

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington STEAM Multilingual Academy	19-64881-6021752		

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Members of the ELAC committee were asked to begin thinking about goals for the SPSA in January of 2020. At the February meeting, members discussed how recommendations for the 2019-2020 school year had been implemented. Since the ideas in 2019-2020 were new, the committee decided to continue with the same recommendations from 2019-2020. The committee felt that these recommendations needed more time to be implemented in order to judge whether or not they were working for the students. In March, the members of ELAC were asked again for any new ideas for the SPSA and decided to stick with the recommendation from the February meeting, which was to

continue with the 2019-2020 recommendations. This decision was partially based on anecdotal data from the ELD teacher. He reported that student engagement had improved and was looking forward to growth in the students' English Language Arts skills.

The recommendations from ELAC was presented at the February SSC meeting. At the February SSC meeting, we discussed the incremental growth in our students in both ELA and Math according to SBAC data. We felt that it was important that we stick to our current plans with some minor adjustments to continue with growth in academic areas with some attention being paid to school culture and climate components such as chronic attendance rates and suspension rates. The discussion continued at the March meeting.

Resource Inequities

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

The inequities of the funding for our site affects the difficulties in addressing the needs of our students. We have 20% of our student population that are English Learners and 70% of our students who are two or more grade levels below in both math and ELA. Current funding does not allow us to address these needs with specialized intervention, lower student:teacher ratio, and other support for our struggling learners, while at the same time providing a engaging and enriching learning environment with electives and integrated curriculum.

School Vision and Mission

Vision

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

Mission

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

School Profile

Washington STEAM Multilingual Academy (WSMA) engages approximately 450 students in grades 6 through 8 by providing a rigorous, integrated, problem-solving-based learning environment. WSMA offers an interdisciplinary curriculum that infuses Science, Technology, Engineering, Art and Mathematics to enable students to understand complex problems, develop potential solutions, and prepare the next generation of innovators. At WSMA, students acquire skills in communication, collaboration, critical thinking, and creativity, while developing a passion for discovery, invention, and design.

Washington Middle School began its transformation into Washington STEAM Magnet Academy in 2012, a process that was greatly accelerated in 2014 with a three-year grant from the federal Department of Education Magnet Schools Assistance Program. The school adopted the Project Lead The Way - Gateway to Technology curriculum, designed to challenge and engage the natural curiosity and imagination of middle school students. During the first two years of the grant, teachers in all subjects received extensive training from UCLA Center X staff and PUSD STEAM coaches and

each student took a separate engineering class as an elective. To facilitate this multi-disciplinary learning environment, the school was equipped with wireless internet access campus-wide, a cart of 40 iPads, Chromebooks for all students, new laboratories, and other technology, including digital learning platforms (Haiku, Hapara, Nearpod, etc.). Since then, the district has provided every student with a personal device that our teachers are prepared to utilize in a way that promotes rigor and relevance to lessons.

In 2018-19, 87% of WSMA students qualified for free or reduced price lunch. Student ethnicity in 2018-19: 86% Hispanic or Latino, 11% Black or African American, 2% White, and 1% Asian. Approximately 20% of students are English Learners. With the new guidelines indicating that reclassified English Learners will be monitored for four years instead of two, that puts our English Learner percentage at 46%. Washington STEAM Multilingual Academy is presently in Year 3 of the federal Magnet Schools Assistance Program (MSAP) Grant. Under the MSAP Grant, Dual Language Immersion (Spanish), College and Career Readiness (AVID), and Social Emotional Learning continue as our priorities and are represented by our diverse school programs.

WSMA has 25 highly qualified teachers who serve as classroom teachers, instructional coaches, MSAP Coordinators, and site leaders. We are supported by an English Learner Advisory Council (ELAC) and School Site Council (SSC). We have a dynamic Parent Teacher Student Association (PTSA) and community partners such as Cal Tech, PEF, and STEM Coders.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	12.04%	14.54%	11.21%	59	66	50
Asian	0.82%	0.88%	1.79%	4	4	8
Filipino	0.41%	0.22%	0.67%	2	1	3
Hispanic/Latino	83.47%	82.6%	80.94%	409	375	361
Pacific Islander	0.20%	%	0%	1		0
White	2.65%	1.32%	4.48%	13	6	20
Multiple/No Response	%	%	0.67%			1
Total Enrollment				490	454	446

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	163	141	174
Grade 7	165	155	127
Grade 8	162	158	145
Total Enrollment	490	454	446

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	101	94	102	20.6%	20.7%	22.9%
Fluent English Proficient (FEP)	238	200	180	48.6%	44.1%	40.4%
Reclassified Fluent English Proficient (RFEP)	30	13	10	21.4%	12.9%	10.6%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	170	163	138	168	162	137	168	162	137	98.8	99.4	99.3
Grade 7	175	157	147	174	155	147	174	155	146	99.4	98.7	100
Grade 8	170	168	144	169	164	142	169	164	142	99.4	97.6	98.6
All Grades	515	488	429	511	481	426	511	481	425	99.2	98.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2437.	2452.	2452.	1.79	3.70	5.84	10.71	16.67	16.06	30.36	23.46	21.90	57.14	56.17	56.20
Grade 7	2464.	2455.	2494.	2.30	1.94	6.16	12.64	14.19	18.49	30.46	20.65	32.88	54.60	63.23	42.47
Grade 8	2478.	2476.	2472.	1.78	1.22	1.41	17.16	15.24	14.79	23.67	28.05	21.13	57.40	55.49	62.68
All Grades	N/A	N/A	N/A	1.96	2.29	4.47	13.50	15.38	16.47	28.18	24.12	25.41	56.36	58.21	53.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2.38	9.26	9.56	38.69	32.10	26.47	58.93	58.64	63.97
Grade 7	4.60	4.52	10.96	36.78	26.45	37.67	58.62	69.03	51.37
Grade 8	5.92	6.71	7.75	30.77	29.88	29.58	63.31	63.41	62.68
All Grades	4.31	6.86	9.43	35.42	29.52	31.37	60.27	63.62	59.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.57	6.79	5.22	30.36	33.33	41.04	66.07	59.88	53.73
Grade 7	4.60	5.16	11.35	39.08	39.35	47.52	56.32	55.48	41.13
Grade 8	6.51	4.88	5.63	36.09	41.46	38.03	57.40	53.66	56.34
All Grades	4.89	5.61	7.43	35.23	38.05	42.21	59.88	56.34	50.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.14	4.94	5.15	52.98	54.32	47.79	39.88	40.74	47.06
Grade 7	2.87	0.65	5.48	54.02	46.45	60.27	43.10	52.90	34.25
Grade 8	3.55	3.66	3.52	60.95	60.37	56.34	35.50	35.98	40.14
All Grades	4.50	3.12	4.72	55.97	53.85	54.95	39.53	43.04	40.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.36	8.64	11.76	45.83	43.21	44.12	48.81	48.15	44.12
Grade 7	5.17	9.03	13.70	41.38	35.48	46.58	53.45	55.48	39.73
Grade 8	2.37	9.76	3.52	46.75	41.46	42.96	50.89	48.78	53.52
All Grades	4.31	9.15	9.67	44.62	40.12	44.58	51.08	50.73	45.75

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	170	163	138	168	162	137	168	161	137	98.8	99.4	99.3
Grade 7	175	157	147	172	155	147	172	155	147	98.3	98.7	100
Grade 8	170	167	144	169	162	143	169	161	143	99.4	97	99.3
All Grades	515	487	429	509	479	427	509	477	427	98.8	98.4	99.5

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2417.	2430.	2446.	2.98	3.73	5.84	7.14	10.56	12.41	17.86	18.01	15.33	72.02	67.70	66.42
Grade 7	2434.	2424.	2449.	2.91	1.94	4.08	6.98	7.74	9.52	23.26	19.35	19.05	66.86	70.97	67.35
Grade 8	2446.	2448.	2427.	1.18	3.73	4.20	9.47	9.32	4.90	15.98	18.01	8.39	73.37	68.94	82.52
All Grades	N/A	N/A	N/A	2.36	3.14	4.68	7.86	9.22	8.90	19.06	18.45	14.29	70.73	69.18	72.13

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.17	6.88	8.03	15.48	18.75	20.44	80.36	74.38	71.53
Grade 7	3.49	3.23	5.48	22.09	16.13	17.12	74.42	80.65	77.40
Grade 8	2.37	5.59	5.59	21.89	22.98	11.19	75.74	71.43	83.22
All Grades	3.34	5.25	6.34	19.84	19.33	16.20	76.82	75.42	77.46

