% difference for Socioeconomically Disadvantaged and 43% difference for students with disabilities with both of these sub groups having higher suspension rates.

3. During the 2018-2019 school year, there was a 118.7 % difference between the school wide average and African American students with a higher suspension rate. The percent of difference between the school wide average and Hispanic students was 60% with a lower suspension rate.

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

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, 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 election and will show academic achievement.

MATHEMATICS

Goal 1

MATH: Close achievement gaps for All Students not at grade-level in Math. All Students include students in the General Education, English Learners, Special Education, and SED.

Identified Need

The percentage of students who were on grade level in the fall of 2021 was significantly lower in all grades than what we saw prior to the pandemic.

WESM Students 2 or More Below Grade Level in Fall (Historical Fall Avg includes Fall 2018 and Fall 2019)
1st Grade WESM Historical Fall Avg. 18%
1st Grade WESM 2021 Fall 37%
2nd Grade WESM Historical Fall Avg. 24%
2nd Grade WESM 2021 Fall 65%
3rd Grade WESM Historical Avg. 35%
3rd Grade WESM 2021 Fall 68%
4th Grade WESM Historical Avg. 38%
4th Grade WESM 2021 Fall 63%
5th Grade WESM Historical Avg. 42%
5th Grade WESM 2021 Fall 67%

Additionally, data from the second 2022 iReady diagnostic in Mathematics indicates the continued impact of the COVID-19 closures and virtual learning.

School-wide - 14% of students scored at or above grade level; 5% of the special education students, 4% of the English Language Learners; 14% of the Latin/Hispanic students; 15% of the African American students

1st Grade - of the grade level, 16% at or above; 8% of the special education students, 0% of the English Language Learners; 15% of the Latin/Hispanic students; & 20% of the African American students
2nd Grade - of the grade level, 5% at or above; 0% of the special education students, 3% of the English Language Learners; 4% of the Latin/Hispanic students; & 0% of the African American students

3rd Grade - of the grade level, 16% at or above; 16% of the special education students, 6% of the English Language Learners; 15% of the Latin/Hispanic students; & 22% of the African American students

4th Grade - of the grade level, 15% at or above; 10% of the special education students, 8% of the English Language Learners; 17% of the Latin/Hispanic students; & 0 % of the African American students

5th Grade - of the grade level, 20% at or above; 0% of the special education students, 4% of the English Language Learners; 18% of the Latin/Hispanic students; & 18% of the African American students

Observations on the needs data:
1. The percentage of English Language scoring at grade level is below 10% for all grade levels.
2. No African American students in the 2nd and 4th grades scored at grade level.
3. School-wide, Latin/Hispanic and African American students are close to the school average whereas special education students and English Language Learners are significantly below the average.

The pandemic severely impacted the teaching/learning process. The fall 2021 data indicates that more students were underprepared for grade level work than in previous years. Additionally, the winter 2021 data indicates that many students have been unable to make up the ground they lost. Teachers need support in developing and revising effective strategies for differentiating learning and addressing prerequisite skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Overall Achievement: Students who met or exceeded standards	In 2018-2019 ~33% WESM Students met or exceeded SBAC Overall Achievement standards 2021-2022 SBAC data will be included when available	2021-2022 target: ~39% WESM Students will meet or exceed SBAC Overall Achievement Standards (125% the 2017-2019 PUSD rate of growth for Grades 3-5).
iReady diagnostic 3 performance (PUSD benchmark)	In 2021-2022 ~18% WESM Students were at or above level as indicated on iReady diagnostic 2 Diagnostic 3 data will be included when available	2022-2023 target: ~54% WESM Students will be at or above level as indicated on iReady diagnostic 3
iReady diagnostic growth rate	In 2021-2022 WESM students averaged ~50% the expected annual growth rate determined by Curriculum Associates for 2021-2022 (as measured by growth between diagnostic 1 and diagnostic 2).	i-Ready has an expected annual growth (relative to initial placement). WESM has adopted an annual growth target of 125% the i-Ready expected growth rate for each respective year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Diagnostic 3 data will be included when available	

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

The service provided is targeted small-group instruction for students affected by the COVID-19 learning loss provided by a 0.5 of a class size reduction teacher. This is to address the need of students which is accelerated learning of mathematics to assist students in reaching grade-level skills. This will increase service by reducing the number of students in a classroom, thus increasing the amount of time each student will receive in small group instruction from the classroom teacher. WESM believes this will be effective because research by Concordia University St. Paul indicates students in primary grades benefit from small group instruction through a teacher's ability to better differentiate instruction and scaffold student learning.

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

Amount(s)	Source(s)
41,292	LCFF - Supplemental and Concentration (S/C)

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

The services provided are specific, targeted coaching sessions for teachers with a trained mathematics coach to provide guidance, feedback, and modeling of exceptional mathematical instruction, especially for students experiencing skill gaps of more than one grade level. The identified need is an acceleration of learning in mathematics to assist students in reaching grade-level skills. This will increase service by providing teachers with opportunities to discuss, problem-solve, and brainstorm solutions to the COVID-19 learning loss with an experienced, successful elementary mathematics instructor. These sessions will impact student learning by providing them with teachers more able to meet their mathematical needs in a systematic manner based on research and data-driven instruction. WESM believes this will be effective because research conducted by Patricia F. Campbell and Nathaniel N. Malkus of the University of Maryland found that continued work with an experienced mathematics coach positively impacted teacher instructional practices and, through this, student achievement.

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)
8,990	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

All WESM students attend regularly scheduled math workshop sessions in WESM Math Lab. In the WESM Math Lab, students participate in math lessons designed to give them hands-on experiences to concretize math concepts before they are tasked with more abstract lesson objectives. The students

Additionally, the WESM Math Lab also provides a co-teaching/modeling session where teachers can learn how to implement and refine the integration of hands-on experiences into their classroom lesson sequence.

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: 2021-22

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.

Not fully implemented due to:

COVID-19 attendance interruptions and staff shortage necessitated cancelling of WESM Math Lab.

Staff absences resulting in necessitated the cancellation of coaching/training sessions.

Monitoring systems were not fleshed out before the beginning of the school year resulting in incomplete progress monitoring (pre and post assessments were not regularly submitted)

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 COVID-19 pandemic resulted in significant attendance interruptions for teachers and students. The staff absences, required quarantines, and the substitute shortage (Math Coach was frequently covering for absent teachers) necessitated the cancellation of WESM Math Lab.

