School Year: | 2023-24

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary STEM Magnet School	19-64881-6119549	April 18, 2023	June 29, 2023

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

African American, Homeless, Students with Disabilities

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 School Plan for Student Achievement will outline the programs in place as well as the needed programs in use and needed to meet our school community of diverse learners as we strive toward continuous academic and social improvement.

Washington Elementary STEM Magnet is a Title I school:
*. Our School plan is aligned to LCAP goals for Language Arts, Mathematics, Foster and Homeless student support, Attendance, and School Safety and Climate standards
* Our school accountability is also aligned to our Dashboard that reflects WESM's Smarter Balanced Assessment System of California (SBAC) results in the areas of Reading, Mathematic, Attendance, and Suspension Rate
*. Our plan will reflect how will will address the groups that are identified under the Additional Target Support and Intervention (ATSI) status (African American, Homeless, and Students with Disabilities).
*. WESM will continue to support the district's priority related to Parent Involvement and Engagement
*. We will address our professional development plan to support certificated and classified staff based on the needs of our students' data on academic progress
* Our School Site Council, ELAC, and AAPC will be involved in ongoing monitoring and development of our school plan's expenditures and student progress

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Washington Elementary STEM Magnet meets every month with our educational partners and discuss the following:
*. Data reflecting progress monitoring for students in all groups and subgroups.
*. Data reflection the progress of our Additional Targeted Student Intervention groups (African American, Homeless, and Students with Disabilities)
*. Expenditures utilizing Federal and State funds
* School Safety Plan & Climate
The following list the days of each month of our Education Partners' meetings
*. School Site Council.   Every 3rd Tuesday of the month @ 2:30 PM
* ELAC   Every 2nd Friday of the month @ 8:15 AM
* AAPC   Every 2nd Wednesday of the month @ 6:00 PM
* Coffee w/ Principal   Last Friday of each month @ 8:30 AM
* MSAP Site Council   Every Tuesday @ 2 PM
* MSAP Parent Advisory Council   Last Thursday @ month @ 2:30 PM. (virtual / live)
* MSAP Advisory Council   Last Wednesday @ month @ 6 PM. (Virtual)

Resource Inequities

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

Reviewing Washingtons Comprehensive needs assessment, the following have been identified as "Resource Inequities" that are needed to support our school in surfacing any potential inequities that could be identified and addressed within our SPSA

1) Empowering Rigorous Content
*. WESM students need access to a rigorous curriculum that builds their proficiency in Phonics / Reading Foundations for our 3rd, 4th, and 5th grade students. Currently the district adopted a program for our K - 2 students; however, WESM teachers are still piecing together materials to support Reading Foundations.
* WESM students need access to a rigorous curriculum that builds their proficiency in Reading Comprehension for all Kindergarten - 5th grade students. Teachers have been piecing together materials that inadequately build students' proficiencies in Reading Comprehension; therefore creating inconsistencies in obtaining a systematic exposure to all necessary sequenced standards

2) Diverse & Inclusive Student Needs: Washington is fortunate to be one of the Superintendent's Zone School and has receive many additional supports including an RTI Coach, two class size reduction teachers, one bilingual instructional aide / clerk, two - three roving subs, and a 50% Data Coach. In review our data, our ELAC and SSC members agree that there is a need for a minimum 50% ELD Coach

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: TK - 5th
Student Enrollment   420 Students
Socioeconomically Disadvantaged: 87.4% (397 students)

Feeder Middle School: Octavia E. Butler Magnet
Feeder High School: John Muir High School

STUDENT DISTRIBUTION BY ETHNICITY:

Hispanic Population: 85.4% (358 students)
African American Population: 9.31% (39 students)
White Population: 2.63% (11 students)
Filipino   1.19% (5 students)
Multi-Ethnic Population: 1.43% (6 students)

SPECIAL SUB-GROUPS:

English Learner Population: 32% (134 students)
I - FEP Population: 11% (48 students)
R-FEP Population: 5.5% (23 students)

Special Ed Population   12.7% (69 students)

Foster Youth   4.3%   (18 students)
Homeless Population   20 %   (86 students)

SCHOOL STAFFING

16 General Education Classroom Teachers
3 Class-size instruction Teachers (two from Supt. Zone school and 1 from ESSER funds)
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
.9 (60%) Computer Learning Specialist (part time)
2 Project Aide (20 hrs. per week)

2 Noon Aides (2.5 hour)
1 (50%) Library Coordinator

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, Magnet Environment Studies, Whole
Language, & STEM programs, Steam Coders, Audubon,

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	9.9%	9.60%	8.87%	44	41	36
Asian	%	%	0%		-	0
Filipino	1.8%	2.34%	1.23%	8	10	5
Hispanic/Latino	85.6%	84.31%	85.47%	381	360	347
Pacific Islander	%	%	0%		-	0
White	2.3%	1.87%	2.96%	10	8	12
Multiple/No Response	0.2%	1.64%	1.23%	1	7	5
			Total Enrollment	445	427	406

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	55	80	83
Grade 1	71	68	72
Grade 2	68	66	58
Grade3	81	59	66
Grade 4	79	74	60
Grade 5	91	80	67
Total Enrollment	445	427	406

Conclusions based on this data:

1. For the school year 2022 - 23, WESM's enrollment decreased from 427 students to 420 students. Our goal is to build our primary grades, especially Kindergarten and first grade through our new Magnet Environmental Studies - World Language grant.

2. Our Hispanic population continues to be our largest population

3. SpEd subgroup in not a subgroup with the addition of our two SDC classrooms and the increase of students identifying as SpEd.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	123	145	140	27.60%	34.0%	34.5%
Fluent English Proficient (FEP)	82	73	58	18.40%	17.1%	14.3%
Reclassified Fluent English Proficient (RFEP)	6	34	23	4.9%	8%	5.7%

Conclusions based on this data:

1. There has been a decrease of English Learner, but due to enrollement, their percentage of the school population remains similar.

2. There has been a significant decrease of Fluent English Learners

3. After the increase in students reclassifiying in 2021-2022 school year, there have been fewer students reclassifying.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	81	59		0	59	67	0	59		0.0	100.0	88%
Grade 4	80	72		0	69	61	0	69		0.0	95.8	92%
Grade 5	94	83		0	82	71	0	81		0.0	98.8	93%
All Grades	255	214		0	210		0	209		0.0	98.1	91%

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2361.			5.08			15.25			25.42			54.24	
Grade 4		2416.			7.25			14.49			27.54			50.72	
Grade 5		2423.			9.88			11.11			13.58			65.43	
All Grades	N/A	N/A	N/A		7.66			13.40			21.53			57.42	

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			66.10			33.90	
Grade 4		7.25			65.22			27.54	
Grade 5		8.64			56.79			34.57	
All Grades		5.74			62.20			32.06	

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.08			45.76			49.15	
Grade 4		2.90			44.93			52.17	
Grade 5		2.47			35.80			61.73	
All Grades		3.35			41.63			55.02	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.39			79.66			16.95	
Grade 4		4.35			79.71			15.94	
Grade 5		9.88			71.60			18.52	
All Grades		6.22			76.56			17.22	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.08			72.88			22.03	
Grade 4		5.80			69.57			24.64	
Grade 5		11.11			49.38			39.51	
All Grades		7.66			62.68			29.67	

Conclusions based on this data:

1. Overall ELA scores show a majority of students below standard with the 5th grade students having 10 percentage points greater than the other two grade levels.

2. Writing is an area of need at WESM with over 50% of all testing students below standard.

3. For the other three subject areas, reeading listening, and research, a majority of WESM students are at or near standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

		Overall Participation for All Students									
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	81	59		0	59		0	59		0.0	100.0	88%
Grade 4	80	72		0	70		0	70		0.0	97.2	92%
Grade 5	94	83		0	81		0	81		0.0	97.6	93%
Grade 6												----
Grade 7												----
Grade 8												----
All Grades	255	214		0	210		0	210		0.0	98.1	91%

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

		Overall Achievement for All Students									
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		2382.			8.47			23.73			13.56			54.24	
Grade 4		2414.			4.29			18.57			24.29			52.86	
Grade 5		2434.			6.17			4.94			28.40			60.49	
All Grades	N/A	N/A	N/A		6.19			14.76			22.86			56.19	

	Concepts & Procedures								
	Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		11.86			42.37			45.76	
Grade 4		10.00			35.71			54.29	
Grade 5		6.17			39.51			54.32	
All Grades		9.05			39.05			51.90	

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		11.86			38.98			49.15	
Grade 4		1.43			38.57			60.00	
Grade 5		3.70			41.98			54.32	
All Grades		5.24			40.00			54.76	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		10.17			59.32			30.51	
Grade 4		7.14			48.57			44.29	
Grade 5		3.70			51.85			44.44	
All Grades		6.67			52.86			40.48	

Conclusions based on this data:

1. A marity of all assessed WESM students were below standard in overall mathematics with 5th grade posting 10 percentage points more students below.

2. Over 50% of WESM students sccored below standard in Concepts & Procedures and Problem Solving & Modeling/Data Analysis.