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.17	3.73	5.84	25.60	36.65	32.12	70.24	59.63	62.04
Grade 7	5.23	1.94	4.76	29.07	32.90	31.97	65.70	65.16	63.27
Grade 8	2.37	5.59	4.20	24.85	36.65	20.28	72.78	57.76	75.52
All Grades	3.93	3.77	4.92	26.52	35.43	28.10	69.55	60.80	66.98

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.76	6.83	9.49	33.93	30.43	26.28	61.31	62.73	64.23
Grade 7	4.07	4.52	6.85	50.00	40.00	44.52	45.93	55.48	48.63
Grade 8	2.37	4.97	3.50	50.30	31.68	30.77	47.34	63.35	65.73
All Grades	3.73	5.45	6.57	44.79	33.96	34.04	51.47	60.59	59.39

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1514.0	1508.7	1519.8	1506.7	1507.7	1510.2	28	30
Grade 7	1520.1	1527.4	1524.6	1521.8	1515.2	1532.3	30	29
Grade 8	1516.6	1540.5	1520.0	1540.2	1512.9	1540.2	31	27
All Grades							89	86

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	3.33	46.43	33.33	39.29	56.67	*	6.67	28	30
7	*	10.34	50.00	37.93	*	44.83	*	6.90	30	29
8	*	7.41	41.94	44.44	*	44.44	*	3.70	31	27
All Grades	13.48	6.98	46.07	38.37	32.58	48.84	*	5.81	89	86

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	42.86	26.67	46.43	43.33	*	26.67	*	3.33	28	30
7	40.00	24.14	50.00	51.72	*	17.24		6.90	30	29
8	38.71	25.93	41.94	55.56	*	14.81	*	3.70	31	27
All Grades	40.45	25.58	46.07	50.00	*	19.77	*	4.65	89	86

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00	*	10.00	*	43.33	57.14	46.67	28	30
7		0.00	*	24.14	36.67	58.62	46.67	17.24	30	29
8	*	0.00	*	18.52	45.16	66.67	38.71	14.81	31	27
All Grades	*	0.00	13.48	17.44	38.20	55.81	47.19	26.74	89	86

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	10.00	57.14	63.33	*	26.67	28	30
7	*	3.45	66.67	68.97	*	27.59	30	29
8	*	14.81	51.61	66.67	*	18.52	31	27
All Grades	24.72	9.30	58.43	66.28	16.85	24.42	89	86

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	82.14	53.33	*	40.00		6.67	28	30
7	80.00	48.28	*	48.28		3.45	30	29
8	70.97	51.85	*	44.44	*	3.70	31	27
All Grades	77.53	51.16	21.35	44.19	*	4.65	89	86

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00	*	20.00	92.86	80.00	28	30
7	*	0.00	*	41.38	83.33	58.62	30	29
8	*	7.41	*	37.04	77.42	55.56	31	27
All Grades	*	2.33	12.36	32.56	84.27	65.12	89	86

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	13.33	92.86	83.33	*	3.33	28	30
7	*	6.90	93.33	93.10	*	0.00	30	29
8	*	0.00	83.87	96.30	*	3.70	31	27
All Grades	*	6.98	89.89	90.70	*	2.33	89	86

Conclusions based on this data:

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

3. Reading and listening are our areas of greatest need.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
454	86.6	20.7	3.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	94	20.7
Foster Youth	17	3.7
Homeless	17	3.7
Socioeconomically Disadvantaged	393	86.6
Students with Disabilities	76	16.7





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	66	14.5
American Indian	0	0
Asian	4	0.9
Filipino	1	0.2
Hispanic	375	82.6
Two or More Races	2	0.4
Pacific Islander	0	0
White	6	1.3

Conclusions based on this data:

1. We are a racially segregated school. This is why we received the second MSAP grant, to decrease racial isolation.
2. We remain a segregated school based on socioeconomic status, even though our Socioeconomically Disadvantaged population is decreasing.
3. English Learners represent a large part of our population that needs more support.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Red</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		

Conclusions based on this data:

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

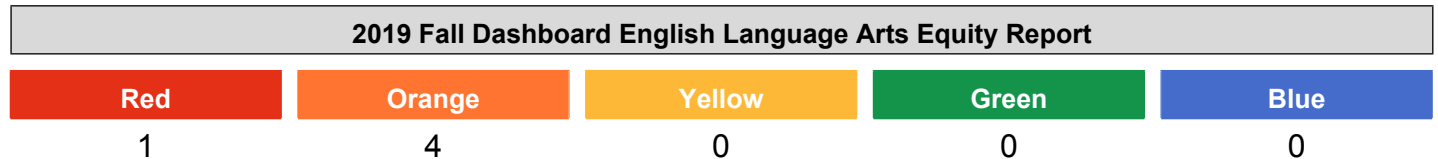
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

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

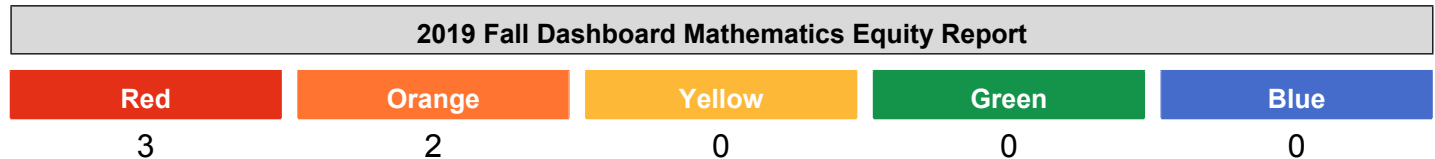
School and Student Performance Data

Academic Performance Mathematics







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









This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

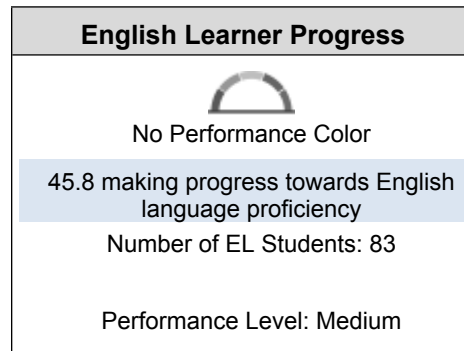
1. Instructional strategies implemented are positively affecting the students since all subgroups increased, even if incrementally.
2. African American students received attention to their needs in some manner. The affective/SEL needs may have been addressed since the subgroup did not received special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

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	29	1	37

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

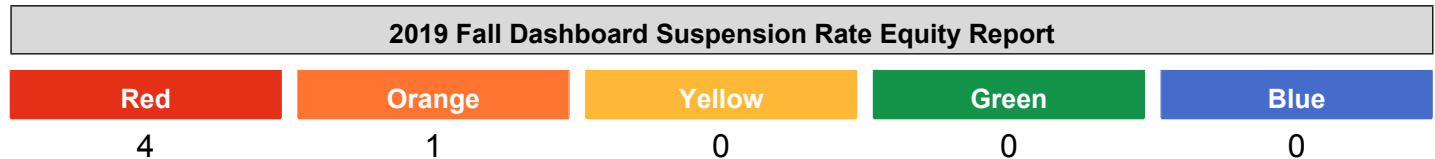
School and Student Performance Data

Conditions & Climate Suspension Rate







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



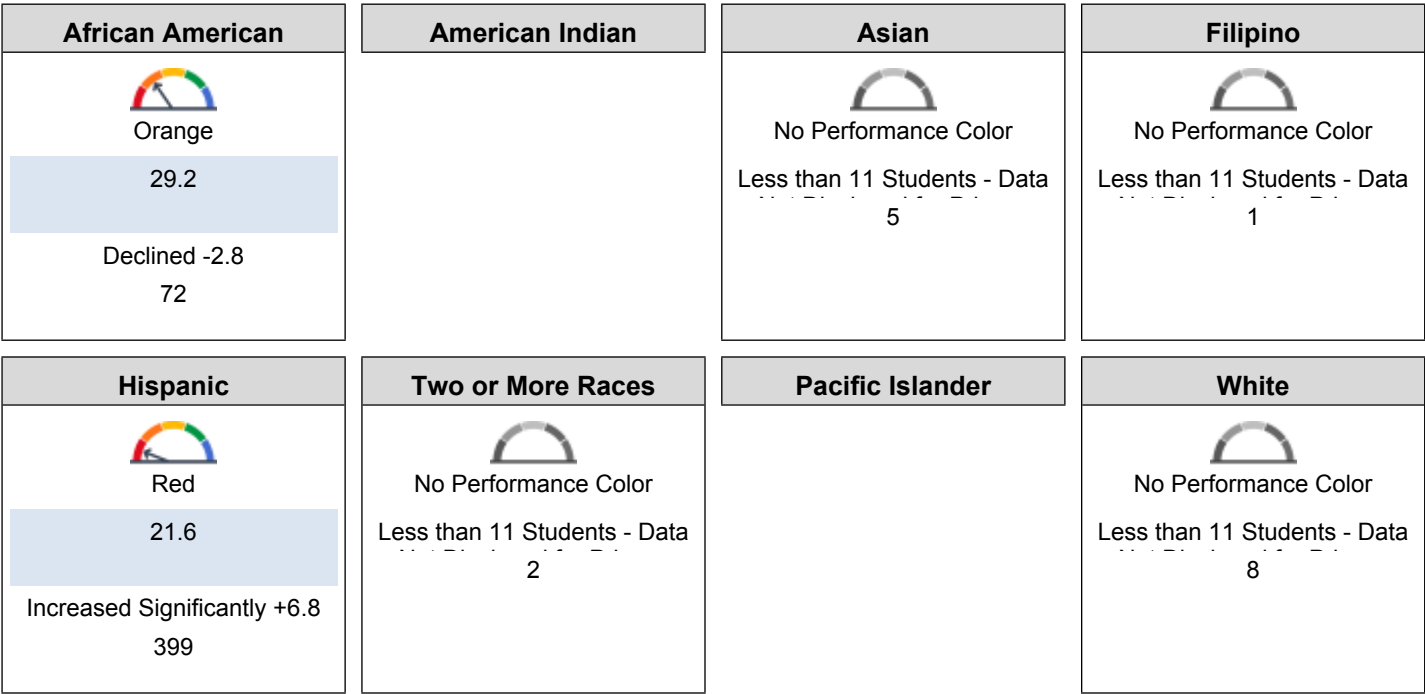
This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity	
White	1.5%
Black	1.5%
Hispanic	1.5%
Asian	1.5%
Other	1.5%