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.

The monitoring and reporting systems have been revised and streamlined to allow for frequent and timely monitoring.

WESM math lab will focus on specific grades each unit allowing for more frequent sessions within the respective units.

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

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

Increase the number of all students performing at grade level in English Language Art. All Students include students in the General Education, English Learners, Special Education, and SED.

Identified Need

WESM students' English Language Arts skills, understanding, and usage have been affected by the COVID-19 closures and virtual learning. The following data illustrates this learning loss and achievement gaps.

Data from IXL diagnostic March 2022
Schoolwide - 36% of students scored at or above grade level; 25% of the special education students, 27% of the English Language Learners; 30% of the Latin/Hispanic students; 47% of the African American students

Kindergarten - of the grade level, 65% at or above; 71% of the special education students, 67% of the English Language Learners; 74% of the Latin/Hispanic students; & 86% of the African American students
1st Grade - of the grade level, 47% at or above; 13% of the special education students, 38% of the English Language Learners; 55% of the Latin/Hispanic students; & 43% of the African American students
2nd Grade - of the grade level, 29% at or above; 17% of the special education students, 25% of the English Language Learners; 32% of the Latin/Hispanic students; & 0% of the African American students
3rd Grade - of the grade level, 31% at or above; 16% of the special education students, 18% of the English Language Learners; 34% of the Latin/Hispanic students; & 17% of the African American students
4th Grade - of the grade level, 16% at or above; 0% of the special education students, 21% of the English Language Learners; 19% of the Latin/Hispanic students; & 0 % of the African American students
5th Grade - of the grade level, 23% at or above; 10% of the special education students, 0% of the English Language Learners; 22% of the Latin/Hispanic students; & 20% of the African American students

Data from the second 2022 iReady diagnostic in Reading (does not include Kindergarten)
Schoolwide - 16 % of students scored at or above grade level; 6% of the special education students, 10% of the English Language Learners; 16% of the Latin/Hispanic students; 13% of the African American students

1st Grade - of the grade level, 21% at or above; 0% of the special education students, 13% of the English Language Learners; 17% of the Latin/Hispanic students; & 20% of the African American students
2nd Grade - of the grade level, 9% at or above; 7% of the special education students, 7% of the English Language Learners; 8% of the Latin/Hispanic students; & 0% of the African American students
3rd Grade - of the grade level, 30% at or above; 17% of the special education students, 24% of the English Language Learners; 29% of the Latin/Hispanic students; & 25% of the African American students
4th Grade - of the grade level, 15% at or above; 10% of the special education students, 12% of the English Language Learners; 16% of the Latin/Hispanic students; & 0 % of the African American students
5th Grade - of the grade level, 10% at or above; 0% of the special education students, 0% of the English Language Learners; 10% of the Latin/Hispanic students; & 9% of the African American students

Observations on preceding needs data:
1. The discrepancy between the percentages of these two assessments may be influenced by students' regular usage of the IXL platform throughout the school year and their unfamiliarity with the iReady reading program.
2. The IXL assessment covers all parts of ELA - i.e. writing and reading, whereas the iReady assessment focuses solely on reading.
3. The absence of the kindergarten grade level has further influenced differences between these assessments' school-wide average.
4. African American students in the 2nd and 4th grades and English Language Learners in the 5th grade did not score at grade level on either assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Reading Diagnostic Phonemic Awareness (K-2)	15% of Kinders Mid or Above Grade Level 18% of Kinders Early on Grade Level 18% of 1st Graders Mid or Above Grade Level 13% of 1st Graders Early on Grade Level 49% of 2nd Graders Mid or Above Grade Level 0% of 2nd Graders Early on Grade Level	Increase scores by at least 15% by the second trimester
SBAC - (grades 3 - 5)	All Students ELA Average Distance from Standard is	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	currently at -36.8 a 1.8 growth difference from prior year's Average Distance from Standard at -38.6.	
iReady Reading Diagnostic Phonics (3 - 5)	31% of 3rd Grade Mid or Above Grade Level 3% of 3rd Grade Early on Grade Level 51% of 4th Graders Mid or Above Grade Level 0% of 4th Graders Early on Grade Level 69% of 5th Graders Mid or Above Grade Level 0% of 5th Graders Early on Grade Level	Increase scores by at least 15% by the second trimester
IXL Writing (grades 2 - 5)	22% of 2nd Grade Mid or Above Grade Level 57% of 2nd Grade Early on Grade Level 14% of 3rd Grade Mid or Above Grade Level 5% of 3rd Grade Early on Grade Level 15% of 4th Grade Mid or Above Grade Level 4% of 4th Grade Early on Grade Level 28% of 5th Grade Mid or Above Grade Level 5% of 5th Grade Early on Grade Level	Increase scores by at least 15% by the second trimester
IXL Reading (K-5th)	63% of Kinders Mid or Above Grade Level 27% of Kinders Early on Grade Level 31% of 1st Graders Mid or Above Grade Level	Increase scores by at least 15% by the second trimester

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	20% of 1st Graders Early on Grade Level 15% of 2nd Graders Mid or Above Grade Level 21% of 2nd Graders Early on Grade Level 19% of 3rd Graders Mid or Above Grade Level 8% of 3rd Graders Early on Grade Level 12% of 4th Graders Mid or Above Grade Level 15% of 4th Graders Early on Grade Level 20% of 5th Graders Mid or Above Grade Level 9% of 5th Graders Early on Grade Level	

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

The service provided is targeted small-group instruction for students affected by the COVID-19 learning loss provided by a 0.5 of a class size reduction teacher. This is to address the need of students which is accelerated learning of reading fluency, reading comprehension, and writing to assist students in reaching grade-level skills. This will increase service by reducing the number of students in a classroom, thus increasing the amount of time each student will receive in small group instruction from the classroom teacher. WESM believes this will be effective because research by Concordia University St. Paul indicates students in primary grades benefit from small group instruction through a teacher's ability to better differentiate instruction and scaffold student learning.