3. Over 50% of WESM students scored at or near grade level in Communicating Reasoning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1398.5	1410.8		1422.6	1420.9		1341.9	1387.3		17	29	18
1	1417.6	1411.6		1443.0	1441.0		1391.9	1381.7		34	15	27
2	1461.9	1463.5		1454.6	1470.2		1468.6	1456.2		19	31	14
3	1469.3	1498.8		1460.0	1509.0		1478.3	1488.3		26	18	29
4	1469.2	1519.0		1472.8	1527.6		1465.3	1509.9		26	26	17
5	1458.6	1510.1		1454.3	1519.3		1462.4	1500.5		19	26	21
All Grades										141	145	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	6.90		29.41	48.28		35.29	27.59		29.41	17.24		17	29	
1	0.00	6.67		11.76	13.33		47.06	46.67		41.18	33.33		34	15	
2	0.00	3.23		42.11	38.71		42.11	48.39		15.79	9.68		19	31	
3	4.00	11.11		40.00	55.56		48.00	33.33		8.00	0.00		25	18	
4	7.69	23.08		23.08	38.46		46.15	30.77		23.08	7.69		26	26	
5	0.00	3.85		15.79	50.00		36.84	38.46		47.37	7.69		19	26	
All Grades	2.86	8.97		25.71	42.07		43.57	37.24		27.86	11.72		140	145	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	3.45		52.94	58.62		11.76	20.69		23.53	17.24		17	29	
1	2.94	26.67		38.24	26.67		50.00	33.33		8.82	13.33		34	15	
2	0.00	12.90		36.84	41.94		57.89	41.94		5.26	3.23		19	31	
3	8.00	33.33		52.00	61.11		36.00	5.56		4.00	0.00		25	18	
4	15.38	53.85		57.69	19.23		15.38	23.08		11.54	3.85		26	26	
5	5.26	38.46		36.84	53.85		21.05	3.85		36.84	3.85		19	26	
All Grades	7.14	26.90		45.71	44.14		33.57	22.07		13.57	6.90		140	145	

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	3.45		5.88	31.03		52.94	44.83		35.29	20.69		17	29	
1	0.00	0.00		11.76	6.67		23.53	20.00		64.71	73.33		34	15	
2	0.00	0.00		52.63	22.58		31.58	64.52		15.79	12.90		19	31	
3	4.00	5.56		28.00	16.67		44.00	55.56		24.00	22.22		25	18	
4	7.69	11.54		7.69	23.08		46.15	34.62		38.46	30.77		26	26	
5	0.00	0.00		5.26	3.85		31.58	50.00		63.16	46.15		19	26	
All Grades	2.86	3.45		17.86	18.62		37.14	46.90		42.14	31.03		140	145	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.65	6.90		70.59	82.76		11.76	10.34		17	29	
1	27.27	20.00		69.70	66.67		3.03	13.33		33	15	
2	10.53	9.68		73.68	70.97		15.79	19.35		19	31	
3	20.83	33.33		62.50	50.00		16.67	16.67		24	18	
4	15.38	38.46		65.38	42.31		19.23	19.23		26	26	
5	0.00	0.00		63.16	88.46		36.84	11.54		19	26	
All Grades	16.67	16.55		67.39	68.28		15.94	15.17		138	145	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.76	0.00		58.82	75.86		29.41	24.14		17	29	
1	0.00	33.33		82.35	46.67		17.65	20.00		34	15	
2	0.00	32.26		94.74	64.52		5.26	3.23		19	31	
3	12.00	83.33		68.00	16.67		20.00	0.00		25	18	
4	44.00	69.23		44.00	26.92		12.00	3.85		25	26	
5	36.84	76.92		42.11	23.08		21.05	0.00		19	26	
All Grades	16.55	46.90		66.19	44.83		17.27	8.28		139	145	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.45		76.47	75.86		23.53	20.69		17	29	
1	0.00	0.00		26.47	13.33		73.53	86.67		34	15	
2	15.79	3.23		73.68	74.19		10.53	22.58		19	31	
3	4.00	0.00		56.00	50.00		40.00	50.00		25	18	
4	3.85	11.54		46.15	53.85		50.00	34.62		26	26	
5	0.00	3.85		42.11	42.31		57.89	53.85		19	26	
All Grades	3.57	4.14		50.00	55.86		46.43	40.00		140	145	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	13.79		31.25	55.17		50.00	31.03		16	29	
1	0.00	6.67		54.55	66.67		45.45	26.67		33	15	
2	0.00	3.23		78.95	77.42		21.05	19.35		19	31	
3	8.00	11.11		80.00	88.89		12.00	0.00		25	18	
4	8.33	11.54		58.33	69.23		33.33	19.23		24	26	
5	0.00	3.85		57.89	73.08		42.11	23.08		19	26	
All Grades	5.15	8.28		61.03	71.03		33.82	20.69		136	145	

Conclusions based on this data:

1. Overall scores demonstrate an increase in the percentage of students scoring at a level 3 and a decrease in those scoring at a level 2.

2. There has been a significant increase in students scoring Somewhat/ Moderately in the writing subtest from 61.03 to 71.03.

3. The reading subtest is a area of concern with still 40% of English Learners scoring in the Beginning range.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
427	**89.5**	**34.0**	**3.5**
Total Number of Students enrolled in Washington Elementary STEM Magnet School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	145	34.0
Foster Youth	15	3.5
Homeless	39	9.1
Socioeconomically Disadvantaged	382	89.5
Students with Disabilities	69	16.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	41	9.6
American Indian		
Asian		
Filipino	10	2.3
Hispanic	360	84.3
Two or More Races	7	1.6
Pacific Islander		
White	8	1.9

Conclusions based on this data:

1. Washington's largest population is still our Hispanic population which is about 84.3%

2. Students who are classified as Socioeconomically Disadvantaged is our largest subgroup at 89.6%, which is an increase from the previous year.

3. Finally, we are still one of the schools in Pasadena Unified with the largest English Language population at approximately 34% of our school wide population.

School and Student Performance Data

Overall Performance

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Low

Mathematics

Low

English Learner Progress

High

Academic Engagement

Chronic Absenteeism

Very High

Conditions & Climate

Suspension Rate

Medium
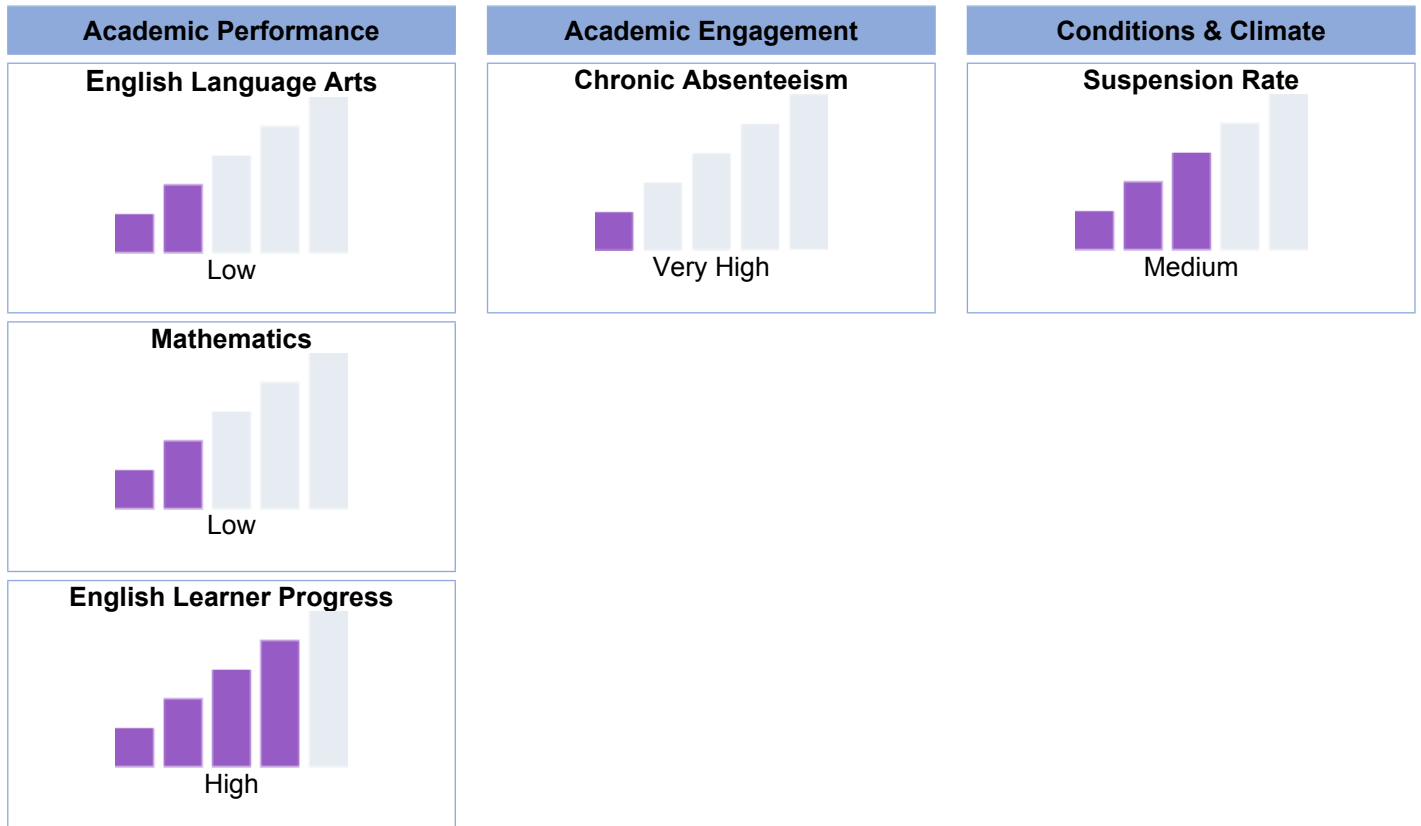
Conclusions based on this data:

1. Attendance is an area of extreme concern.

2. English Learners have seen an increase in positive progress.

3. ELA and Math assessment scores were lowed than desired.

School and Student Performance Data

Academic Performance
English Language Arts
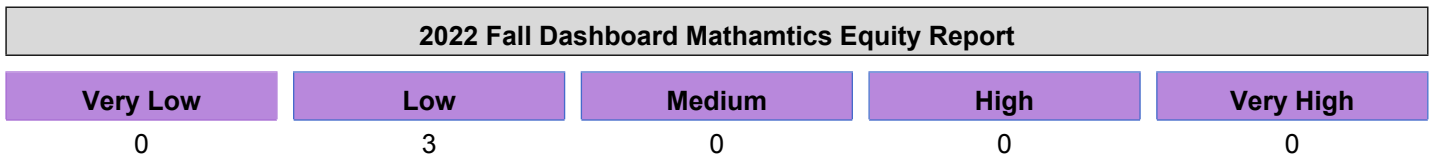
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
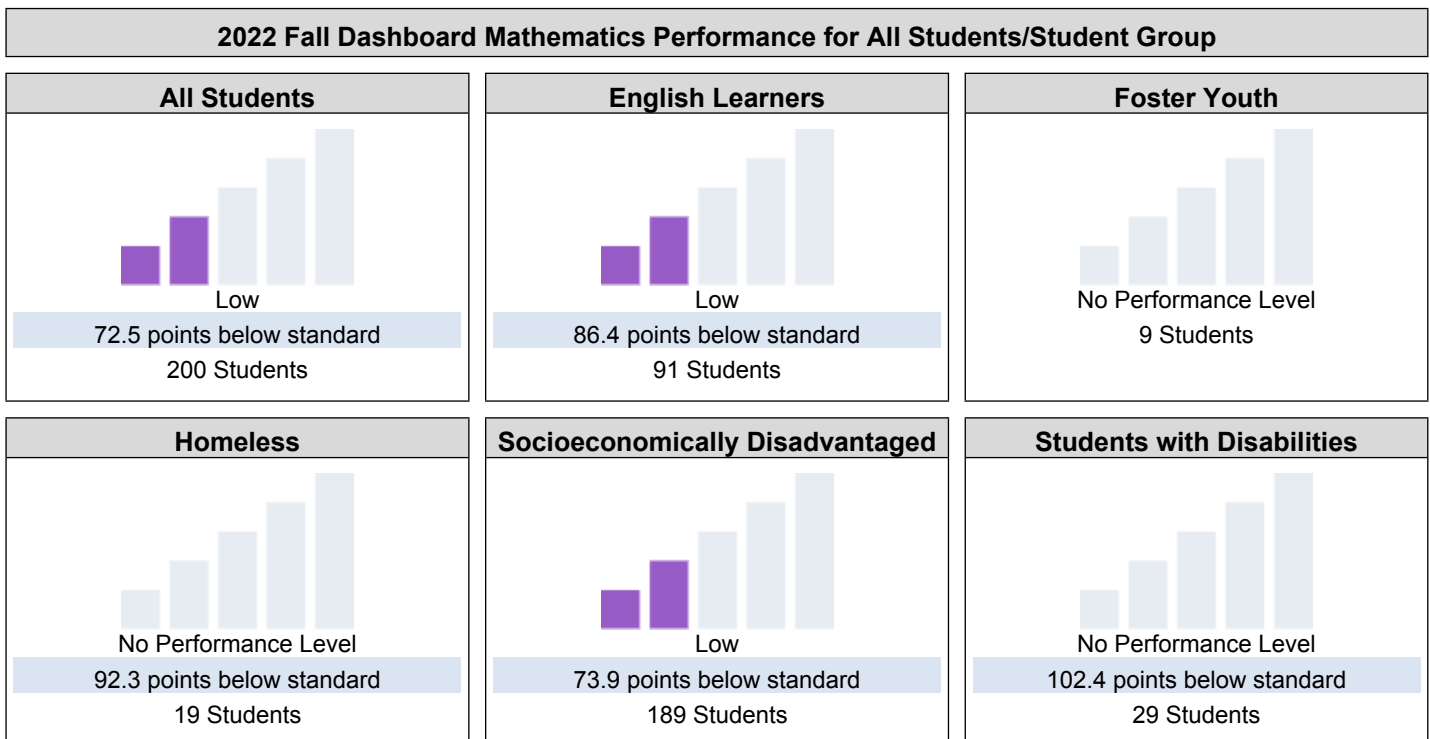
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
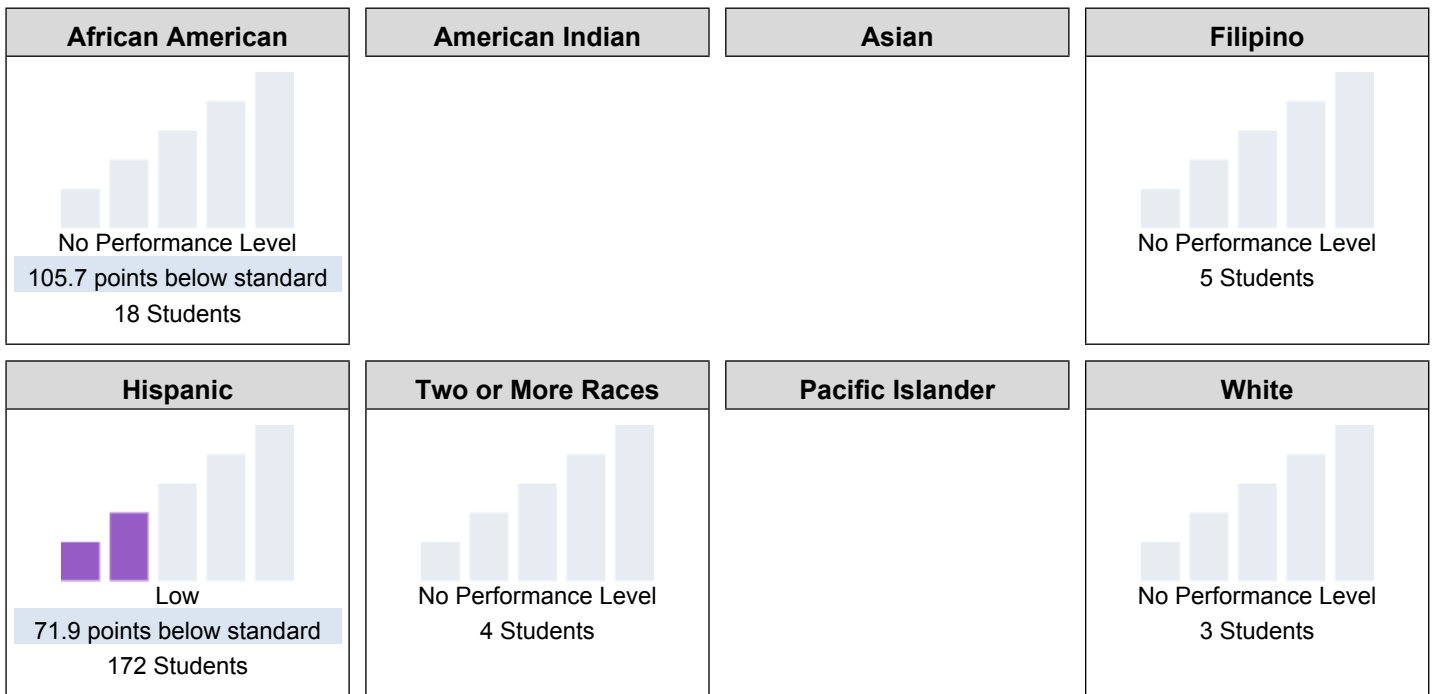

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
68.6 points below standard	68.8 points below standard	9 Students
200 Students	90 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	No Performance Level
112.5 points below standard	70.6 points below standard	106.9 points below standard
19 Students	189 Students	29 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level			No Performance Level
133.8 points below standard			5 Students
18 Students			

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level		No Performance Level
63.9 points below standard	4 Students		3 Students
171 Students			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.6 points below standard	18.1 points below standard	68.3 points below standard
62 Students	28 Students	96 Students

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.
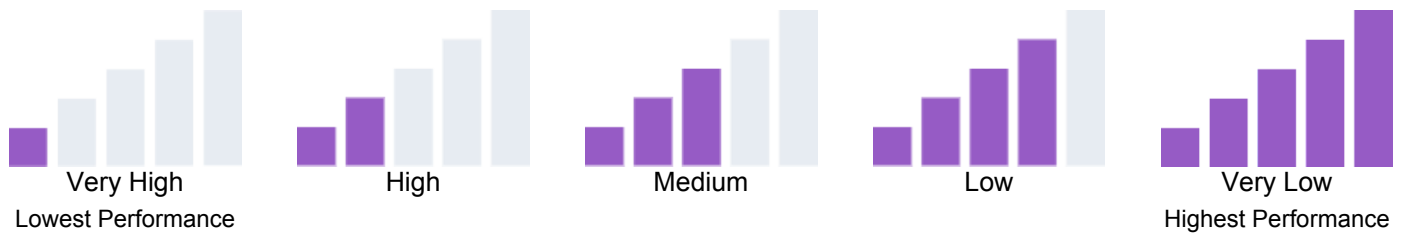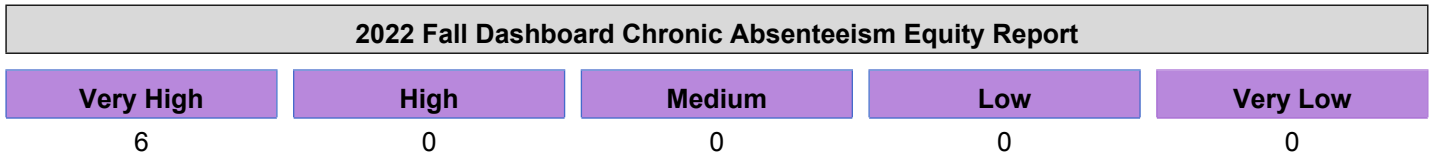
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
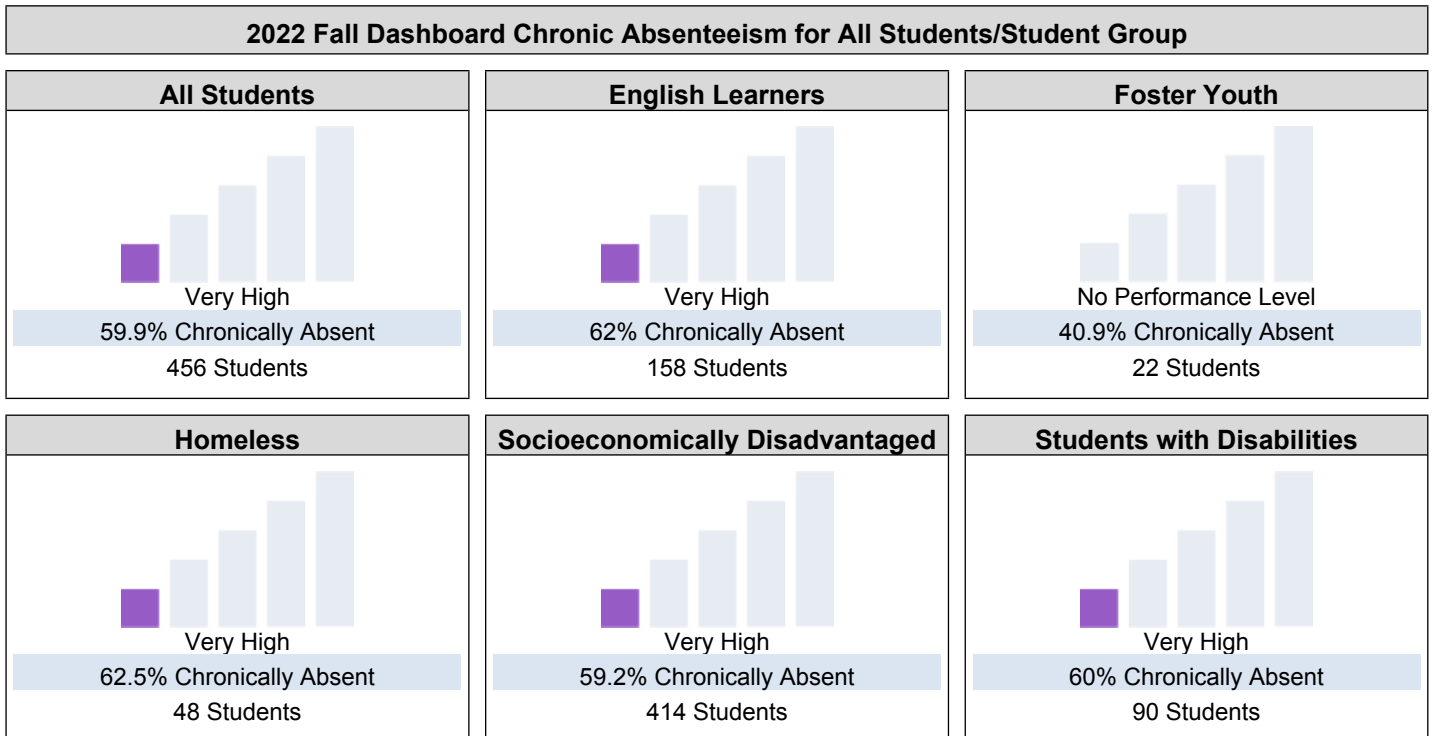
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
72.5 points below standard	86.4 points below standard	9 Students
200 Students	91 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
92.3 points below standard	73.9 points below standard	102.4 points below standard
19 Students	189 Students	29 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino

African American

No Performance Level
105.7 points below standard
18 Students

American Indian

Asian

Filipino

No Performance Level
5 Students

Hispanic

Low
71.9 points below standard
172 Students

Two or More Races

No Performance Level
4 Students

Pacific Islander

White

No Performance Level
3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.6 points below standard	43.2 points below standard	65.4 points below standard
63 Students	28 Students	95 Students

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

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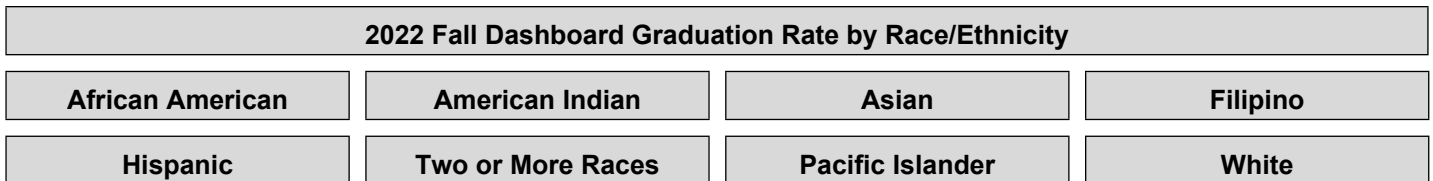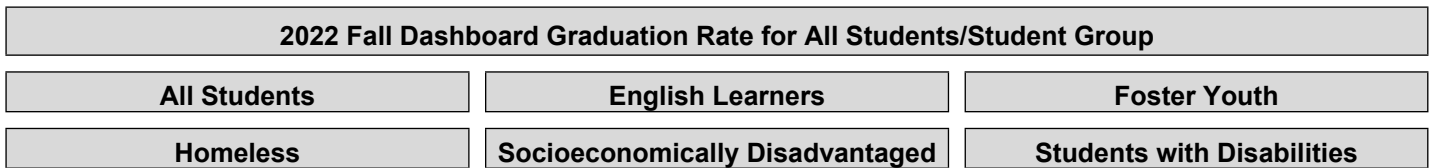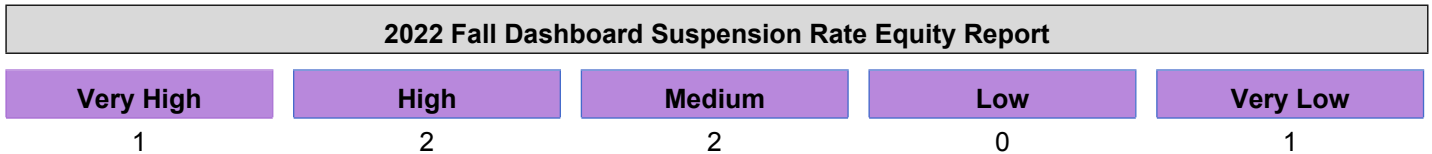ls (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

59.4 making progress towards English language proficiency

Number of EL Students: 106 Students

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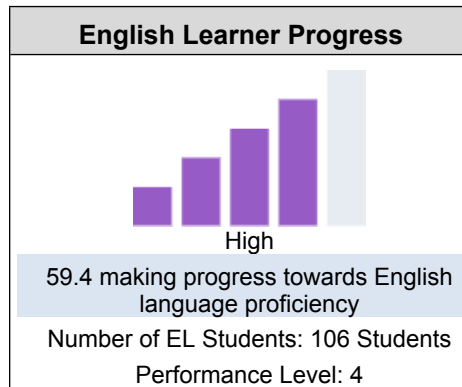
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
13.2%	27.4%	0.0%	59.4%