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

2019 Fall Dashboard Suspension Rate by Year	
2017	1.0%
2018	1.0%
2019	1.0%

2017	2018	2019
	17.1	22.4

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -126.6 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 31.6 or more (to reach Yellow) to end at -123.6 or higher by the end of the 2020-2021 school year.

Identified Need

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math	13.6% of students met/exceeded math target goals as measured by 2018-2019 SBAC math.	23.6% of student will meet/exceed math target goals as measured by 2020-2021 SBAC math.
SBAC Math	<p>Scores of our major subgroups, Hispanic, Socio-economically Disadvantaged, and English Learners were significantly below standard.</p> <ul style="list-style-type: none">Hispanic (-130.6)Socio-Economically Disadvantaged (-134.7)English Learners (-157.5)	<p>The scores of subgroups African American, Students with disabilities, English Learners will increase by 20 points by May of 2021.</p> <ul style="list-style-type: none">Hispanic (-110.6)Socio-Economically disadvantaged (-114.7)English Learners (-137.5)
iReady	In September of 2019, 66% of students were "at-risk" based	By June 2021, 20% of students will reach their "stretch goals",

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	on iReady Diagnostic. By March of 2020, 60% of students were at-risk.	based on the goals set by Diagnostic 1 in September of 2020.
iReady	Students identified as LPSBG students did not make "typical" growth targets by mid-year, as indicated by iReady.	By June 2021, 100% of LPSBG students will reach "typical" growth target as indicated by iReady.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Time for teachers to analyze data collaboratively and plan centers to be used during workshop. (\$1000)

Hire part-time Intervention Teacher (temporary position) to push into classrooms during workshop time to support students and track student data. (\$85,000)

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

Schedule 3-4 professional development sessions for teachers with Workshop Model as its focus. With this being year two of this proposed expenditure, the focus will be on differentiated instruction within the workshop model.

Increase student talk during math instruction with use of questioning strategies to engage students in conceptual understanding and procedural knowledge, the area with the lowest percentage of students in the "met" or "nearly met" categories.

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)
35000	Title I
50000	CSI
1000	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

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

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

The Intervention teacher will collaborate with the gen ed. classroom teacher to identify students for small group instruction and data tracking.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Administration will monitor student use of iReady to assess how students are spending time on gaps in math knowledge. This data will serve to inform teacher coaching in the use of differentiation strategies during workshop. Administration and teachers can work together to assign assessment to students to test their growth in key knowledge and skills.

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)

0

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Incentivize the progress of student results in iReady in students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

PEF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

18,000

Source(s)

CSI

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The main purpose of these strategies/activities is teacher professional development. Teacher professional development has been spotty in terms of both the workshop model and the Ready curriculum. Since our 70% of our students arrive already 2 - 3 grade levels below grade level

proficiency, teachers need to be supported in their growth of addressing the needs of low performing students. By going to full use of the workshop model, teachers will be able to include small group instruction, differentiation, intervention, and student conferencing in their lessons with more ease. Full use of iReady will allow teachers the opportunity to address student growth toward grade level proficiency. By hiring an Intervention teacher, more students can be supported in their efforts to reach grade level proficiency.

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

The plan also asks for an Intervention Teacher to support small group instruction during workshop and data tracking. At times, full implementation of iReady is thwarted by the fact that students do not bring their chromebooks to school everyday. We will avail loaner chromebooks to teachers so that all students have access to a chromebook in class during instructional time.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

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

Identified Need

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	20.7% of students are proficient or above in ELA according to the 2018-2019 SBAC.	30% of students proficient or above in ELA according to SBAC by May of 2021.
Annual Staffing	2016-2017 3 of 6 ELA teachers new to ELA positions @ WSMA 2017-2018 4 of 6 ELA teachers new to ELA positions @ WSMA 2018-2019 3 of 6 ELA teachers new to ELA positions @ WSMA 2019-2020 3 of 6 ELA teachers new to ELA positions @ WSMA 7th grade has had the highest turnover of the three grade levels, with both teachers new to their positions in 2019-2020.	ELA teachers in position at the beginning of the 2020-2021 school year will stay at WSMA through the entire school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HMRI	Students demonstrated minimal growth between the administrations of the first HMRI assessment at the beginning of the year and the last one administered in January, from 21% - 24% proficient or above.	By January of 2021, 34% of students will be proficient or above as measured by the HMRI assessment.
SBAC	<p>Scores of our major subgroups, Hispanic, Socio-economically Disadvantaged, and English Learners were significantly below standard.</p> <ul style="list-style-type: none"> Hispanic (-78.7) Socio-Economically Disadvantaged (-83.6) English Learners (-112) 	<p>The scores of subgroups African American, Students with disabilities, English Learners will increase by 20 points by May of 2021.</p> <ul style="list-style-type: none"> Hispanic (-58.7) Socio-Economically disadvantaged (-63.6) English Learners (-92)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Teachers will receive continued professional development on WICOR (AVID Strategies of Writing, Inquiry, Collaboration, Organization, and Reading). The use of AVID WICOR strategies will strengthen English Language Arts skills and organizational skills. (\$10,000 - Magnet Grant)

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000

Other

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Decrease teacher turnover in English Department, especially in 7th grade. (High turnover increases the number of teachers who must be trained. We do not benefit from teachers with high levels of experience and skill in their implementation of district and site initiatives.)

Strategy/Activity

Continued training in Reading/Writing Workshop for increased comprehension, academic discourse, and oral language skills in students. (Generation Ready - \$60,000) Some PD sessions will require substitute teachers. (\$2,000)

New Teacher Meetings monthly to address needs of teachers, create collaborative space, and support their implementation of site strategies.

Coaching support from site coach and district coaches.

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)
60000	CSI
2000	CSI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Student conferencing, as part of Reading/Writing Workshop.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Teachers will participate in professional development that will be supported through Learning Walks and coaching sessions.

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)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

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

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

We will continue implement the Workshop Model in all ELA, ELD, and Social Studies classrooms. It has been difficult to have training throughout all classrooms due to high turnover in our ELA Department. As the implementation of Workshop and AVID grows, the SPSA will be modified based on which strategies is the most effective.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 3

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -112 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 42 or more (to reach Yellow) to end at -109 or higher by the end of the 2020-2021 school year.

CAASPP ELA Average Distance From Standard for Reclassified English Learners will decrease the baseline of -75.2 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 5.2 or more (to reach Yellow) to end at -72.2 or higher by the end of the 2020-2021 school year.

Identified Need

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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC - ELA	English Learners increased by 1.2 points in the area of ELA according to the SBAC, which puts them at 112 points below standard.	English Learners as a subgroup will increase in proficiency on the 20-21 ELA SBAC test.
SBAC - Math	English Learners increased by 1.5 points in the area of Math according to the SBAC, which puts them at 157.5 points below standard.	English Learners as a subgroup will increase in proficiency on the 20-21 Math SBAC test.
HMRI Assessments	We will establish baseline data by October of 2020 based on the first administration of the HMRI for the 2020-2021 school year.	By March of 2021, 50% of English Learners will grow by one grade level based on lexile levels identified by the HMRI assessment.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Increase use of strategies being used in ELD Elective classes throughout the core curricular classes.