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

Amount(s)	Source(s)
41,292	Title I

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

The services provided are specific, targeted coaching sessions for teachers with a trained English Language Arts coach to provide guidance, feedback, and modeling of exceptional ELA instruction, especially for students experiencing skill gaps of more than one grade level. The identified need is accelerated of learning in ELA to assist students in reaching grade-level skills. This will increase service by providing teachers an opportunity to discuss, problem-solve, and brainstorm solutions to the COVID-19 learning loss with an experienced, successful elementary ELA instructor. These sessions will impact student learning by providing them with teachers more able to meet their ELA needs in a systematic manner based on research and data-driven instruction. Teachers will be provided with not only the training sessions but also with the materials necessary to bring their new instructional practices to the classroom with fidelity. WESM believes this will be effective because research conducted by Education Next, the Institute of Education Sciences, and Edutopia reported increases in ELA teachers' instructional practices and in student achievement.

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)
5,000	LCFF - Supplemental and Concentration (S/C)
1,900	LCFF - Supplemental and Concentration (S/C)
3,000	LCFF - Supplemental and Concentration (S/C)

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

Placed in small groups, students will use hands-on games and other manipulatives during their phonics instruction, be given opportunities to work to build prerequisite skills, practice reading fluency, and develop effective writing skills.

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: 2021-22

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.

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

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.

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

Goal 3: Students will be in school every day in an environment that is clean, safe, caring, and conducive to learning. All facilities will be clean and in good repair and equipped for 21st century learning.

ATTENDANCE

Goal 3

ATTENDANCE"   Increase the school-wide attendance average towards pre-COVID-19 pandemic levels to at least 95%.

Identified Need

Due to COVID-19 closures and required quarantine school-going routines have been significantly disrupted. This disruption routine is illustrated through the current attendance data.
The current YEARLY school-wide attendance rate is 85% for the 2021-2022 - K- 84%; 1st - 84%; 2nd - 85%; 3rd - 84%; 4th - 87%; 5th - 86%. We have seen an increase in school attendance after the COVID-19 surge occurring at the beginning of 2022.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly attendance reports review	Monthly Attendance for March 2022 • Kindergarten - 89% • 1st Grade - 91% • 2nd Grade - 93% • 3rd Grade - 90% • 4th Grade - 92% • 5th Grade - 92% • SDC - 85% School wide average - 91%	Monthly Average Daily Attendance Percentage for all grade levels at or above 95% and SDC at or above 90%.

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

The services provided are parent workshops at the beginning of each trimester to enforce the importance of regular school attendance, reinforced with monthly informational flyers. This service will be provided in English and Spanish by WESM's community liaison and community advocate to meet the needs of all students who may become chronically absent. The need is to increase student positive attendance to at least 95% across all grade levels. This will improve service by communicating regularly with parents about the importance of positive school attendance and the negative impacts of chronic absenteeism. Additionally, these workshops will provide opportunities for parents to describe any barriers to positive school attendance that their families are experiencing. WESM believes this effort will be successful because of research conducted by American Family Physicians and Public School Review which support the engagement of parents for positive attendance gains.

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)
1,500	LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with 3 or more absences

Strategy/Activity

Parent contact phone call, email, and/ or home visit utilizing our Community Assistant, Student Proctors, and / or Community Advocate

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)

Students with 10 or more absences

Strategy/Activity

Work with CWAS attendance office to make home visits, complete SART contracts, and begin the SARB 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)

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

The services provided are monthly student recognition for perfect attendance, improved attendance, and class with the best attendance provided by the resource staff and principal to meet the needs of students reluctant to attend school regularly. The need is to increase student positive attendance to at least 95% across all grade levels. This will improve service by rewarding not only those students who have been to school every day but also those who have improved their attendance and class competition can encourage students to be accountable to their classmates. WESM believes this will be effective because resources provided by Attendance Works state the following - "Students should be recognized for good and improved attendance, not just perfect records." and "Interclass competition is a powerful motivator" (Attendance Works, 2021).

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)

1,000   LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2021-22

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.

1) Students who were identified as "At Risk" and Chronically Absent showed improvement in attendance as identified by CWAS
2) CWAS analysis showed that the majority of "Chronically Absent" students showed a continued decline in attendance
3) However; there was a group of students whose attendance percentage increased and those students were recognized by CWAS and the school this Spring

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

1) Absenteeism is an ongoing concern for Washington and with the many cuts in the personnel identified to support our efforts; we continue to struggle with the appropriate man-power necessary to Consistently follow through
with school wide plans
2) WESM had a Clinical Social Worker, Full time Community Assistant, Behavior Aide, and Campus Security, who worked together to support our Attendance goals and provide motivation to identified students. However, with
the loss of all four of the mentioned positions, we no longer have the supports in place to further the growth and progress we experienced in the past.

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.

1) This year we will work with the staff to build motivations which encourage "Identified students" to come to school. Our goal is to provide an environment that students look forward to attending because they feel welcomed
and encouraged by their classroom teacher as opposed to being reprimanded for being absent
2) In addition, the team will look at implementing weekly incentives that target and encourage "At Risk" and "Chronically Absent" students

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

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.

PARENT INVOLVEMENT

Goal 4

PARENT INVOLVEMENT:

1) WESM aim to increase our Parent Participation with School Wide events from approximately 3% of our parents (approximately 15 parents) by a 3% increase (or 100% rate of growth) as evidenced in May with a 6% account
of parents participation in School Wide events (approximately 30 parents committed). Ex. Monthly Family Night Activities, Committees, School Functions
2) WESM will have a 27% increase in the number of Room Parents supporting each grade level as evidenced in May 2023 with One identified "Room Parent" for each grade level (growth from one parent to approximately 6
parents)
3) WESM will increase the number of parents utilizing the Parent Portal or have a valid email on file by 1.25% from 55.67% (approximately 278 families w/o emails) to 56.95% (approximately 285 active parent emails)

Identified Need

1 WESM is a Community School and will need to ensure the following for Parent and Community Involvement and needs to develop measures to capture and entice parents to volunteer during our School Wide events and minimize the burden of the few who volunteer for every event

2) As a Community School, WESM will need to build a network of Community Partners that are available to support our families who may be (homeless, in transition, in need of medical / health care, in deed of Social Emotional Support, parent Education classes, etc.)