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 Report

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
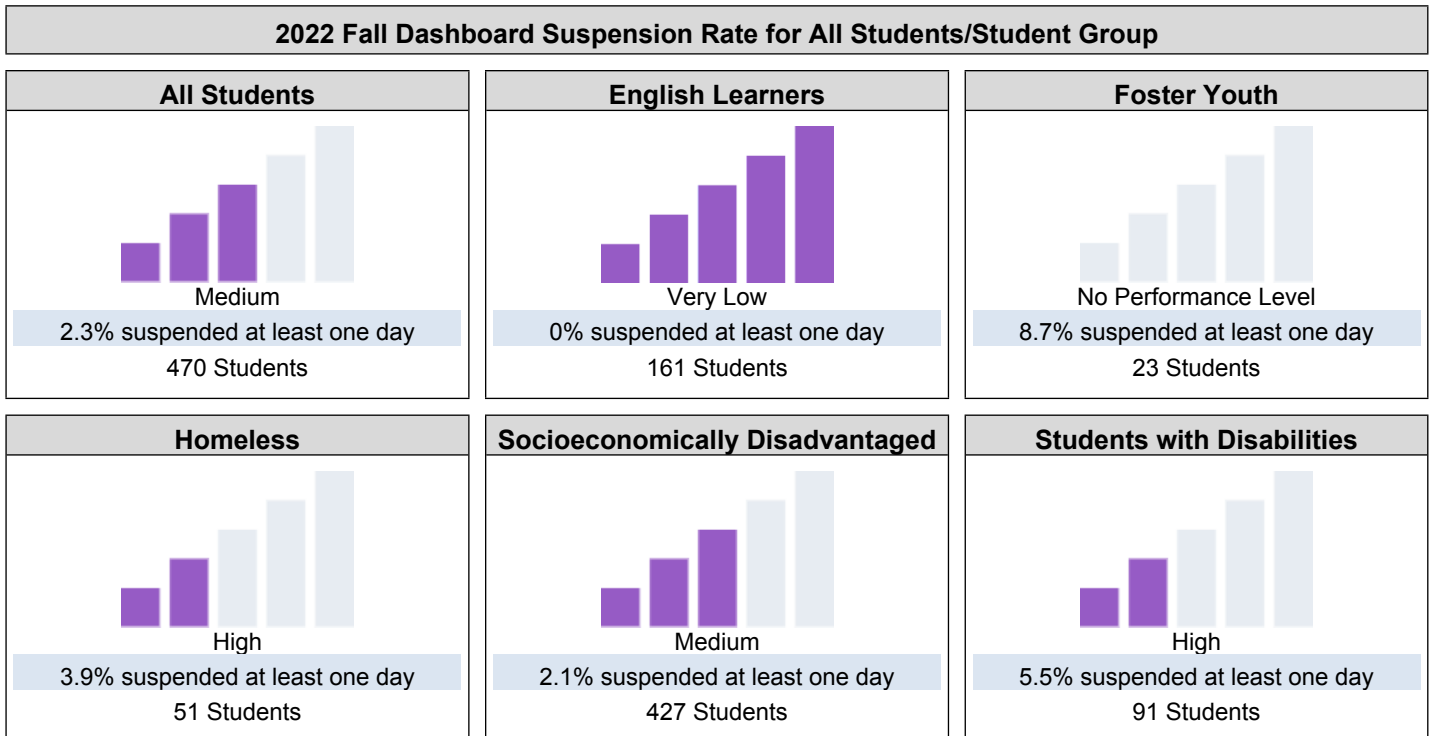
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
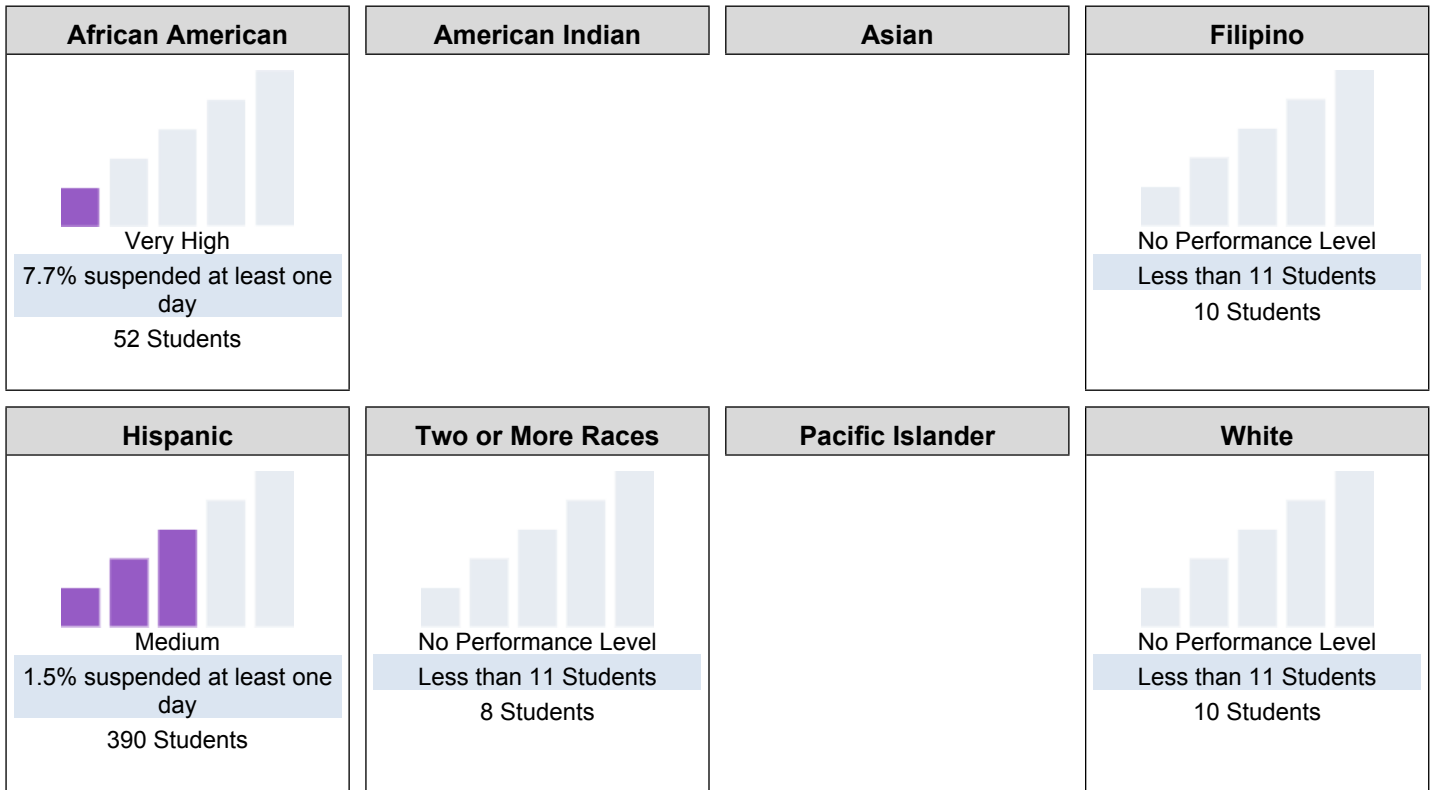
Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
59.9% Chronically Absent	62% Chronically Absent	40.9% Chronically Absent
456 Students	158 Students	22 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
62.5% Chronically Absent	59.2% Chronically Absent	60% Chronically Absent
48 Students	414 Students	90 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity
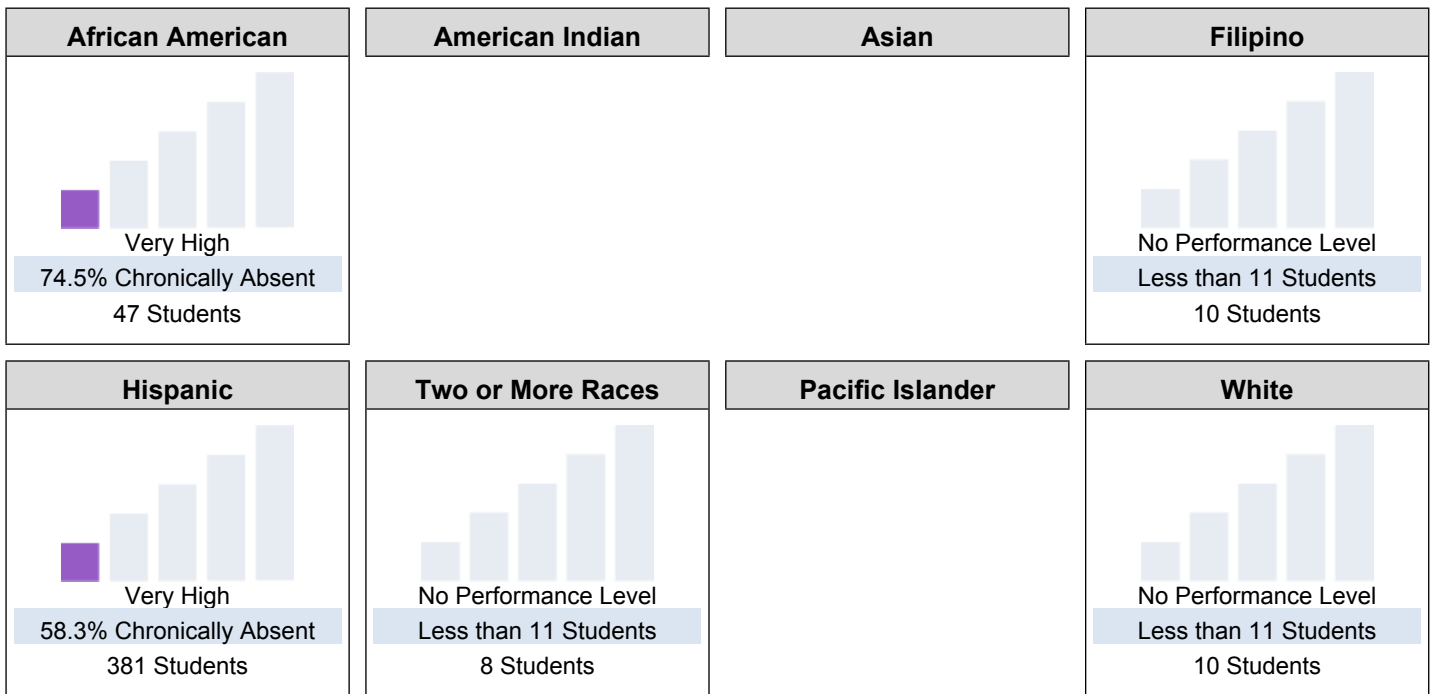
African American

Very High

74.5% Chronically Absent

47 Students

American Indian

Asian

Filipino

No Performance Level

Less than 11 Students

10 Students

Hispanic

Very High

58.3% Chronically Absent

381 Students

Two or More Races

No Performance Level

Less than 11 Students

8 Students

Pacific Islander

White

No Performance Level

Less than 11 Students

10 Students

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

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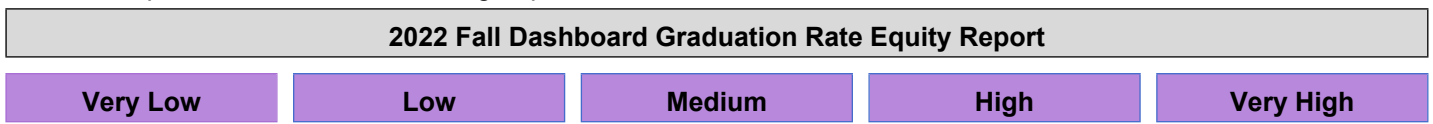
This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	2	2	0	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very Low	No Performance Level
2.3% suspended at least one day	0% suspended at least one day	8.7% suspended at least one day
470 Students	161 Students	23 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	Medium	High
3.9% suspended at least one day	2.1% suspended at least one day	5.5% suspended at least one day
51 Students	427 Students	91 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High			**No Performance Level**
7.7% suspended at least one day			Less than 11 Students
52 Students			10 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	**No Performance Level**		**No Performance Level**
1.5% suspended at least one day	Less than 11 Students		Less than 11 Students
390 Students	8 Students		10 Students

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

MATHEMATICS
Washington Elementary will hire a Math Coach to provide teacher coaching, student focused lessons, monitor iReady student progress and the fidelity of our Math programs and instruction for all students. Additional support will target growth and instructional practices for our African American students, Students with Disabilities, and Homeless students

1) Move approximately 1/3 of students from their current tier in D1 (Fall) to the next level up; and to move approximately 1/2 of students from their current tier in D2 (Winter) to the next level up.