Increase professional development available for teachers in Reading strategies and writing strategies. This is reinforced by the implementation of AVID WICOR strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Continue the implementation Read 180 curriculum in ELD courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Afterschool Tutoring

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

CSI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

CSI

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Engage English Learners in goal setting activities in regards to growth based on HMRI assessment. English Learners will demonstrate growth on each subsequent assessment given at least quarterly.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

The ELD classes did not have a designated program to support instruction. By adding Read 180 last year, the teacher now has a research-based program to help with academic development and students achievement in our English Learners.

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

Chronic Absenteeism for All Students will decrease the baseline of 21.3 (Red) from 2019 by a total of -1.3 or more (to reach Orange) with a stretch goal of -11.3 or more (to reach Yellow) to end at 20 or lower by the end of the 2020-2021 school year.

Suspension Rate for All Students will decrease the baseline of 22.4 (Red) from 2019 by a total of -10.4 or more (to reach Orange) with a stretch goal of -14.4 or more (to reach Yellow) to end at 12. or lower by the end of the 2020-2021 school year.

Identified Need

We need to decrease the number of students who are chronically absent from school. The suspension rate, which adds to the low attendance, must decrease.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - CA Dashboard	Suspension rate is 22.4%.	By May 2021, the suspension rate will be 12.4% for all students.
Chronic Absenteeism Rate - CA Dashboard	The chronic absenteeism rate is 21.3%	By May 2021, the chronic absenteeism rate will be 11.3% for all students.
Chronic Absenteeism Rate - CA Dashboard	African American students have the highest chronic absentee rate at 35%.	By May 2021, the chronic absenteeism rate for African American students will be 25%.
Suspension Rate - CA Dashboard	The suspension rate for English Learner students is 26% and for African American students it is 29.2%.	The suspension rate for English Learner students will be 16% and for African American students, 19.2%.
Monthly Attendance Reports	We will identify students who show the possibility of becoming Chronically Absent for the 2020-2021 school year by October of 2020.	By March 2021, 50% of the originally identified students will not become chronically absent students.
Referral Data	We will monitor the number of students who receive multiple referrals for the same	From October 2020 through March 2021, 50% of the students who receive a referral

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	infraction. We will establish a running list by October of 2020.	will not receive a second referral for the same infraction.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to strengthen our Tiered MTSS strategies, with a special focus on school wide PBIS as reinforced by training through LACOE.

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)
3900	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Have a master schedule that includes a diverse offering of electives that interests our students. This master schedule will include two arts offerings during period 8 (afterschool), which will allow students who are taking other required electives during the regular school day to take an arts elective.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
40000	Other

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strengthen the implementation of the Safe School Ambassadors Program to promote leadership in some of our at-risk student and to help students resolve issues in a positive manner. The Safe Schools Ambassador Coordinator for the school will be the site's Behavior RTI Coach (20% @ \$20,500).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20500

Source(s)

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Add extra security on site and extra staff in the PE area to discourage ditching, which negatively affect our attendance rates and increase the possibility of students engaging in negative behaviors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

40600

Source(s)

LCFF - Supplemental and Concentration (S/C)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

Utilize Student conferencing to create Individual Success Plans for students who were suspended or had other behavioral issues in the current school year (20-21).

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)

0

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students, with special focus on English Learner students.

Strategy/Activity

Use our own Alternative to Suspension on site -Saturday School. This will help to reduce our suspension rate and reducing the amount of time the students spend out of the instructional environment.

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)

10000

Source(s)

CSI

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

CSI

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

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

Students identified as being chronically absent

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students identified as chronically absent or Tier 2-3 students based on behavior

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

750

Source(s)

Donations

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The overall goal of this plan is to create a positive environment for our students learn. We also need to increase the sense of responsibility that the students must have to grow academically and behaviorally.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 5

By February 2021, 60% of students will have a parent with access to Parent Portal.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents with Parent Portal	In February 2020, 40% of parents had Parent Portal access.	In February 2021, 60% of parents will have Parent Portal access.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
850	Unrestricted
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

48000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 6

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID - CCI Tool : AVID Schoolwide Instruction (4-point rubric)	At this time, we are, on average, at a 2 on a 4-point rubric that describes our implementation of AVID strategies.	By March 2021, we would like to average a 3 in all areas in the AVID Schoolwide Instruction section of the CCI, with 4's in Organizational Methods and Tools.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who elect to enroll in the AVID Elective classes, with an emphasis on Low Performing Student Block Grant Students.

Strategy/Activity

Through its master schedule, WSMA will offer at least one AVID elective class per grade level.

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)

0

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 in AVID elective

Strategy/Activity

Students in the AVID elective class will participate in tutorial session two times per week to support academic development and ownership of their own learning. This is supported by AVID Tutors.

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)

13000

Source(s)

Other

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

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

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

AVID strategies support all core curricular areas. When implemented consistently, it boosts student engagement and participation, which then turns into higher levels of academic achievement.

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 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)
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Annual Review

SPSA Year Reviewed: 2019-20

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 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)
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Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)
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Annual Review

SPSA Year Reviewed: 2019-20

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
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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)
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Annual Review

SPSA Year Reviewed: 2019-20

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	\$171,117.00
Total Federal Funds Provided to the School from the LEA for CSI	\$141,279.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$362,600.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
CSI	\$152,900.00
Title I	\$83,000.00
Title I Part A: Parent Involvement	\$500.00

Subtotal of additional federal funds included for this school: \$236,400.00

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

State or Local Programs	Allocation (\$)
	\$0.00
Donations	\$750.00
LCFF - Supplemental and Concentration (S/C)	\$61,100.00
Other	\$63,000.00
PEF	\$500.00
Unrestricted	\$850.00

Subtotal of state or local funds included for this school: \$126,200.00

Total of federal, state, and/or local funds for this school: \$362,600.00

School Site Council Membership

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

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

Name of Members	Role
Shannon Malone	Principal
Angela Uriu	Parent or Community Member
Elizabeth Nganga	Parent or Community Member
Jodie Rhoades	Parent or Community Member
Tracy Gaestel	Parent or Community Member
Carol Moreno	Other School Staff
Ella Farinas	Classroom Teacher
Reyna Uka	Classroom Teacher
Byanka Haro	Classroom Teacher
Violeta Santacruz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Ms. Shannon Malone on

SSC Chairperson, Ms. Shannon Malone on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

**Washington STEAM Multilingual Academy
Pasadena Unified School District
School Compact 2020 - 2021**

Principal

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

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

Principal's Signature/Date

Teachers

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

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

Teacher's Signature/Date

**Washington STEAM Multilingual Academy
Pasadena Unified School District
School Compact 2020 - 2021**

Students

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

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

Student's Signature/Date

Parents/Families

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

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

Parent's or Guardian's Signature/ Date

Pasadena Unified School District
Washington STEAM Multilingual Academy
Parent Involvement Policy

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

Policy Involvement

Annual Meeting: September 9, 2020

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

Scheduling and Special Support for Parent Involvement Meetings:

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

Planning, Review and Improvement of the Student Support Programs:

- Parents will be presented with the plans and design of the Student Support Programs according to the District's funding timeline on September 9, 2020. (The information is repeated at subsequent Parent Involvement meetings.)
- The school has an ELAC (English Learners Advisory Committee) and SSC (School Site Council). All parents are encouraged to join these parent advisory committees. Nominations and elections are held in September.
- The District Uniform Complaint Procedure is available in the school office (BP 1312.3) and parents have been informed on how to contact the district with complaints.

Maintaining Two-Way Communication with Parents:

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

the school building in Spanish and English.

- Washington STEAM Multilingual Academy maintains a parent bulletin board next to the Main Office. All notices and agendas for parent meetings are posted 24 hours prior to the meetings around the campus. A schedule of meetings is posted on a bulletin board within the main entrance of the school.
- Washington STEAM Multilingual Academy sends weekly bilingual messages about meetings and school information through the district's School Messenger phone system.
- Washington STEAM Multilingual Academy informed parents about:
 - School performance through the School Accountability Report Card
 - Individual student assessment results and what they mean through district mailed test information and October Teacher/Parent Conferences and Individual Learning Plans
 - Description and explanation of the curriculum, assessments used to measure student progress and expectations for student performance was presented at Back-To-School Night on September 9, 2020.
 - The Student Study Team (SST) process is used when there is a concern about a student that needs to be communicated to the parents. Additional support for the student through cooperation between the home and school is discussed at an SST meeting. All parties brainstorm possible interventions available during and after school.

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

Shared Responsibilities to High Student Performance

School/ Parent Compact: The Washington STEAM Multilingual Academy Parent Compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents build and develop a partnership to help children achieve the states Common Core Standards. Parents had input into the development of the Parent/School Compact throughout the 2020 - 2021 school year. Parents, teachers and students will review and sign the compact during the month of September 2020.