3) As a Community School...WESM needs to develop a strategy which encourages all parents to sign up and utilize the district's Parent Portal to obtain immediate and updated information related to their children

4) WESM parents have expressed a need for additional Parent Classes that build their marketable skills, support helping their children with homework, and parenting classes
5). Parents want to continue hosting Family Night wherein they are afforded opportunities to engage in STEM, Reading, Math, etc. activities with their children and staff,

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1) Parents voiced the need for more workshops with the Instructional coach and Math coach to learn strategies on how to support their children at home. 2) Parents would like additional training on supporting their children with Reading 3) Parents would like to continue with their ESL classes . 4) PCC and the district will be contacted to see if we can continue with ESL classes. 5) The Family Center at the district office will be working with PCC to bring more classes for parents like OSHA, GED, and Technology. We will utilize the following to monitor implementation of set goals: *. Parent Workshop Calendars, Agendas, and sign-in sheets will be utilized to monitor classes offered to parents as well as the number of parents in attendance.	The Community Assistant & Advocate will work with Community Partners to build ongoing parent education classes and workshops. The Community Assistant & Advocate will work with Community Partners to build resources that address the needs of Parents needs (i.e medical, mental health support, etc.)	Community Partners & Parent Leaders will work with ELAC, SSC, teaching & School staff, custodians, and community partners to plan Monthly School Beautification Days Organized District monthly Parent ESL classes for the multiple levels of English Proficiency needs Continue working with PCC to offer parent classes increase student-centered learning in all classrooms promote multiple modes of learning through centers increasing students' oral and written reflection time

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent would like to continue helping teachers 1 on 1 reading or small groups based on teacher request. Coaches and Community Liaison will train all parent volunteers before they start to work with teachers because they need to follow guidelines and confidentiality rules. We will utilize parent training sign-in sheets to monitor parent trainings.	Work with District to establish and offer monthly Parent ESL classes for the multiple levels of English Proficiency needs Continue working with PCC to offer parent classes	Community Liaisons will monitor / of parent attendance at events
Parents would like to continue their gardening club to support Earth Science Projects. Parents voiced a need to organize community groups to support school needs (i.e. school clean-up days)	Appropriate fliers that invite parents to participate in School/Community projects.	Parent Surveys Sign-In SheetsMonthly Council Agendas Monthly Council Sign-in sheets
Continue to improve the School / Teacher / Parent Communication (i.e. Upcoming events, student progress, student recognition, etc.)	a) Training and/or communication on student agendas and homework folders as a means for two way communication b) Increase parents' understanding about the function of the Tuesday Folders for two way communication c) Notification on Marquee d) Encourage more teachers to utilize the Classroom Dojo portal e) Monthly Coffee w/ the Principal f) Monthly Newsletters g) Weekly Phone Blast	Parent Meeting Agendas Dates listed on School Calendars Copies of Monthly Newsletters Blackboard Connection phone blast log

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

The service provided is increased parental communication by the acquisition of a full-time community liaison. The need is to increase the number of parent contacts in order to provide family services, opportunities for parent workshops, and onsite volunteer opportunities. This will improve services by ensuring all parents, regardless of language, socioeconomic state, and/or housing situation, will have an avenue for participation in their student's educational proceedings. WESM believes this will be effective because research in the School Community Journal states that community liaisons are most effective when they are able to build relationships, connect to the community, and are culturally responsive. WESM believes that additional time provided by a full-time community liaison will increase the opportunities for these connections to be fostered.

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)
11,093	Title I
1,676	Title I Part A: Parent Involvement

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

STRATEGIES:
1) Community Advocate & Assistant will educate parents and staff about the benefits of Hazel Health resources on campus
2). Community Advocate & Assistant will build strong commitments and relationships with community partners and resources to support WESM parents, students, and staff
3) Continue to work with PCC to provide appropriate Parent Classes which build skills needed
4) Continue to enforce and improve our communication efforts between the school / Parent and Teacher / Parent
5) Continue working with local agencies and companies such as Amazon Tree Service Inc. (who provided parents with seeds, soil and tools to manage their community garden)

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)

All students

Strategy/Activity

STRATEGIES:
1) Employ better efforts and techniques to recruit new parents and "Home Room" parents
2) Organization of our efforts to ensure that the Community Assistant continues to make personal connections with parents to encourage parent participation
3) Continue our Monthly "Sunday" phone blast
4) Continue our Weekly "Tuesday Folders" which provide parents with ongoing information about school events
5) Continue to inform parents about their options to volunteer in different activities during our ELAC, SSC, School Events, and Coffee with the Principal meetings.

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: 2021-22

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.

Last year's goals were not met due to COVID restriction; however, we were able to continue with virtual monthly meetings, Tuesday Communication Folders, and weekly parent phone blast

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

COVID restrictions was the major difference. The Supt. provided resources to help WESM meet our goals; however, due to Health Restrictions, we were not allowed to have parents on campus this year.

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.

Once the Restrictions are fully lifted, we will engage parents in the resources provided as a Community School.

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

Goal 3:   Students will be in school every day in an environment that is clean, safe, caring, and conducive to learning. All facilities will be clean and in good repair and equipped for 21st century learning.

SCHOOL CLIMATE & SAFETY

Goal 5

Decrease the number of students suspended at least once and increase student particapation in utilizing mental health resources especially African American students.

Identified Need

The percentage of WESM students suspended at least once was 3% for the 2021-2022 school year. The demographic breakdown for suspended students is as follows:
Gender Males (92%)   Females (8%)
Race: Latino (31%)   African American (69%)
Special Education: (85%)
English Language Learners: (0%)

Due to COVID-19 closures and protocols, students have missed socialization and peer interactions opportunities. This separation from peers and school routines created a need social-emotional supports. 32 WESM students were referred for P.U.S.D. Mental Health Services during the 2021-2022 school year. The demographic breakdown for the students receiving these services are the following:

SEX: Males (53%)   Females (47%)
ETHNICITY: Latino (85%)   African American (15%)
Special Education: (33%)
English Language Learners: (22 %)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of suspensions in 2022	Suspensions for the 2021 - 2022 was 13 total suspensions assigned to 6 students.	Decrease in the number of students suspended at least once to no more than 5.
Number of students referred for mental health services.	32 WESM students were referred for P.U.S.D. Mental Health Services during the 2021-2022 school year.	Increase in the number of students referred for P.U.S.D. Mental Health Services by at least 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents attending workshops.	There were NO parent workshops during the 2021 - 2022 school year due to COVID.	Increase in the number of African American students participating in mental health supportive services by at least 15%.