2) 90% of WESM students will pass at least 2 iReady lessons per week with a minimum of 70% accuracy

3) Reduce the existing performance gap of targeted subgroups

Identified Need

1) There is a need for for teachers and Math Coach to build a systematic and strategic review of prerequisite skills
2) Our teachers and Coach need to identify and implement activities and lessons designed to stimulate and engage students in various learning modalities (manipulations, real life experiences, etc.)
3) Co-Teaching is a high priority with our Math Coach and classroom teachers. This will provide teacher immediate modalities and strategies to support student learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady diagnostic (trimester) assessments	At D1 (Fall), approximately 4% of students were at or above grade level as indicated by the iReady diagnostic.	At D3 (Spring), approximately 41% of students will be at or above grade level as indicated by the iReady diagnostic.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	At D2 (Winter), approximately 13% of students were in Tier 1 as indicated by the iReady diagnostic (goal of +19%)	
iReady student review & progress monitoring	At D2 (Winter), approximately 60% of the Students are completing 30+ min or more of I-Ready a week. At D2 (Winter), approximately 88% of the students are passing at least 70% of their lessons.	At D3 (Spring), increase the percentage of students completing 30+ min or more of iReady Math to approximately 90%. At D3 (Spring), increase the percentage of students passing at least 70% of their lessons to 90%. At D3 (Spring), 90% of WESM students will pass at least 2 iReady lessons per week with a minimum of 70% accuracy
School wide and subgroup analysis for African American, SID, and Homeless students of iReady diagnostic growth rate	i-Ready has an expected annual growth (relative to initial placement). At D2 (Winter), progress to annual growth was 39% (All students) At D2 (Winter), progress to annual growth was 28% (African American) At D2 (Winter), progress to annual growth was 22% (SID) At D2 (Winter), progress to annual growth was 17% (Homeless)	WESM has adopted an annual growth target of 125% the i-Ready expected growth rate by D3 (Spring) At D3 performance gap in targeted student subgroups will be reduced to approximately 1/2 of students from D2 (Winter)

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 with a deep dive and monitoring of our African American, Students w/ Disabilities, and Homeless students

Strategy/Activity

Target :-Washington Elementary will hire a Math Coach to provide teacher coaching, student focused lessons, monitor iReady student progress and the fidelity of our Math programs and instruction for all students. In addition, additional support will target growth and instructional practices for our African American students, Students with Disabilities, and Homeless students

1). Teacher / Coach, Do-Teach modeling

2) Teachers are implementing classroom lessons incorporating connection to previous concepts, problem solving strategies, manipulatives, awareness of common misconceptions, etc.

3) Teachers are identifying missing skills through prerequisite analysis and are providing modified instruction and scaffolds (instructional groupings and individual students) as needed.

4) Teachers are monitoring math instruction in grade level/planning meetings

5) Problem of the Day is taught daily provide students with a continual review of prerequisite skills and a rigorous application of grade level concepts (Students are provided instruction and continual practice in the use of various problem solving strategies (EPSE: Explore, Plan, Solve, and, Examine; RICE: Read, Illustrate, Compute, and Explain; etc.).

6) Teachers analyze data with targeted groups in mind. Specific attention is made in meeting the needs of identified students that may be influenced by external factors. Teachers collaborate with student support team members to address issues with timeliness and sensitivity.

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)
46,472	Title I
46,472	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

Target: Our goal is to move approximately 1/3 of students from their current tier in D1 (Fall) to the next level up; and to move approximately 1/2 of students from their current tier in D2 (Winter) to the next level up.

1) Teachers and Math Coach meet regularly to prepare, analyze, and refine instructional routines as students' needs change throughout the year.

2)

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

Amount(s)   Source(s)

                                   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

90% of WESM Students will pass at least two i-Ready lessons per week.

1) Monitoring of the Personalized Instruction Progress for the class and individual student
2) All WESM students will receive at least 45 minutes of dedicated i-Ready class time per week to support students in their progress through the program.
3) Approximately 90% of WESM students will complete 30+ min or more of iReady Math per week

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: 2022-23

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

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

Staff absences sometimes necessitated the cancellation of WESM Math Lab and grade level meeting/planning times.
Classroom teachers have reported "sacrificing" math time to complete other agenda items.
Monitoring has been focused on grade level meetings as opposed to weekly progress checks.
Focus of Math Lab was limited to upper grades (3-5).

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

Program needs to be implemented with 100% fidelity.
Staff absences sometimes necessitated the cancellation of WESM Math Lab and grade level meeting/planning times.
Primary grades (K-2) have reported more frequent "loss" of math instructional time This is reflected in significantly lower percentage of students completing 30+ min/week or more iReady despite 45 minute/week scheduled in class time (approximately 34% for primary (K-2) and 85% for upper grade (3-5)).

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.

Teachers will increase the monitoring of student performance and provide timely intervention and redirection.
Teachers will reflect on progress of math lessons and revise instructional minutes to ensure instructional minutes are not "lost" from classroom instruction.
Math Lab curriculum revision to parallel lessons concurrently taught in the classroom to minimize the teachers "loss" of instructional time.
Math Lab will increase emphasis on classroom teacher portion of the co-teacher model to expedite teacher implementation of the different strategies (differentiation, manipulatives, interactive challenges, etc.) into classroom routines.

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

ENGLISH LANGUAGE ARTS GOALS - ELA

These goals are based on current I Ready Reading Diagnostic and
Based on our identified need and strategies

Goal 1) Progress half of our students in each of the I-Ready domains from Tier 2 to Tier 1 and from Tier 3 to Tier 2 by 2023-2024 I-Ready diagnostic 3

Goal 2) minimum of 80% of all students will meet or exced their I-Ready Reading Typical Growth Rate by diagnostic 3.

Goal 3) minimum of 80% of Tier 2 and Tier 3 Students will meet their I-Ready Reading Annual Stretch Growth by diagnostic 3. (to close learning gaps))

Goal 4) 95% of students in each grade will complete two I-Ready Reading Lessons per week with 70-100% accuracy in order to meet growth goals.

Identified Need

- Have a full-time Instructional Coach on School Site to support quality instruction
- Have a K-5th Grades Phonics program that includes phonemic awareness skill builder
- Use Scholastic High-Frequency Words for K-1st and Fry's Sight Words List for 2nd-5th grades to build decoding words at grade-level
- Have a K-5th Grades Comprehension program that builds student vocabulary and comprehension through high-quality grade-level texts.
- Have Teacher Professional Developments to build quality instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 Overall ELA Tier 1 20% Tier 2 44% Tier 3 36%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 Overall ELA Tier 1 42% Tier 2 40% Tier 3 18%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 Phonemic Awareness Tier 1 71% Tier 2 21% Tier 3 8%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 Phonemic Awareness Tier 1 82% Tier 2 14% Tier 3 4%
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 Phonics Tier 1 43% Tier 2 25% Tier 3 32%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 Phonics Tier 1 56% Tier 2 28% Tier 3 16%
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 High-Frequency Words Tier 1 66% Tier 2 20% Tier 3 14%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 High-Frequency Words Tier 1 76% Tier 2 17% Tier 3 7%
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 Vocabulary Tier 1 20% Tier 2 42% Tier 3 38%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 Vocabulary Tier 1 41% Tier 2 40% Tier 3 19%
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 Overall Reading Comprehension Tier 1 20% Tier 2 42% Tier 3 38%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 Overall Reading Comprehension Tier 1 41% Tier 2 40% Tier 3 19%
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Annual Typical Growth Rate in 1st-5th Grades is in between 21%-36%	we are proposing to have a minimum of 80% of students who will meet their Annual Typcial Growth Rate in order to have 1-year progress from where they are at.
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 Annual Typical Growth is at 59%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 we are proposing to have a minimum of 80% of students who will meet their Annual Stretch Growth in order to close their learning gaps.

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 (including Students with dissability, African-American students, and Homeless students)

Strategy/Activity

(Goal #1) Progress half of our students in each of the I-Ready domains from Tier 2 to Tier 1 and from Tier 3 to Tier 2 by 2023-2024 I-Ready diagnostic 3
These Strategies will be modeled and supported by the ELA Instructional Coach

1) Teachers will utilize district and site approved Curriculum with fidelity.
2) Teachers will engage students in the classroom through peer collaboration, cooperative learning, and student inquiry using Kagan Strategies
3) Teachers will differentiate Instruction according to Student Tiers using I-Ready Grouping for small group instruction and use acceleration to close learning gaps
4) Teachers will use explicit and systematic instruction to guide students' understanding and thinking
5) Teachers will engage Students in daily Close Reading focusing on key reading comprehension standards
6) Teachers will use the modified Fry's vocabulary graphic organizer specific to WESM to build academic and domain-specific vocabulary.
7) Teachers will Monitor Student Progress and understanding through weekly Exit Tickets and check-ins to ensure proficiency
8) WESM Trimester Benchmarks will be administered after each Unit to monitor student progress toward Tier 1
9) Teachers will motivate students by putting their work up on the board and imbed monthly awards

- K-5th Students will have multiple opportunities to build their enjoyment of reading through visits to our library and engage in online Reading Foundation programs. Student incentives will help motivate students.

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

Amount(s)	Source(s)
150,000	District Funded
4,394	LCFF - Supplemental and Concentration (S/C)
3,000	LCFF - Supplemental and Concentration (S/C)
3,168	Title I
22,688	LCFF - Supplemental and Concentration (S/C)
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 (including Students with dissability, African-American students, and Homeless students)

Strategy/Activity

Goal 2) minimum of 80% of all students will meet or exced their I-Ready Reading Typical Growth Rate by diagnostic 3
These Strategies will be modeled and supported by the ELA Instructional Coach

1) Teachers will conduct one Small Guided Group daily utilizing I-Ready Reading Instructional Grouping Next Steps with the support of the ELA Instructional Coach
2) Teachers will conduct on-going student data chats using I-Ready Reading to support students to set academic goals (the ELA Instructional Coach will train and model best student data chat strategies)
3) Teachers will assign weekly I-Ready Lessons that target specific academic gaps and monitor student progress (the ELA Instructional Coach will provided support as needed)
4) Students will do daily I-Ready Reading in the class monitored by the teacher.

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 (including Students with dissability, African-American students, and Homeless students)

Strategy/Activity

Goal 3) minimum of 80% of Tier 2 and Tier 3 Students will meet their I-Ready Reading Annual Stretch Growth by diagnostic 3. (to place below-grade level students on a path towards proficiency) These Strategies will be modeled and supported by the ELA Instructional Coach

1) Teachers will conduct one Small Guided Group daily utilizing I-Ready Reading Instructional Grouping Next Steps with the support of the ELA Instructional Coach
2) Teachers will conduct on-going student data chats using I-Ready Reading to support students to set academic goals (the ELA Instructional Coach will train and model best student data chat strategies)
3) Teachers will assign weekly I-Ready Lessons that target specific academic gaps and monitor student progress (the ELA Instructional Coach will provided support as needed)
4) Students will do daily I-Ready Reading in the class monitored by the teacher.