Building Capacity for Involvement

Parent Education Opportunities and Topics:

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

parent meetings, workshops, newsletters, and conferences.

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

Training for Teachers, Principals and Other Staff

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

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

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

Accessibility

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

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



Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Washington STEAM Magnet Academy	Principal: Shannon Malone
School Number: 076	Counselor: Ruby Gonzalez
Date Completed: May 5, 2020	Principal Signature: Shannon Malone

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

2019-20 Current ADA Percentage	2019-20 ADA Short Term Goal	2020-21 ADA Long Term Goal
94.72%	96%	97%

Attendance Improvement Plan

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

**Pasadena
Child**



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

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

**Pasadena
Child**



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

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

Washington Middle

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Shannon Malone, Principal

Principal, Washington Middle

About Our School

Contact

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

*Phone: 626-396-5830
Email: malone.shannon@pusd.us*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019—20)	
School Name	Washington Middle
Street	1505 North Marengo Ave.
City, State, Zip	Pasadena, Ca, 91103-1813
Phone Number	626-396-5830
Principal	Shannon Malone, Principal
Email Address	malone.shannon@pusd.us
Website	http://washingtonms.pusd.us
County-District-School (CDS) Code	19648816021752

Last updated: 1/1/2020

School Description and Mission Statement (School Year 2019—20)

At Washington STEAM Multilingual Academy we are extremely proud of the many programs available to the students and families we serve. We offer an excellent academic foundation, many extracurricular activities, clubs, and an outstanding after school program.

Our academic program is built around the needs of our students. Students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned. Also, projects are managed and assessed to help students learn key academic content, to practice 21st Century Skills (such as collaboration, communication & critical thinking, creativity), and create high-quality, authentic products & presentations. Students are provided grade-level instruction that will help them to successfully transition to High School and beyond.

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

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

WSMA will continue to offer its STEAM program to all students enrolled in Washington. Washington students have the opportunity to explore curriculum which allows them to investigate real-world problems and devise potential solutions. We provide a rigorous academic program as well as interactive elective courses such as Automation & Robotics, Design and Modeling, Flight and Space, Spanish, Glee Club, Leadership, Band, Instrumental Music, and Art. Each elective infuses STEM (Science Technology, Engineering, and Math) in concert with the STEM curriculum.

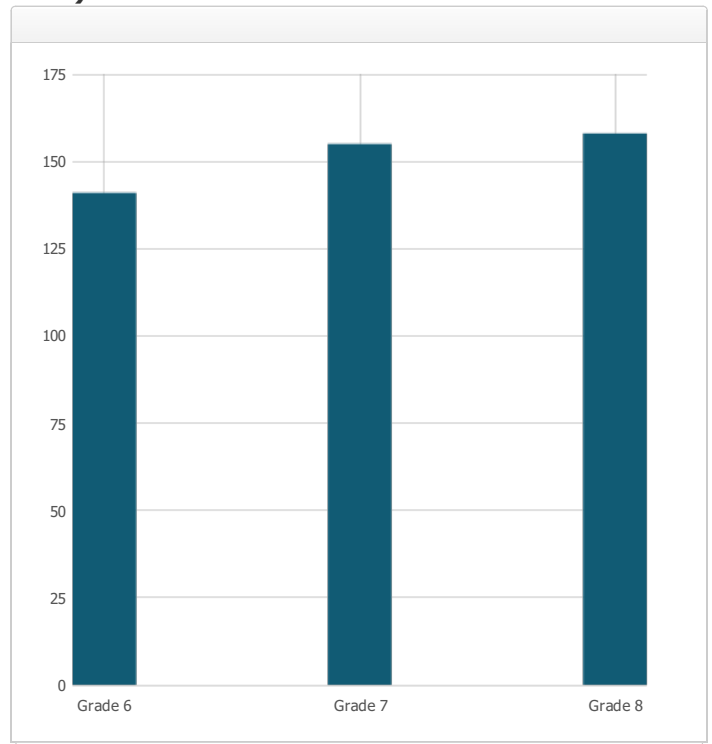
As we transition to the Common Core State Standards (CCSS), teachers will continue to receive extensive training in Project-Based Learning. Teachers will utilize PBL to guide students through the development of carefully planned projects that assist students in learning key academic content. Additionally, the use of PBL will provide students with the opportunity to practice 21st Century Skills to produce high-quality authentic products and presentations.

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

Last updated: 1/21/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	141
Grade 7	155
Grade 8	158
Total Enrollment	454



Last updated: 1/1/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	14.50 %
American Indian or Alaska Native	%
Asian	0.90 %
Filipino	0.20 %
Hispanic or Latino	82.60 %
Native Hawaiian or Pacific Islander	%
White	1.30 %
Two or More Races	0.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.60 %
English Learners	20.70 %
Students with Disabilities	16.70 %
Foster Youth	3.70 %
Homeless	3.70 %

A. Conditions of Learning

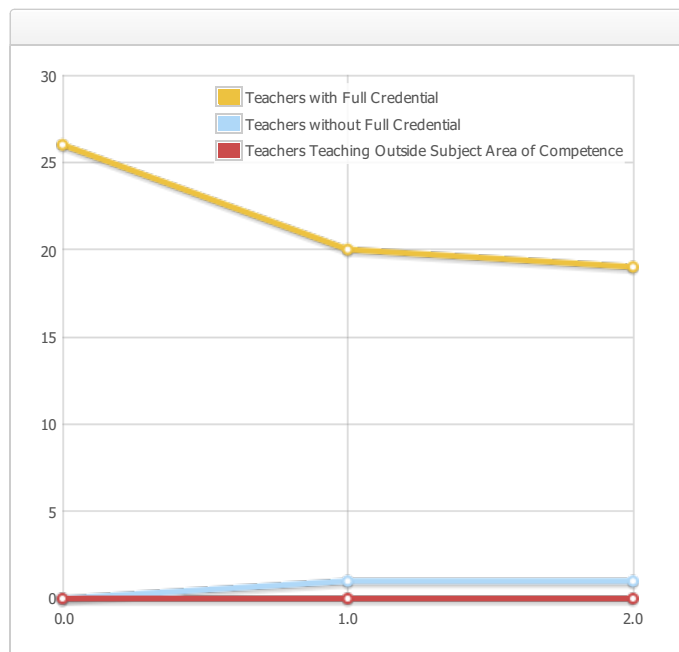
State Priority: Basic

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

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

Teacher Credentials

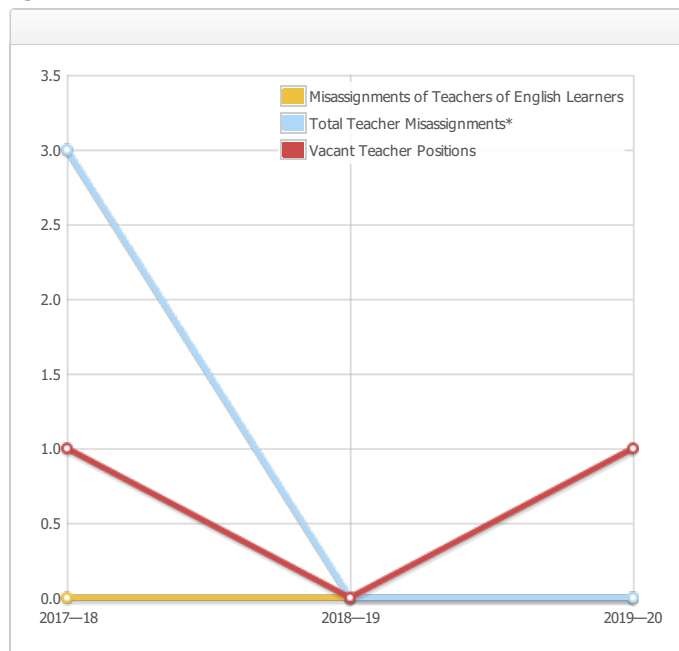
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	26	20	19	718
Without Full Credential	0	1	1	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/10/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	3	0	0
Vacant Teacher Positions	1	0	1