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)

Tier II and Tier III Students

Strategy/Activity

The service provided is guidance and mentoring for Tier II & Tier II students by increasing the available hourly staff for structured and unstructured times. The need is to provide additional adult support to students during a heightened emotional state or other moments of crisis. This will improve service by increasing the options of adults for students to form trusting relationships with prior to a crisis. WESM believes this will be effective because several researchers have investigated the importance of trusting adult relationships for students including Virginia A. Saurine of the University of Dayton whose research with students facing adversity found a strong correlation between positive adult-student relationships with an increased growth mindset and academic perseverance.

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)
10,000	LCFF - Supplemental and Concentration (S/C)

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

Provide learning and informational opportunities for parents to better understand the benefits of behavioral and socio-emotional services provided by P.U.S.D.

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)

Tier II and Tier III Students

Strategy/Activity

Students participate in activities that support positive interactions with their peers, teachers and staff.
1. Check-in/Check Out Staff members
2. Coping Skills, Amger Management and Self-Management discussion groups.
3. Routinely held "Class Check in" meetings to celebrate what's working, discuss news and empower student voices.

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Schoolwide activities that promote community building and self-esteem building, while supporting the development of sportsmanship and teamwork.
1. Monthly grade level schoolwide competitions that focus on academics, sports and trivia, etc.
2. Kindness Week, and other Character Trait Theme Weeks/Month that emphasize comprehension and practice.

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: 2021-22

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.

If WESM provides staff with Professional Development support in understanding students who face Trauma and receive training on strategies to minimize Teacher / Student confrontations, we will see more students engaged in classroom learning and less student referrals. Additionally, if students receive ongoing counseling, character and team building support, consistent check-ins, and positive incentives, they will be less likely to exhibit behaviors which result in out of class referrals.

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

Our biggest obstacle is funding for a Clinical Social Worker who would monitor all components of our plan as well as provide ongoing support to students and staff.
In addition, having a staff member on board to efficiently monitor student data on a daily basis will help us meet our goals

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.

As indicated in our SPSA Attendance Goals, our team has assessed that in order to fully implement our goal outcomes, additional staff is needed to effectively monitor, contact, and council families and students.Without the additional staff dedicated to monitor these goals, we will have to utilize other staff members whose focus and workload will be divided toward other assigned duties and responsibilities.

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

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, 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 election and will show academic achievement.

SCIENCE

Goal 6

SCIENCE:

1)   From a baseline of 4% of current fourth graders scoring grade level or above on district science assessment, our goal is for 30% of those students to score at or above grade level on the state CAST as fifth graders in 22-23 school year.
2) From a baseline of 46% of students nearly meeting the standards for fifth grade CAST, our goal is for 5% less students testing nearly met (and moved toward Met) standard in 22-23
3) On district assessments, current second through fourth graders will improve 10% as measured by district assessment scores for 22-23 school year.

Identified Need

1). 21-22 district fourth grade spring science scores were 4% met or exceeded for spring (proficiency level for spring will be updated when grading completed)
Target 1: 30% will score met or exceeded standards in 22 - 23 science district assessments AND on state CAST.

2). 21-22 district second grade spring benchmark science scores were 53% met or exceeded.
Target 2: 63% will score met or exceeded standards in 22 - 23 district science assessments.

3. 21-22 district third grade spring science scores were 42% met or exceeded.
Target 3: 52% will score met or exceeded standards in 22-23 science district assessments.

4. STEM teacher to model teaching academic language and discourse through hands-on activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Spring Science Benchmark: Students Met or Exceeded Standards	Second and Third Grade - 53% and 42% met or exceeded standards Fourth grade - 4% met or exceeded standards	The number of students who met or exceeded the standards will increase by 10% at each grade level on district assessments (and on CAST for next year's fifth graders)
Science and Engineering school assessments (STEMSCOPES)	22-23 will be baseline for school assessment data for grades 3-5	Students will exceed fall district benchmark scores by 10%
2018-2019 5th grade CAST - Students meeting/Exceeding Standards	32% met or exceeded standards 46% nearly met standards 22% did not meet standards	The number of fifth graders meeting/exceeding standards wlll increase by 10% The number of students who nearly met or did not meet will decrease by 10%

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

The service provided is a STEM hands-on laboratory stocked with consumable materials to meet the needs of all students. The need identified is to deepen and enhance student understanding of scientific concepts through hands-on and real-world applications of science. This will improve service by ensuring that all students are provided the materials needed to fully explore complex scientific concepts. Research at Pennsylvania State University, University Park, PA, University of California, Irvine, CA, and the Journal Educational Researcher conclude that science achievement gaps begin as early as kindergarten and persist throughout a student's academic career. WESM believes that ensuring that every student is afforded the opportunity to engage in the science curriculum through a variety of experiential opportunities will decrease the likelihood of such a gap forming and persisting. Research from Goodwin University agrees with this approach stating that especially due to the brain development of younger children, hands-on experiences "stimulate growth on both sides of the brain" (Goodwin University, 2018).

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)

| 3,000 | LCFF - Supplemental and Concentration (S/C) |

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

Promote multiple modes of learning through various modes such as inquiry labs, virtual simulations, and targeted science reading and responding opportunities which will help students focus on specific science concepts that will be on STEMSCOPES-based district assessments and other NGSS tests

Increasing students' oral and written reflection time will help students demonstrate their understanding of a particular science concept, hence the necessity of science reading

Peer modeling - STEM Specialist will allow teachers to learn from best practices in promoting academic discourse while increasing their science content knowledge, which will allow them to better serve all students to reach their goal of academic success in the area of science

Materials that build students' understanding and strategies that help them understand Informational text

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: 2021-22

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.

Increased STEM lab time for every grade level has allowed for better implementation of the strategies listed above, and will result in continued growth in this area. The STEM Specialist is engaging in peer modeling through STEM Lab activities and guidance regarding classroom STEMSCOPES implementation and follow-up for science Teachers are participating in co-teaching sessions where they focus on using inquiry methods with high tech and low teach tools tool to improve student achievement and foster integration in their own classrooms. The teachers are then following up with discussion, review, writing, and reflection as well.