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 (including Students with dissability, African-American students, and Homeless students)

Strategy/Activity

Goal 4) 95% of students in each grade will complete two I-Ready Reading Lessons per week with 70-100% accuracy in order to meet growth goals.
These Strategies will be modeled and supported by the ELA Instructional Coach

1) The Instructional Coach wil monitor student progress monthly
2) Students who meet this goal will be awareded certificates on a monthly basis
3) Teachers will monitor student progress weekly and provide encouragement

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: 2022-23

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

ANALYSIS

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

Last year our ELA Goal was to Increase the number of all students performing at grade level in English Language Arts.
This year, is the first year of implementing the goals therefore an analysis is not required at this time -

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"

1) WESM's goal is to increase the school-wide attendance average to no less than 95% overall yearly average.

Identified Need

Yearly Average Daily Attendance as of April 18, 2023

GENERAL EDUCATION:
TK - 84.89%
K - 86.73%
1st- 88.83%
2nd - 90.42%
3rd - 89.92%
4th - 90.47%
5th - 92.73%
TOTAL FOR GENERAL EDUCATION: 89.6%

SPECIAL DAY CLASSES
K - 79.17%
1st - 79.67%
2nd - 90.79%
3rd - 92.43%
4th - 82.46%
5th - 90.46%
TOTAL FOR SPECIAL EDUCATION: 85.34%

TOTAL FOR ALL PROGRAMS: 89.35%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly attendance reports review	MONTHLY AVERAGE FOR MARCH 2023 GENERAL EDUCATION: TK - 84.78% K - 83.63% 1st - 87.79% 2nd - 88.57% 3rd - 88.11% 4th - 87.93% 5th - 92.82 TOTAL FOR GENERAL EDUCATION: 88.03% SPECIAL DAY CLASSES: K - 81.75% 1st - 62.96% 2nd - 94.44% 3rd - 98.15% 4th - 75.93% 5th - 82.75% TOTAL FOR SPECIAL EDUCATION: 82.99% TOTAL FOR ALL PROGRAMS: 87.73%	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)

	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

1). Staff will build a system wherein parents will be contacted via phone call, email, and/ or home visit utilizing our Community Assistant, Student Proctors, Data Coach, 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)
	LCFF - Supplemental and Concentration (S/C)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Monthly SART meetings have been well attended and over 30 families have signed a SART contract. We have seen witnessed an increase in positive attendance in the first months of 2023 in comparison to the fall of 2022. Home visits have been made with the assistance of CWA outreach. There has been an increase in campus-wide awareness of the importance of regular attendance and parent communications have increased.

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

Due to the resignation of our community advocate, it has been a challenge to produce and distribute monthly attendance flyers. This should be addressed with the onboarding of a new community advocate in the spring of 2023.
As a school, WESM struggles with issues outside of our control to increase average daily attendance such as:
1. parent illness affecting student attendance
2. parent/guardian lack of reliable transportation
3. 20% of our students identify as homeless
4. parents are reluctant to travel to the school site in inclement weather.

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

We will increase our parent outreach and education over the next year by incorporating resources available due to WESM being a Community School. Although we cannot resolve all issues that are barriers to our students attending daily, we will utilize the services of Community Schools and CWA to best serve or families.

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). A mimimum of 30 (7%) Parent volunteers in the parent room two from each grade level to support the classroom teacher and school events.

2). By October of 2023-2024 school year, Parents will sign-up to assist in specific school events for throughout the year.

3) Increase the number of parents attending PTA- SSC - ELAC - and AAPC by 5% annually

4) 40%-50% of parents will be signed-up for the Parent Portal with the help of the Community Assistant

5) A minimum of one parent class will be scheduled for each trimester planned by the Community Assistant and the Community Advocate

6) Provide ongoing support and monitoring for foster and homeless parents throughout the year by the Community Assistant and the Community Advocate

Identified Need

1) Ensure we have a Community Assistant and a Community Advocate for the 2023-2024 school year
2) Every Wednesday, a Community Resource Table will be placed in front of the school to give parents up-to-date information and to answer their questions
3) There is a designated parent room on campus - days an hours when it is open
4) Monthly Parent Newsletter from the Community Assistant and the Community Advocate - posted and archived on the School Webpage
5) File parent sign-ins with the Community Assistant for all school-wide events and meetings

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

All Students, Parents, and Foster and Homeless Targeted Families

Strategy/Activity

1) Present Clear Parent Communication via (Student Tuesday Folders, Student Agendas, Monthly Community Assistant/Community Advocate Newsletter, Phone Blasts, and School Banners)

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)
1369	Title I Part A: Parent Involvement
300	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, Parents, and Foster and Homeless Targeted Families

Strategy/Activity

-Continue to building and foster Community Partnerships to support our goals

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

Amount(s)	Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, Parents, and Foster and Homeless Targeted Families

Strategy/Activity

-continue to build working relationship betwen school staff, parents, students, and school community

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: 2022-23

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

ANALYSIS

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

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 # 5

Goal 5:   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

SCHOOL CLIMATE AND SAFETY

Goal 1) Decrease the number of Tier 2 and Tier 3 African-American students suspended at least once.
Goal 2) Increase student participation that utilize mental health resources.
Goal 3) Decrease the number of students missing instruction due to behavior in order to increase academic success.

Identified Need

1-Mentoring program that focuses on strategies specific to African-American students.
2-Teacher professional development of understanding the African-American culture.
3-Funding for class field trips and professional guest speakers that build engagement-inspiration for our African-American students and teachers.
4-Build mental health resource options with community partners.
5-K-5th Wellness curriculum and materials to support and implement the curriculum with fidelity.
5-Reward systems in place to recognize student success.
6-There is a need to have enough Project Aides / Noon Aides on campus to monitor students' interactions during recess and lunch.
7-Need a secure show-case to display student awards and recognitions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of suspensions in 2023-2024	Suspensions for the 2022-23 was 10 total suspensions assigned to 8 students. 1). The percentage of all WESM students suspended at least once was 1.9% for the 2022-2023 school year. 2) Percentage of the following populations were suspended at	Decrease the percentage of African American students suspended at least one day by at least 1.5 percentage points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	least once in the 2022-2023 school year. * Males: 2.1% * Females: 1.7% * Hispanic/Latino: 1.1% * African-American: 7.5% * Utilizing Special Education Services: 4.5% * English Language Learner: 1.5%	
Number of students referred for mental health services 2023-2024	49 WESM students were referred for P.U.S.D. Mental Health Services during the 2022-2023 school year. 1) 49 students were referred for P.U.S.D. Mental Health Services in the 2022 - 2023 school year. 2) Percentages of the following populations were referred for P.U.S.D. Mental Health Services in the 2022 - 2023 school year: * Male: 11% * Female: 12% * Hispanic/Latino:12% * African-American:13% * Utilizing Special Education Services:16% * English Language Learner: 6.6%	Increase the number of all students
Number of students participating in supportive frustration/anger management peer groups	School-wide SEL lessons have discussed emotions and frustration, but of the 10 suspendable incidents occurring in 2022-2023, 90% were due to physical altercations.	Increased participation in peer groups will decrease the number of physical altercations on campus to no more than 7 in the 2023-2024 school year.

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)

African American Students

Strategy/Activity

Goal 1) Decrease the number of Tier 2 and Tier 3 African-American students suspended at least once.
Support Systems offered either by the RTI Behavior Coach and/or by a Community Organization

- Weekly/bi-weekly one-on-one mentoring sessions to improve their academic, behavioral, and social skills.
- Every Trimester provide Teacher professional development that targets understanding African American culture and behavior.
- Have 2-3 organized assemblies with special guests that will engage and inspire our African-American students and teachers.

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)
3,000	Title I
5,823.31	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

Goal 2) Increase student participation in utilizing mental health resources.
Support Systems offered by the RTI Behavior Coach and/or the resident clinical social worker on site.

FOCUS:
Partner with community agencies and departments to bring activities, events and lessons that educate students and parents on Wellness.
- Teachers and School Staff will model effective social skills and coping skills on a day to day basis.
- Three parent Wellness workshops that provide information for parents to better support their own wellness as well as their children's.
- Monthly Wellness tips provided to WESM's community such as, Self-Esteem Building activities, Healthy Snacking, Exercise for Kids and Brain Boosting activities via WESM Webpage
- Weekly Wellness classroom lessons and activities via email and printed handouts.
- Monthly playground/lunchtime activities that promote wellness, such as:

* Nature walks
 * Mindfulness coloring
 * Yoga
 * School beautification projects

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 2 and Tier 3 Students

Strategy/Activity

Goal 3) Decrease the number of Tier 2 and Tier 3 students missing instruction due to behavior in order to increase academic success.
Support Systems offered by the RTI Behavior Coach and the School Guidance Coach

- Identified students will receive Individualized instruction for key social, emotional, and/or behavioral skills as part of our preventative measure.
- Target expected behavior with positive reinforcements ie., rewards and recognitions.
- Monitor playground aides and hold monthly meetings to share incident data and strategize school safety.
- Utilize Review 360 to create individualized student plans that identify and support behavioral challenges, and utilize data to evaluate the effectiveness.
- Classified staff to help supervise and provide in-class and out of class support to targeted students

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our Goals for School Climate and Safety for this school year are new, hence analysis is not required this year.

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

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

District 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 GOALS:

1) From a baseline of 61% of students nearly meeting the standards for fifth grade CAST, our goal is for 10% less students testing nearly met (and moved toward Met) standard in 23-24
2) On district assessments, current second through fourth graders will improve 10% as measured by district assessment scores for 23-24 school year.
3) 23-24 will be a baseline starting point for trimester STEMscopes assessment in grades 3-5.
4) 23-24 will be a baseline setting year for trimester rubrics on environmental science.