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

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

Last updated: 1/10/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6RLA 6 Holt McDougal Holt Literature and Language Arts Introductory Course 2010 7RLA 7 Holt McDougal Holt Literature and Language Arts First Course 2010 ELD 1 - 3 ELD 6-8 Houghton Mifflin/Scholastic READ 180 Stage B 2012 ELD 1-3 ELD 6-8 Houghton Mifflin/Scholastic Reading 180 Stage C 2012 6th-8th Reading/Language Arts Holt McDougal 2010	Yes	0.00 %
Mathematics	MATH (6, 7,8) Curriculum Associates Ready (6,7,8) Mathematics Instruction 2017 MATH 6-8 Amazon TenMarks 6th-12th Mathematics Holt, Rinehart & 2008	Yes	0.00 %
Science	6SCI 6 CPO CPO Focus on Earth 6th 2007 7SCI 7 CPO CPO Focus On Life 7th 2007 8SCI 8 CPO CPO Focus On Physical Science 8th 2007	Yes	0.00 %
History-Social Science	6HSS 6 Glencoe CA Discovering Our Past: Ancient Civilizations 6th. 2006 7HSS 7 Glencoe CA Discovering Our Past: Medieval and Early Modern Times 7th 2006 8HSS 8 Glencoe CA Discovering Our Past: The American Journey to WW1 8th 2006 6th-8th Social Science/History Glencoe 2006	Yes	0.00 %
Foreign Language	Spanish 1 6.7.8 Prentice Hall Realidades 2004 Spanish 1 6, 7, 8 Houghton Mifflin Avancemos 1 2013	Yes	0.00 %
Health	Teen Talk – Health Connected, Advocates for Youth, 2016	Yes	0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/1/2020

School Facility Conditions and Planned Improvements

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

Cleaning Process

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

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

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

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

Last updated: 1/21/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repair needed.
Interior: Interior Surfaces	Good	Work Orders have been or will be issued.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Work Orders have been or will be issued.
Electrical: Electrical	Good	Work Orders have been or will be issued.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No Repair needed.
Safety: Fire Safety, Hazardous Materials	Good	Work Orders have been or will be issued.
Structural: Structural Damage, Roofs	Good	Work Orders have been or will be issued.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No Repair needed.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 1/11/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	18.0%	21.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	12.0%	14.0%	35.0%	35.0%	38.0%	39.0%

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

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

Last updated: 1/1/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	429	426	99.30%	0.70%	20.71%
Male	218	217	99.54%	0.46%	18.06%
Female	211	209	99.05%	0.95%	23.44%
Black or African American	52	51	98.08%	1.92%	17.65%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	363	361	99.45%	0.55%	19.44%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	371	368	99.19%	0.81%	19.07%
English Learners	195	193	98.97%	1.03%	6.77%
Students with Disabilities	68	66	97.06%	2.94%	7.58%
Students Receiving Migrant Education Services					
Foster Youth	14	14	100.00%	0.00%	21.43%
Homeless	31	30	96.77%	3.23%	20.00%

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	429	427	99.53%	0.47%	13.58%
Male	218	218	100.00%	0.00%	11.01%
Female	211	209	99.05%	0.95%	16.27%
Black or African American	52	51	98.08%	1.92%	11.76%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	363	362	99.72%	0.28%	12.43%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	371	369	99.46%	0.54%	11.38%
English Learners	195	194	99.49%	0.51%	4.64%
Students with Disabilities	68	67	98.53%	1.47%	2.99%
Students Receiving Migrant Education Services					
Foster Youth	14	14	100.00%	0.00%	7.14%
Homeless	31	31	100.00%	0.00%	6.45%

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/1/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	11.23%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	18.60%	17.90%	18.60%

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

Last updated: 1/10/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

Pasadena Unified School District provides parent education opportunities (Parent University) to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and district.

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

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

State Priority: Pupil Engagement

Last updated: 1/21/2020

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

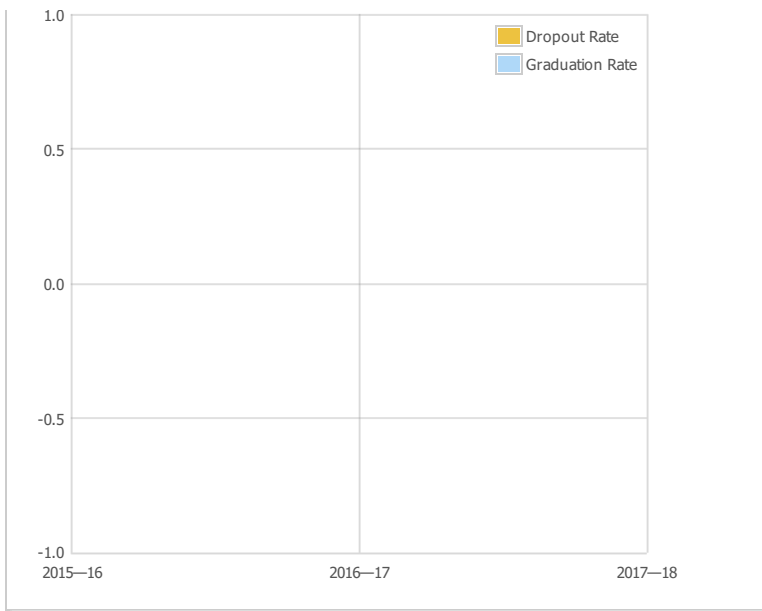
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	7.90%	9.10%	9.60%
Graduation Rate	--	--	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/1/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	19.70%	17.10%	22.40%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/1/2020

School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern at Washington STEM Multilingual Academy. Students are supervised before school, throughout the day, and after school, by administrators, teachers, and security professionals. There is a designated area for student drop-off and pick-up. All visitors must sign in at the front office and wear a visitor's badge while on campus.

The School Site Safety plan is updated annually by the Safety Committee. Revisions are immediately shared with all members of the staff. The plan was most recently updated and reviewed with school staff in 2019. Key elements to the School Site Safety Plan include steps to ensure the safety of all students and staff. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, lockdown and shelter-in-place drills are conducted on a monthly basis throughout the school year.

Last updated: 1/21/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	32.00	1	8	13
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

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

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	26.00	5	5	7
Mathematics	29.00	2	3	7
Science	29.00	3	3	6
Social Science	29.00	2	5	5

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	8	6	4
Mathematics	23.00	5	6	3
Science	27.00	2	8	2
Social Science	25.00	4	5	4

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

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

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

Last updated: 1/1/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	238.90

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

**Average Number of Pupils per Counselor

Last updated: 1/1/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.90
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.50
Other	2.00

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

Last updated: 1/1/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9673.10	\$2552.09	\$7121.01	\$69534.96
District	N/A	N/A	\$6032.72	\$72777.79
Percent Difference – School Site and District	N/A	N/A	18.04%	-4.46%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-5.14%	-15.23%

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

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

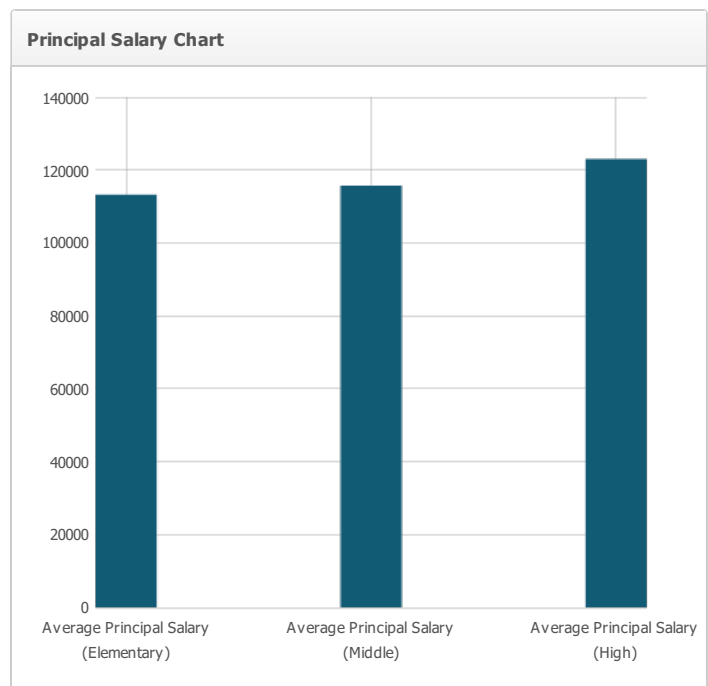
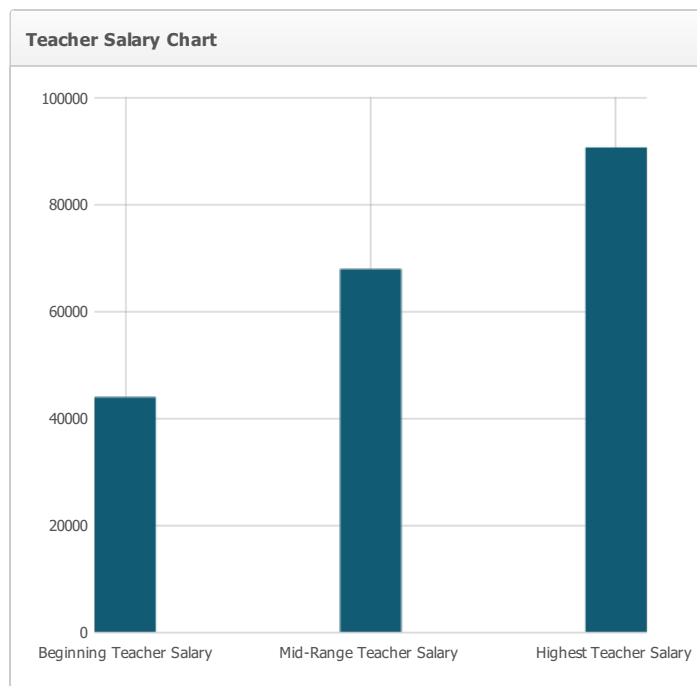
Washington STEAM Multilingual Academy provides an inclusive STEAM program to add diversity and eliminate the achievement gap by employing highly trained, qualified teachers. We are working on increasing student enrollment and equip Washington STEAM Multilingual Academy students with the critical 21st Century skills required for successful citizenship. WSMA engages students by maintaining a rigorous, integrated, problem-based learning environment. WSMA provides an interdisciplinary curriculum that infuses Science, Technology, Engineering, Art and Mathematics to understand complex problems, develop potential solutions and prepare the next generation of innovators. Our aim is to inspire students to pursue careers in areas such as engineering, health sciences, and computer sciences. By strengthening the middle school curriculum, we also better prepare an increasing number of students for the Pasadena Unified School District's high school Pathway options.