To aid in achieving our science goals, the STEM Specialist has increased the number of STEM Lab sessions for each grade level.
- Kinder and First come once a week for the duration of the school year
- Second grade once a week from August - February and twice a week for the last three months.
- Third grade twice a week until January then once a week.
- Fourth grade once a week until February then twice a week.
- Fifth grade twice a week for the duration of the school year

CAST Data (18-19 baseline)-

Washington is on target for improvement with more fifth grade students having met or exceed standards on the CAST compared to Pasadena Unified as a whole and the state of California.

Students meeting or exceeding standards: CA = 29.9%, PUSD = 26.42%, WESM = 32.2%

Further, if we only include data from those students who are considered economically disadvantaged (the majority of WESM's student population), the differences are significant in terms of the achievement of WESM students compared to the District and state. These results clearly demonstrate the need for a dedicated science lab teacher for this population.

Economically Disadvantaged students meeting or exceeding standards: CA = 15.76%, PUSD = 16.59%, WESM = 27.2%

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

Data was not available for two years for CAST testing.

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.

All district science benchmark goals are based on fall science scores and 18-19 CAST results only. Metrics are based on spring 2021 district science assessment results.
For 5th grade CAST, the results for each strand demonstrate the need to highlight 3rd grade life science (changes implemented during 19-20 school year), as well as fourth grade earth science (unable to attend science lab regularly due to remote learning and lack of access to lab resources but implemented in 21-22 school year).

CAST 2019 students testing at above grade level standards: Life Science - 12%, Physical Science - 17%, Earth Science - 9%

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

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, 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 election and will show academic achievement.

TECHNOLOGY

Goal 7

TECHNOLOGY

1) Students will demonstrate an understanding of the range of applications found in the common software suites (word processing, spreadsheets, presentations, etc.)

2) Students will participate in a computer science curriculum which incorporates technology which include an emphasis on algorithms & programming, computing systems, and digital citizenship.

3) Teachers will receive professional development on the use of technology to adapt and modify learning activities to meet the specific needs of the student population

4) Student learning and academic achievement will improve through students' effective and appropriate use of technology in support of district curriculum.

Identified Need

There is a need for Technology Resource staff at WESM in order to continue promoting the school site as a S[T]EM school in order to outreach to new students, support faculty with effective timely tech integration/troubleshooting, and implementing tech STEM curriculum (robotics, computer science).

WESM Technology Resource Staff provides support whenever tech issues arise that need immediate resolution to prevent and interruption to learning. As WESM continues to implement online learning strategies, local STEM tech support will be required for adaptability (hybrid classes with virtual and physical curriculum), equitable access to curriculum (student and faculty).

Research indicates that

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
International Society for Technology in Education (ISTE) Digital Citizenship performance of students who	By June 2022, all 3rd to 5th grade students have completed a digital citizen course	All students will think critically and evaluate websites, and other content online (via STEM rubrics).They also:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
meet or exceed tech standards.	(Commons Sense Media, Interland, Digizen or Budd:e). By June 2022, all Kinder to 2nd grade students have completed a digital citizen course (Interland or Budd:e).	• Protect themselves from online threats, including bullying and scams. • Get smart about sharing: what, when, how, and with whom. • Are kind and respectful toward other people online, including respecting their privacy. • Ask for help with online situations from parents or teachers. Evidenced by course completion and earning of certificate.
Performance on (ISTE) Innovative Designer Standards: Upper and lower grade students meet or exceed computer science concepts in both elementary blockly and syntax design.	By June 2022, all Kinder to 2nd grade students will have have completed grade level appropriate lessons on sequencing, loops, events, and variables. (Code.org, Scratchjr., Codespark, and Kodable).	All students know how computers work, and understand software programming through blockly and syntax coding. They develop and practice algorithmic thinking through a variety of programs and as a result begin to understand how complex computer programs like games function (via informal and formal assessments). Evidenced by completion of specified lessons within the course.
Provide faculty with the opportunity to continue using and mastering Online learning tools Provide faculty with the opportunity to learn and integrate computer science courses in their curriculum.	By June 2022, 100% of teachers will give their students classroom assignments requiring them to use computers/mobile devices at least weekly. By June 2022, all students will participate in a computer science course organized by their homeroom teacher or third party educational partner.	Continued teacher support that will allow them to integrate technology through innovative means. This will have a greater impact on student learning as they use technology in their classrooms (evidenced by less teacher request for support) Students will learn through play where students can be

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		engaged through curiosity and are able to express their imaginations. Evidenced by all students participating in a minimum of one classroom project that is an extension of their computer science curriculum.
Tier 1 and Tier 2 Tech Curriculum Plan implementation at WESM will encourage and support creative expression and problem solving in students. Students promoting to middle school will have exposure in activities such as 3D printing, robotics, audio and visual arts, programming and animation.	By June 2022, all 5th grade students will have experienced and used 3D printing and made designs. Created at least one animation through a web 2.0 comic book or animation creator website. Promoting class will have a thorough exposure to elementary computer science concepts(algorithms, patterns, conditionals, binary, computational thinking) and languages (blockly, javascript, python).	On a gradual scale of introductory computer science literary and programming concepts from Kinder through 5th Grade: Students will construct programs to accomplish a task as a means of creative expression using a block or text based programming language, both independently and collaboratively. Students will create artifacts (virtual or physical) using computing systems to model the attributes and behaviors associated with Math, Science or ELA curriculum (e.g., 3d printing Earth layers, Scratch projects using coordinate systems). Evidenced by production of final project (virtual and/or physical)

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: African American Students, Latino Students, Special Education, Foster, Homeless, Englishs Learners and other students of races at our school such as Asians and Caucasians.

Strategy/Activity

The service provided is advanced technological experiences provided by an instructor knowledgeable in the fields of computer science, digital video, and 3-D printing to meet the needs of all students, especially those residing in lower socioeconomic families. The identified need is to increase and expand technological experiences to close any digital gaps. In 2021, the Pew Research Center found that those families making less than $30,000 annually, had significantly less access to technology than others. This will improve service by ensuring students will have a devoted time period for basic and advanced technology instruction while providing classroom teachers support to expand these lessons further within their curriculum. WESM believes this will be effective because research by Edutopia, University of Texas, Arlington, and University of the Potomac all report positive acidemic effects of technology instruction including coding and 3-D printing.