Identified Need

- Full-time STEM teacher to model teaching academic language and discourse through hands-on activities.
- teacher training/coaching on 3-dimensional learning and assessing based on NGSS
- Instructional Materials and the ability to make copies of curriculum

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Spring Science Benchmark: Students Met or Exceeded Standards	1. district fourth grade spring science scores were 35% met or exceeded for 2022-2023 2. district third grade spring benchmark science scores were 51% met or exceeded for 2022-2023	Target 1: 40% of fourth graders will score met or exceeded standards in 23-24 science district assessments. Target 2: 56% of third graders will score met or exceeded standards in 23-24 district science assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3. district second grade spring science scores were 57% met or exceeded for 2022-2023	Target 3: 62% of second graders will score met or exceeded standards in 23-24 science district assessments.
Science and Engineering school assessments (STEMSCOPES)	23-24 will be baseline for school assessment data for grades 3-5 for STEMSCOPES trimester one 3D assessment (taken at end of trimester two)	baseline data gathered and analyzed.
2022-2023 5th grade CAST - Students meeting/Exceeding Standards	In 2021-2022, 11% of fifth graders met or exceeded standards on CAST, and 61% nearly met standards.	Target - 5% less students will test nearly met in 23-24

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

Students will engage in hands-on, inquiry-based activities in STEM Lab to introduce/extend science content presented by classroom teachers

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

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	District Funded

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

All teachers and STEM Specialist will 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 district assessments and other NGSS tests, as well as school-generated rubrics

Teachers will practice increasing students' oral and written reflection time will help students demonstrate their understanding of a particular science concept, hence the necessity of using high-quality NGSS reading materials.

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

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

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: 2022-23

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

ANALYSIS

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

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 # 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 incorporating 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

In order to fulfill the goals that will provide Washington's students will the needed skills to compete in the 21st Century Tech World, the following are ongoing needs:

1). There is a need for Technology Resource staff at WESM in order to continue promoting the school site as a STEM school

2) This Technology personnel is needed as an outreach to new students, will support faculty with effective timely tech integration/troubleshooting, and implementing tech STEM curriculum (robotics, computer science).

3) Continual updated technology that provides students with the speed and capability to navigate new software platforms

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
International Society for Technology in Education (ISTE) Digital Citizenship performance of students who meet or exceed tech standards.	By June 2023 all 3rd to 5th grade students have completed a digital citizen course (Commons Sense Media, Interland, Digizen or Budd:e). By June 2023, all Kinder to 2nd grade students have completed a digital citizen course (Interland or Budd:e).	All students will think critically and evaluate websites, and other content online (via STEM rubrics).They also: • 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 a 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 2023, all Kinder to 2nd grade students will have have completed grade level appropriate lessons on sequencing, loops, events, and variables. (Code.org, Scratch, STEAMCODERS, 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 the 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	By June 2023, 100% of teachers will give their students classroom assignments requiring them to use computers/mobile devices at least weekly.	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
integrate computer science courses in their curriculum.	By June 2023, all students will participate in a computer science course organized by their homeroom teacher or third party educational partner.	classrooms (evidenced by less teacher request for support) Students will learn through play where students can be 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 2023, 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 the production of the 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)
17,812	Title I
17,812	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: 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: 2022-23

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

ANALYSIS

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

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 GOALS:
These goals are based on current I Ready Reading Diagnostic and
Based on our identified need and strategies

Goal 1) Reclassification Goal: 15% of the total EL population will reclassify as R-FEP in 2023-2024 school year

Goal 2) ELPAC Goal: as indicated by 2022-23 ELPAC Testing -52% will be at Level 3 -26% will be at Level 2 -7% will be at Level 1

Goal 3) GOALS 1-4 are the same as the ELA Goals in this Site Plan for all our English Leaners
- ELA Goal 1) Progress half of our students in each of the I-Ready domains from Tier 2 to Tier 1 and from Tier 3 to Tier 2 by 2023-2024 I-Ready diagnostic 3
- ELA Goal 2) minimum of 80% of all students will meet or exced their I-Ready Reading Typical Growth Rate by diagnostic 3.
- ELA Goal 3) minimum of 80% of Tier 2 and Tier 3 Students will meet their I-Ready Reading Annual Stretch Growth by diagnostic 3. (to close learning gaps))
- ELA Goal 4) 95% of students in each grade will complete two I-Ready Reading Lessons per week with 70-100% accuracy in order to meet growth goals.

Identified Need

1) ELD Instructional Coach on school site
2) ELD Ccurriculum for grades K-5th
3) ELD 4th/5th classroom push-in support for long-term English Learners (This was provided last year with our LTELS 3-times a week by the LADD Department)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 Overall ELA Tier 1 10% Tier 2 42%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 Overall ELA Tier 1 31% Tier 2 45%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Tier 3 48%	Tier 3 24%
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 Phonemic Awareness Tier 1 63% Tier 2 27% Tier 3 10%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 Phonemic Awareness Tier 1 77% Tier 2 18% Tier 3 5%
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 Phonics Tier 1 32% Tier 2 26% Tier 3 42%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 Phonics Tier 1 45% Tier 2 34% Tier 3 21%
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 High-Frequency Words Tier 1 59% Tier 2 23% Tier 3 18%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 High-Frequancy Words Tier 1 71% Tier 2 20% Tier 3 9%
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 Vocabulary Tier 1 10% Tier 2 40% Tier 3 50%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 Vocabulary Tier 1 30% Tier 2 45% Tier 3 25%
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 Overall Reading Comprehension Tier 1 10% Tier 2 40% Tier 3 50%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 Overall Reading Comprehension Tier 1 30% Tier 2 45% Tier 3 25%
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Annual Typical Growth Rate in 1st-5th Grades is betwen 15%-44%	Annual Typical Growth Rate in 1st-5th Grades is between 25%-50%
I-Ready Reading Diagnostic	as indicated by I-Ready Reading Diagnostic 2 for 2022-2023 Average Typical Growth is 68%	as indicated by I-Ready Reading Diagnostic 3 for 2023-2024 Average Typical Growth is 78%
ELPAC Assessment	RECLASSIFICATION GOAL • We reclassified 13% of the total EL population. • PUSD goal was 15% of the total EL population	RECLASSIFICATION GOAL • We will reclassify 15% - 20% of the total EL population.
ELPAC Summative Assessment	Summative ELPAC Levels for 2022-2023 Level 1 - 16% Students Level 2 - 40% Students Level 3 - 44% Students	ELPAC Student Levels for 2023-2024 Level 1 10 Students Level 2 35 Students Level 3 55 Students

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

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

English Language Learners

Strategy/Activity

Goal 1) Reclassification Goal: 15% of the total EL population will reclassify as R-FEP in 2023-2024 school year
The ELD Coach will provide support to all the EL Teachers (trainings, PDs, plannig, goals, etc.)

• Teachers will create Personalized Support Action Plans for students receiving below C on the Report Card Trimesters 1-2 and tracking student progress
• Teachers will do all of the Strategies stated in the ELA section of the SPSA Goals

- Students will receive grade-level instruction in Language and Vocabulary to build reading, writing, speaking, and listening skills.

TEACHERS WILL IMPLEMENT ALL OF ELA STRATEGIES stated on ELA Site Plan with our English Learners

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)

92,944

Source(s)

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)

English Language Learners

Strategy/Activity

Goal 2) ELPAC Goal: as indicated by 2022-23 ELPAC Testing -52% will be at Level 3 -26% will be at Level 2 -7% will be at Level 1
The ELD Coach will provide support to all the EL Teachers (trainings, PDs, plannig, goals, etc.)

- Teachers will have daily designated instruction for 30 minutes using the ELD Curriculum Language Power and differentiated intruction will take place in small groups per student ELPAC Levels
- Teachers wil integrate SDAIE Strategies across the curriculum (see attachments section for the list)
- Teachers will use ELPAC Test Practice in February and March to review the test.

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)

English Language Learners

Strategy/Activity

Goal 3) GOALS 1-4 are the same as the ELA Goals in this Site Plan for all our English Leaners
The ELD Coach will provide support to all the EL Teachers (trainings, PDs, plannig, goals, etc.)

- See the strategies in the ELA Site Plan goals

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

2022-2023 ELD GOAL was to 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.
1)we stated we would focus on high utility vocabulary instruction
2)we stated we would hire a 50% teacher, we will be able to provided targeted supplemental instruction for our LTEL students in grades 3 - 5 and provided instructional support to all teachers.

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

- teachers need a comprhensive curriculum wtih proven instruction methods - lack of such a resource creates big learning gaps
- 50% Teacher for long-term LTELS did not occur due to budget - and LADD did not provide someone to come in to work with our students like they did the previous 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.

This year, we are focusing on explicit and systematic instruction using our I-Ready Reading Data to guide our instruction and goals
We will be better able to monitor student progress using the I-Ready Data from Diagnostic 1-3

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: 2022-23

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

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

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: 2022-23

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

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

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	$72,121
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	$72,121
Other State/Local Funds provided to the school	$208,133.31

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	$70,752
Title I Part A: Parent Involvement	$1,369

Subtotal of additional federal funds included for this school: $72,121

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)	$208,133.31

Subtotal of state or local funds included for this school: $208,133.31

Total of federal, state, and/or local funds available for this school: $280,254.31

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
Title I	70752	0.00
Title I Part A: Parent Involvement	1369	0.00
LCFF - Supplemental and Concentration (S/C)	208133.31	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	153,000.00
LCFF - Supplemental and Concentration (S/C)	208,133.31
Title I	70,752.00
Title I Part A: Parent Involvement	1,369.00

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

4 Classroom Teachers

0 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 and Maricore Garaniel	Parent or Community Member
Carmelina Jimenez	Parent or Community Member
Leira Ruperto	Parent or Community Member
Shima Talaei	Parent or Community Member
Lauren Ottersberg	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
	State Compensatory Education Advisory Committee
	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 18, 2023.

Attested:

	Principal, Karrone Meeks on April 18, 2023
	SSC Chairperson, Datevik Debbie Afsharian on April 18, 2023

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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2023-24, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of $1,795,513.00:

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 3 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 2023-24 is as below:

School: Washington Elementary

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	$1,795,513.00	9,623	$186.59	326	$60,826.90