Last updated: 1/21/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$51,374
Mid-Range Teacher Salary	\$67,859	\$80,151
Highest Teacher Salary	\$90,585	\$100,143
Average Principal Salary (Elementary)	\$113,223	\$126,896
Average Principal Salary (Middle)	\$115,692	\$133,668
Average Principal Salary (High)	\$123,024	\$143,746
Superintendent Salary	\$261,768	\$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/1/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	18

Last updated: 1/21/2020

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2020 School Plan for Student Achievement (CSIAATSP)	2020-05-05	View	View	View	38

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Current Section

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[Instructions Overview](#)
[Save Data](#)
[View Current Document](#)
[View Section](#)

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

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

☐ State Compensatory Education Advisory Committee

☒ English Learner Advisory Committee

☐ Special Education Advisory Committee

☐ Gifted and Talented Education Program Advisory Committee

☐ District/School Liaison Team for schools in Program Improvement

☐ Compensatory Education Advisory Committee

☐ Departmental Advisory Committee

☐ Other:

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 .

Attested:

 Clear

 Clear

Principal, Ms. Shannon Malone on 5/6/20

SSC Chairperson, Ms. Shannon Malone on 5/6/20

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[Instructions Overview](#)

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Shannon Malone <malone.shannon@pusd.us>

(no subject)

2 messages

Guadalupe Cristales <cristales168@gmail.com>
To: Shannon Malone <malone.shannon@pusd.us>

Wed, May 6, 2020 at 8:58 AM

Hola ms malone soy guadalupe cristales presidenta de ELAC solo queria desirle que estoy de acuerdo en que sigan las mismas sugerencias para student council . Mil gracias por su trabajo ms malone cuidese y bendiciones. Att: presidenta de elac. Guadalupe cristales

Shannon Malone <malone.shannon@pusd.us>
To: Guadalupe Cristales <cristales168@gmail.com>

Wed, May 6, 2020 at 9:07 AM

Gracias a usted.

On Wed, May 6, 2020 at 8:59 AM Guadalupe Cristales <cristales168@gmail.com> wrote:

Hola ms malone soy guadalupe cristales presidenta de ELAC solo queria desirle que estoy de acuerdo en que sigan las mismas sugerencias para student council . Mil gracias por su trabajo ms malone cuidese y bendiciones. Att: presidenta de elac. Guadalupe cristales

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

*Twitter: @principalwsma**First School in California to become Nationally STEM Certified!!!**"Our Children. Learning Today. Leading Tomorrow."**Currently Reading/Listening to:*
*The Lightning Thief, by Rick Riordan**Just Finished:**Gallup Strengths: Adaptability, Analytical, Self-Assurance, Relator, Connectedness**Keirsey Temperament: Rational*



Pasadena Unified School District

School Plan for Student Achievement (SPSA) • Theory of Action Form • Theory of Action Form • 2020-21

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

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

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

SO THAT CAASPP Math Average Distance From Standard for All Students will decrease the baseline of -126.6 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 31.6 or more (to reach Yellow) to end at -123.6 or higher by the end of the 2020-2021 school year,

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

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

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

SO THAT Chronic Absenteeism for All Students will decrease the baseline of 21.3 (Red) from 2019 by a total of -1.3 or more (to reach Orange) with a stretch goal of -11.3 or more (to reach Yellow) to end at 20 or lower by the end of the 2020-2021 school year,

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



Pasadena Unified School District

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

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

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

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

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

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

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

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

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

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

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



Pasadena Unified School District

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

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

SO THAT teachers will feel effective and supported

WHICH LEADS TO a decrease in teacher turnover.

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

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

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

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

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

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

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



Pasadena Unified School District

WHICH LEADS TO a culture of differentiated professional development.

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

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

SO THAT students feel supported in managing and addressing their needs

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

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

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

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

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



Pasadena Unified School District Instructional Services GIFTED AND TALENTED EDUCATION

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

Rubric

- 1 = This is an established practice that has been in place since before the 2020-21 school year.
- 2 = This practice is being implemented for the first time during the 2020-21 school year.
- 3 = This practice is being developed now to be implemented during the 2020-21 school year.

Section 1: Program Design

- 1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.
- 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.
- 1:3 The program is articulated with the general education programs.

	1	2	3
Does the school administrative leadership team have access to and review the GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?	✓		
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?	✓		
Are GATE services provided to students during the regular instructional school day?	✓		
Are all parents informed of the schedule of the GATE Parent Leadership meetings?	✓		
Are all parents informed of the GATE Parent Education Workshops offered by the District?	✓		
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?	✓		

Section 2: Identification

- 2:1 The nomination/referral process is ongoing.
- 2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.
- 2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?	✓		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	✓		
Does the plan inform parents and teachers of the GATE referral window of August - September?	✓		
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October? <i>SS new to PUSD</i>	✓		
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2 nd grade teachers?			

Section 3: Curriculum and Instruction

- 3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.
- 3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

Elementary

	1	2	3
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options implemented in the classrooms with GATE clusters:			
• Individual Learning Plan			
• Independent projects/Independent Study/Interest based enrichment opportunities			
• Curriculum compacting			
• IB program			
• Kaplan's prompts of depth and complexity			
• Thinking like a disciplinarian			
• Integration of creative and critical thinking clusters			
• Thematic learning across disciplines			
• Scholarly Dispositions			

Middle School		7	6
Are high-achieving GATE students placed in accelerated or honors classes?		✓	
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan:			
<ul style="list-style-type: none"> • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration • Options for GATE Advisory 	✓		
High School			
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma/certificate program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan:			
<ul style="list-style-type: none"> • Honors classes • AP classes • IB classes • Career Pathways classes/Independent Study • Vertical subject-matter acceleration • Options for GATE Advisory 			
All Grades			
Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?	✓		
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?	✓		
Does the School Site Council review and approve the GATE Principals Checklist annually?	✓		

Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?

✓

Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?

✓

Section 4: Social and Emotional Development

4:1 Actions to meet the affective needs of gifted students are ongoing.

4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

Do schools provide enrichment activities that foster social interaction among GATE students?

1

2

3

Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?

✓

Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?

Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?

✓

Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?

✓

Section 5: Professional Development

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

1

2

3

Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics:

- PUSD GATE Program Overview
- GATE Identification Process
- Characteristics of Gifted Learners from Diverse Populations
- How to get or renew GATE Certification
- How to create and use the Individual Learning Plan

✓

Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics:

- Kaplan's Prompts of Depth and Complexity/Content Imperatives
- Acceleration of content (Universal Themes and Big Ideas)
- Differentiation of skill, product, process
- Critical and Creative thinking
- Independent Study/Developing an Interest
- Characteristics of Giftedness
- Scholarly Behaviors (Thinking like a Disciplinarian)

✓

Section 7: Program Assessment

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

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

1	2	3
✓		

Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:

By October 2020, staff will create and implement a regular time for GATE students to meet and receive explicit instruction that addresses their social-emotional development, from a GATE certified teacher.

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

Farmas, Wka, Terre, Milnes, Trapp

School: Washington STEM

Date Approved By School Site Council:

Multilingual Academy

Dates and times of calendared site GATE advisory meetings 2020-21:

	date	topic		date	topic
1st meeting	9/17/20	Review of GATE program	3rd meeting	1/21/21	Social Emotional Dev.
2nd meeting	11/19/20	Parental Support Workshop	4th meeting	3/18/21	Student Presentations



PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Pasadena Unified School District Unified School District

Washington STEAM Multilingual Academy

Comprehensive Schools Safety Plan:

School Site Council Evaluation and Public Hearing Certification

February 11, 2020 Update

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Washington STEAM Multilingual Academy and is readily available for inspection by the public.