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)
30,167	Title I

Strategy/Activity 2

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

All Students: African American Students, Hispanic Students, Special Education, Foster, Homeless, English Learners and other students of races at our school such as Asians and Caucasians.

Strategy/Activity

WESM Tech Curriculum Plan: ALL STUDENTS will use technology (Chromebooks, projectors, desktops, laptops) will be aligned with other subjects (ELA, Math, Science) through Common Core State Standards or NGSS standards.

Kinder
Students will Login to Chromebooks using QR codes
Phonics and Math practice with educational websites (teacher and student).
Keyboarding skill building with ELA curriculum.

First Grade
Students will login to Chromebooks using QR codes
Students will learn basic keyboarding (key location, upper-case, symbols etc.)
Introduction to word processing (typing sentences) through websites.

Second Grade
Students will login to Chromebooks using usernames and passwords.
ELA Creative writing, editing and production.
Students will use Google Docs, Slides, to write and create presentations.
Digital Citizenship (Cyberbullying and safe online practices).
Students will learn to do web research in a safe and appropriate manner.

3rd Grade
ELA Creative writing, editing and production.

Students will use Google Docs, Slides, to write and create presentations.
Digital Citizenship (Cyberbullying and safe online practices).
Intro to syntax coding: Sequences, Conditionals, Loops, Functions, Variables.

4th Grade
Students will use painting and drawing tools/applications to create and edit work.
Digital Citizenship (Cyberbullying and safe online practices) INTERLAND
Extension to syntax coding. Students are learning CS concepts and are applying coding concepts in syntax.

5th Grade
Students will learn to use online tools for collaborative work.
Digital Citizenship (Cyberbullying and safe online practices)
Extension to syntax coding. Students are learning CS concepts and are applying coding concepts in syntax.

Work with educational partners and the recruitment of others to allow all students to have professionals in technology support their learning. This includes collaboration with USC's School of Engineering, Westridge School, Caltech and third party vendors like SteamCoders and Coding for the Future. Look for community partners to help with the Mac, PC and Linux lab. Bring new programs and partners to teach robotics, Turing tables, and raspberry pi robotics (PCC students). As a result, students will learn from tech professionals and begin to think about educational opportunities beyond an elementary setting.

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: 2021-22

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 following are overall implementation of activities in regards to computer science curriculum (CS) through the incorporation of introductory CS in the computer lab, working together with teachers through PLCs in the integration of technology, gathering information through resource staff meetings in regard to professional development tech training needed on site and continued development and introduction of other tech programs.

Elementary Computer Science (CS) Overall

~95% students from Kinder through 5th Grade participated in the annual Hour of Code organized by code.org. This is the fifth year that our school has participated in the CS global activity.
Kinder: ~50% completion of Interland "Be Kind" activity. 95% participation in
1st Grade: ~95% completion of Interland "Be Kind" activity. ~95% participation in
2nd Grade: ~95% completion of Interland "Be Kind" activity. ~ 95% participation in
3rd Grade: ~95% completion of Interland "Be Kind" and "Share with Care" activity. ~95% participation of students through CodeSparks curriculum (Coding). ~33% participation in Lego Robotics curriculum.
4th Grade: ~95% completion of Be Kind (Cyberbullying), Share with Care (Online Privacy, Security activity. ~66% participation of students through CodeSparks curriculum (Coding)
5th Grade: ~95% completion of Be Kind (Cyberbullying), Share with Care (Online Privacy, Security activity. ~33% of students introduced to 3D printing through Tinkercad.com.

Due to staffing issues, teacher training was limited in regards to the emphasis on technology integration. Most of the courses were conducted through teacher modeling during a session. However, the monthly followup and indicviudal sessions were missing.

Working with educational partners was limited due to COVID protocols.

Classroom technical assistance and the troubleshooting of hardware and software problems was limited due to staffing issues.

Assistance with requests that involve the setup and breakdown of technology for academic events such as promotions, assemblies, training, and seasonal performances (winter/spring programs) was limited due to staffing issues.

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

At this point, budgeted expenditures to implement these strategies suggest a limit in the ability to fully implement the planned partnerships with the educational partners since such practices often require extensive planning and hours that exceed the allocation.

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.

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

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 8

ENGLISH LANGUAGE LEARNERS:
Increase the percentage of students prgressing at least one ELPAC level per year. Increase the number of English Language Learners performing at or above grade level in ELA and Mathematics.

Identified Need

WESM English Language Learners' progression to becoming fluent in English has been affected by the COVID-19 closures and virtual learning. The following data illustrates this learning loss and achievement gaps.

Data from IXL diagnostic March 2022
Schoolwide - 27% of the English Language Learners scored at or above grade level
Kindergarten - 67% of the English Language Learners scored at or above
1st Grade - 38% of the English Language Learners scored at or above
2nd Grade - 25% of the English Language Learners scored at or above
3rd Grade - 18% of the English Language Learners scored at or above
4th Grade - 21% of the English Language Learners scored at or above
5th Grade - 0% of the English Language Learners scored at or above

Data from the second 2022 iReady diagnostic in Reading (does not include Kindergarten)
Schoolwide - 10% of the English Language Learners scored at or above grade level
1st Grade - 13% of the English Language Learners scored at or above
2nd Grade - 7% of the English Language Learners scored at or above
3rd Grade - 24% of the English Language Learners scored at or above
4th Grade - 12% of the English Language Learners scored at or above
5th Grade - 0% of the English Language Learners scored at or above

Data from the second 2022 iReady diagnostic in Math (does not include Kindergarten)
Schoolwide - 4% of the English Language Learners scored at grade level

1st Grade - 0% of the English Language Learners scored at grade level
2nd Grade - 3% of the English Language Learners scored at grade level
3rd Grade - 6% of the English Language Learners scored at grade level
4th Grade - 8% of the English Language Learners scored at grade level
5th Grade - 4% of the English Language Learners scored at grade level

In 2019, 61% of students progressed at least one level on the ELPAC assessment.

Observations on preceding needs data:

1. The discrepancy between the percentages of these two assessments may be influenced by students' regular usage of the IXL platform throughout the school year and their unfamiliarity with the iReady reading program.
2. The IXL assessment covers all parts of ELA - i.e. writing and reading, whereas the iReady assessment focuses solely on reading.
3. The absence of the kindergarten grade level has further influenced differences between these assessments' school-wide average.
4. No English Language Learners in the 5th grade scored at grade level on either ELA assessment.
5. At no grade level did 10% of English Language Learners score at grade level in math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Reading Diagnostic Phonemic Awareness (K-2)	% of Kinder Mid or Above Grade Level % of Kinder Early on Grade Level % of 1st Grade Mid or Above Grade Level % of 1st Grade Early on Grade Level % of 2nd Grade Mid or Above Grade Level % of 2nd Grade Early on Grade Level	Increase scores by at least 15% by the second trimester
I-Ready Reading Diagnostic Phonics (grades 3-5)	% of 3rd Grade Mid or Above Grade Level % of 3rd Grade Early on Grade Level % of 4th Grade Mid or Above Grade Level % of 4th Grade Early on Grade Level % of 5th Grade Mid or Above Grade Level % of 5th Grade Early on Grade Level	Increase scores by at least 15% by the second trimester
SBAC (grades 3-5)		
IXL Writing (grades 2-5)	% of 2nd Grade Mid or Above Grade Level % of 2nd Grade Early on Grade Level	Increase scores by at least 15% by the second trimester

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	% of 3rd Grade Mid or Above Grade Level % of 3rd Grade Early on Grade Level % of 4th Grade Mid or Above Grade Level % of 4th Grade Early on Grade Level % of 5th Grade Mid or Above Grade Level % of 5th Grade Early on Grade Level	
ELPAC (grades 1-5)	% of 1st Grade at Level 3 % of 2nd Grade at Level 3 % of 3rd Grade at Level 3 % of 4th Grade at Level 3 % of 5th Grade at Level 3	

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 Language Learners

Strategy/Activity

The service provided is enhanced instruction in academic and high utiitiy vocabulary by classroom teachers to meet the needs of English Language Learners. The identified need is to increase the comprehension of subject specific language in order to provide access to grade-level curriculum. This will improve service by diversifying vocabulary instruction to cross all academic subject areas giving English Language Learners scaffloded opportunities for language growth. WESM believes this will be effective because research at Hamlin University and University of Oregon conclude that vocabulary instruction which emphizes words used in context and used often become more proficient readers with greater comprehension of all subject areas.

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)
2,000.00	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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.

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

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.

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

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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: 2021-22

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.

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

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.

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

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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: 2021-22

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.

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

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.

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	$95,240
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	$95,240
Other State/Local Funds provided to the school	$67,550

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	$93,564
Title I Part A: Parent Involvement	$1,676

Subtotal of additional federal funds included for this school: $95,240

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)	$67,550

Subtotal of state or local funds included for this school: $67,550

Total of federal, state, and/or local funds available for this school: $162,790

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	93,542.00	0.00
Title I Part A: Parent Involvement	1,676.00	0.00
LCFF - Supplemental and Concentration (S/C)	67,550.00	858.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental and Concentration (S/C)	66,692.00
Title I	93,542.00
Title I Part A: Parent Involvement	1,676.00

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

0 Secondary Students

Name of Members	Role
Karrone Meeks	Principal
Debbie Afsharian	Other School Staff
Sumi Oh	Classroom Teacher
Mel Renteria	Classroom Teacher
Ana Vasquez	Classroom Teacher
Jenna Chaffee	Parent or Community Member
Carmelina Jimenez	Parent or Community Member
Leira Ruperto	Parent or Community Member
Shima Talaei	Parent or Community Member
VACANT	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
	Gifted and Talented Education Program 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 April 19, 2022.

Attested:

	Principal, Karrone Meeks on April 20, 2022
	SSC Chairperson, Datevik Debbie Afsharian on April 20, 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.

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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

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 2022-23, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,730,036.00:

a. 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;

b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;

c. Supplemental to CDE identified 4 Comprehensive Support and improvement (CSI) schools;

d. Supplemental to schools with the CDE identified Low Performing Students;

e. Families in transition/Homeless and support staff;

f. Parent and Community Engagement;

g. 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 2022-23 is as below:

School: <u>**Washington Elementary**</u>

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Intervention Activities	$1,730,036.00	7793	$221.99	293	$65,043.07

PASADENA UNIFIED SCHOOL DISTRICT
Language Assessment Development Department

English Learner Advisory Committee, ELAC
2021-2022
Executive Board

Washington Elementary STEM Magnet
School

_
Election Date

Members: EL Parents have elected the individuals listed to serve as Executive Board of ELAC.

Name	Email address	Telephone	Child is an EL, RFEP	Position	Term End Date
Ana Lopez	ana.lopez387@yahoo.com	(626)491-6854	EL	President	
Carmelina Jimenezv	carmelinajimenez13@gmail.com	(626)278-2550	EL	Vice President	
none as of date				Secretary	

D. Monthly meetings are scheduled as follows:

        Day: 2nd Friday of Every Month   Time: 8:15 - 9:15 a.m.

E. Signature of Coach or Community Assistant: _____ Date: _____

    Signature of ELAC Chairperson: _____ Date: _____

    Signature of Principal: _____ Date: _____

*C = Chairperson   **VC = Vice Chairperson**
 R=DELAC Representatives   **S = Secretary**   **P = Parliamentarian**

School Site Council Membership 2022-2023

Education Code Section 64001(g) requires that the SAP/SPSA be reviewed andupdated at least annually, including proposed expenditures of funds allocated through the Coinsolidated Application, buy the School Site Council. The current make-up of the School Site Council is as follows:

Members	Officer Position	Year of Term	Principal	Teachers	Other Staff	Parent/ Community
Karrone Meeks	Principal	X	X			
Debbie Afsharian	Council	1st			X	
Sumi Oh	Council	1st		X		
Mel Renteria	Council	2nd		X		
Ana Vasquez	Council	1st		X		
Carmelina Jimenez	Council	2nd				X
Parent - Community	Council	Vacant				X
Jenna Chaffee	Council	1st				X
Leira Ruperto	Council	1st				X
Shima Talaei	Council	2nd				X
Total Number of Members		10	1	3	1	5

For Elementary schools, there should be parity between the number of staff on the site council and the number of parents/community members. The minimum number of SSC Members for elementary is 10. For any SSC, teachers should make up the majority of staff members on the SSC.

Revision Date: May, 2022