California law also requires notice for public input prior to the adoption of the Comprehensive School Safety Plan. Notice for public comment was provided on February 11, 2020 at 3pm. Notice was provided by flyer, phone call & e-mail..


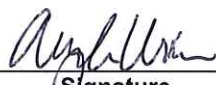




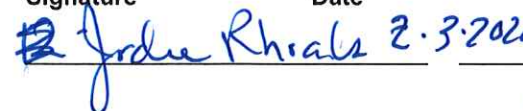
Washington STEAM Multilingual Academy's "school site council" has evaluated our Comprehensive School Safety Plan and has determined the following:

The plan has been properly implemented and accepted

Amendments

School Site Council

Signatures of Washington STEAM Multilingual Academy's Site Council Members

 Signature	2/26/20 Date	 Signature	3/5/20 Date
 Signature	2/27/2020 Date		
 Signature	2/27/2020 Date		
 Signature	2/27/20 Date		
 Signature	2/27/2020 Date		
 Signature	2.3.2020 Date		



PASADENA UNIFIED SCHOOL DISTRICT
CHILD WELFARE, ATTENDANCE & SAFETY

Washington STEAM Multilingual Academy

Address: 1505 North Marengo Avenue

Phone: (626) 398-5830

Website: <http://washingtonms.pasadenausd.org>

COMPREHENSIVE SCHOOL SAFETY PLAN

Prepared by Washington STEAM Multilingual Academy's Site Council

School Site Council Members:

Ms. Shannon Malone, Principal

Ms. Carol Moreno, Registrar

Ms. Ella Farinas, Teacher

Ms. Reyna Uka, Teacher

Ms. Byanka Haro-Banuelos, Teacher

Ms. Jodie Rhoades, Parent

Ms. Angie Uriu, Parent

Ms. Tracy Gaestel, Community Representative



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Action Plan

Physical Environment

Goal: To continue enhance the atmosphere of our physical environment.

I. Areas of Pride and Desired Improvements

- a. Pride
 - 1. Renovation of Design Lab, heavy utilization of Lab by a wide variety of classes and students.
 - 2. Several courtyard "outdoor classroom" environments for teachers to utilize for lessons and student projects, one with lush natural foliage, turtles, salamanders, etc.
- b. Areas of Desired Improvement
 - 1. To beautify landscape of highly visible natural area between B-Building and Howard Street / Gymnasium complex.
 - 2. To reconnect students, classes and community resources to routinely utilize courtyard spaces.

II. Desired Change #1: To beautify landscape of highly visible natural area between B-Building and Howard Street / Gymnasium complex.

- a. Related Strategies and Activities
 - 1. Work with community organizations & Student Leadership group to organize installation of flower beds and decorative colored gravel to spell, "WSMA" in school colors.
 - 2. Develop plan for ongoing routine maintenance of area.
- b. Resources Required
 - 1. Donated funding for materials & supplies.
 - 2. Personnel to coordinate student & community volunteers.
- c. Personnel Assignments
 - 1. Ivan Harris, Behavior Coach
 - 2. Raul Luna, PE Instructional Aide
- d. Timeframe for completion
 - 1. Plan & budget developed in March-April 2020.
 - 2. Installation Fall 2020; Dedication November 2020.
- e. Budget
 - 1. Materials & supplies estimated at \$3,000.
 - 2. Personnel costs for weekend time estimated at \$750.
- f. Evaluation criteria
 - 1. Survey of student, family & community of impact to sense of pride in school.
 - 2. Reduction of waste / trash accumulated in areas surrounding landscaped area.

III. Desired Change #2: To reconnect students, classes and community resources to routinely utilize courtyard spaces.

- a. Related Strategies and Activities
 - 1. Review of Project-Based Learning (PBL) units to schedule opportunities to utilize space as alternate classroom.
 - 2. Aligning outdoor spaces to Socio-Emotional Learning curricula in Advisory classes, particularly 'Community Circle' activities.
- b. Resources Required
 - 1. Planning time in Teacher conference periods and PD ..
 - 2. Chart paper; dedicated tripod chart displays for analog dispatch of lesson goals, instructions for students.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

- c. Personnel Assignments
 - 1. Teachers, Instructional Leadership and academic partners (within school day).
 - 2. Toutole Ntoya, Community STEM Partner, and Jason Trapp, STEM Elective Teacher & Design Lab curator.
- d. Timeframe for completion
 - 1. Initial roll-out to teachers at 3/9 faculty meeting; scheduling entry points in Teacher conferences beginning that week.
 - 2. Teachers & students should start using space as soon as that week, expected to have each teacher schedule at least one 'Outdoor Classroom' period by end of Spring Semester, 2-3 during Fall semester.
- e. Budget
 - 1. n/a - provided by existing allocations.
 - 2.
- f. Evaluation criteria
 - 1. Improved responses to culture surveys (MSAP, AVID, Leadership) by students and teachers.
 - 2. Reduction in number of behavioral referrals from classroom teachers.



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

Action Plan School Climate

Goal: Increase student & staff sense of pride and teamwork in reaching SEL and academic goals.

I. Areas of Pride and Desired Improvements

- a) Pride
 - 3. Successful launch & implementation of signature programs highlight student & faculty achievement: Musical Performing Arts; STEAM; Math Academy; DLIP en espanol; AVID.
 - 4. Continued growth in quality of programs and school pride.
- b) Areas of Desired Improvement
 - 5. Positive motivation for students.
 - 6. To reconnect students, classes and community resources to routinely utilize courtyard spaces

II. Desired Change #1: Positive motivation for students

- c) Related Strategies and Activities
 - 7. Internal Motivation: Collaborative work with teachers & students to develop individual goals & individual conferencing
 - 8. External Motivation: "Bear Bucks" positive reward system with knick-knacks as rewards
- d) Resources Required
 - 9. Time in Professional Development / Faculty Meetings for teachers to collaboratively develop consistent messaging for students/
 - 10. Toys & trinkets for "Bear Bucks" rewards
- e) Personnel Assignments
 - 11. Instructional Leadership to plan PD; all faculty to participate
 - 12. Behavior Coach to coordinate distribution of "Bear Bucks", as well as the "purchasing" of toys & trinkets as rewards
- f) Timeframe for completion
 - 13. Implementation of student collaborative goal setting a part of Advisory; most core content teachers including Individual Goal-Setting & Conferencing as part of core class procedures - some teachers need support.
 - 14. Inquiry of student internal motivations to begin at 2/24/2020 Professional Development / Faculty Meeting; Instructional Leadership Team to implement practice of Common Messaging Protocols in PD during Spring 2020 semester.
- g) Budget
 - 15. Personnel needs covered by existing allocations
 - 16. ~\$100 / month, \$1,000/year for toys & trinkets for "Bear Bucks"
- h) Evaluation criteria
 - 17. Increased positive student responses to culture surveys: MSAP; AVID; Instructional Leadership
 - 18. Increased positive staff responses to culture surveys: MSAP; AVID; Instructional Leadership

III. Desired Change #2: To reconnect students, classes and community resources to routinely utilize courtyard spaces

- i) Related Strategies and Activities
 - 19. Review of Project-Based Learning (PBL) units to schedule opportunities to utilize space as alternate classroom
 - 20. Aligning outdoor spaces to Socio-Emotional Learning curricula in Advisory classes, particularly 'Community Circle' activities



PASADENA UNIFIED SCHOOL DISTRICT

CHILD WELFARE, ATTENDANCE & SAFETY

- j) Resources Required
 - 21. Planning time in Teacher conference periods and PD
 - 22. Chart paper; dedicated tripod chart displays for analog dispatch of lesson goals, instructions for students
- k) Personnel Assignments
 - 23. Teachers, Instructional Leadership and academic partners (within school day)
 - 24. Toutole Ntoya, Community STEM Partner, and Jason Trapp, STEM Elective Teacher & Design Lab curator
- l) Timeframe for completion
 - 25. Initial roll-out to teachers at 3/9/2020 faculty meeting; scheduling entry points in Teacher conferences beginning that week
 - 26. Teachers & students should start using space as soon as that week, expected to have each teacher schedule at least one 'Outdoor Classroom' period by end of Spring Semester, 2-3 during Fall semester
- m) Budget
 - 27. Personnel needs provided by existing allocations
 - 28. \$50 for tripod chart display; furniture provided by existing donations
- n) Evaluation criteria
 - 29. Improved responses to culture surveys (MSAP, AVID, Leadership) by students and teachers
 - 30. Reduction in number of behavioral referrals from classroom teachers